PRINCIPLES OF THE PROCESS OF DEVELOPING THE COMMUNICATIVE (COLLABORATIVE) COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS BASED ON AN INNOVATIVE APPROACH

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Annotatsiya: Maqolada bo‘lajak boshlang‘ich sinf o‘qituvchilarining kommunikativ (hamkorlik) kompetensiyasini innovatsion yondashuv asosida rivojlantirish tamoyillari yoritiladi.

Kalit so‘zlar: innovatsion yondashuv, kommunikativ kompetensiya, hamkorlik, rivojlantirish tamoyillari, bo‘lajak o‘qituvchilar.

Аннотация: В статье рассматриваются принципы развития коммуникативной (сотруднической) компетенции у будущих учителей начальных классов на основе инновационного подхода.

Ключевые слова: инновационный подход, коммуникативная компетенция, сотрудничество, принципы развития, будущие учителя.

Annotation: The article presents the principles of developing communicative (collaborative) competence in future primary school teachers based on an innovative approach.

Keywords: innovative approach, communicative competence, collaboration, development principles, future teachers.

An innovative approach is a pedagogical strategy aimed at developing students' active participation, creative thinking, independent decision-making, and problem-solving skills, unlike traditional teaching methods. It includes the following elements:

- Interactive learning (seminars, trainings, role-plays)

- Use of digital tools and multimodal materials (Jamboard, Canva, video materials)
- Team-based and collaborative tasks

Communicative (Collaborative) Competence

For future teachers, communicative competence includes:

- Linguistic component — speech ability, grammatical and lexical accuracy
- Pragmatic component — understanding communicative situations and adapting speech appropriately
- Socio-cultural component — intercultural communication, respect, and collaboration
- Strategic component — problem-solving in communication and selecting appropriate speech strategies

This competence is developed not only through knowledge transmission but also through active participation in communication processes.

We consider it appropriate to conduct a detailed analysis of each principle that should be applied in the process of developing communicative (collaborative) competence in future primary school teachers based on an innovative approach.

1. Principle of Scientific Approach.

The principle of scientific approach is one of the main methodological criteria in developing communicative (collaborative) competence, indicating that every pedagogical action in the professional training process should be aligned with a scientifically grounded approach. This principle relies on modern linguistic, psycholinguistic, and pedagogical research results and ensures that students' speech activities are developed consciously, systematically, and logically. Specifically, analyzing the components of communicative competence—linguistic, pragmatic,

socio-cultural, and strategic—from a scientific perspective ensures that the learning process is theoretically grounded, consistent, and effective.

By studying contemporary theories related to communication, including concepts of emotional intelligence, speech planning, and social pragmatics, students gain a deeper understanding of their communicative experience. This helps develop complex competencies such as analyzing communicative situations, understanding emotional and cultural contexts, and choosing appropriate speech style and tone for the audience. As a result, students learn to justify their ideas scientifically, consciously select speech strategies, and adapt in intercultural communication.

The scientific approach ensures the integration of theoretical and practical aspects of learning, allowing students to acquire knowledge based on evidence, observations, and research findings rather than in a ready-made form. Analyzing inter-component relationships scientifically, studying topics through linguistic and psychological foundations, and applying communicative models and schemes allow students to think independently, understand topics deeply, and construct their professional activity on a solid basis.

2. Principle of Consciousness and Activity.

The principle of consciousness and activity is a key psychopedagogical principle in developing communicative (collaborative) competence, emphasizing the learner's active and conscious participation in speech activity and communication. This principle draws on the cognitive theories of major psychologists and methodologists. Student activity is manifested not through external actions but through internal cognitive processes—understanding, reasoning, forming positions, and responding to counterarguments.

In practice, this principle is realized in seminars, trainings, problem-based tasks, and role-playing exercises. For example, in the "defense of opinion" method, students express their viewpoints not only intuitively or emotionally but also through evidence

and logical reasoning. In the "resolving conflict situations" method, students analyze different positions, develop alternative solutions, and consciously choose the most appropriate option. In the "opinion exchange circle" method, each participant becomes a subject of discussion, engaging in active and conscious dialogue. These methods foster personal responsibility, logical thinking, and the ability to defend one's ideas in communication. This principle ensures that communicative competence is developed deeply and sustainably, as activity goes beyond mere physical actions and involves a conscious, responsible, and reflective approach to communicative tasks. Students transition from passive listeners to full participants in the communication process. Consciousness and activity serve as a methodological foundation for forming communicative culture in future primary school teachers.

3. Principle of Visualization. The principle of visualization is based on cognitive psychology, didactics, and multimodal pedagogy. It emphasizes the role of visual tools in perceiving, retaining, and processing information in developing communicative (collaborative) competence. According to this principle, using various visual aids in the learning process activates the student's multi-channel sensory system, enhances understanding of communication processes, improves the comprehension of speech situations, and reduces cognitive load. Research in linguistics and didactics shows that visual representations (diagrams, graphic models, pictures, or animations) help students better structure and understand key concepts.

Practically, this principle is implemented through graphic interactive methods (clusters, fishbone diagrams, mind maps), interactive boards (e.g., Jamboard), presentations, role-plays with gestures and facial expressions, and multimodal video materials. Through clustering and graphic modeling, students visually analyze complex communication systems, understand interconnections between communication elements, and consciously apply this knowledge in speech activity. Visualization also activates emotional intelligence. Communicative situations

presented through visual images and dramatic scenes engage students emotionally, increase motivation, and enhance communicative preparedness. This principle ensures adaptability to individual cognitive styles; for example, students with visual, auditory, or kinesthetic preferences can process information in the format most comfortable for them. Beyond being a tool for clear and structured presentation of information, visualization serves as a didactic mechanism that deepens theoretical and psychological preparation for communication. It enlivens pedagogical communication, encourages active participation in speech activities, and integrates all components of communicative competence into a coherent methodological system.

3. Pedagogical Principles

The principles outlined in your text are scientifically grounded and applied in modern education as follows:

- **Principle of Scientific Approach:** Each learning activity should be based on scientific evidence and clarify interconnections between components.
- **Principle of Consciousness and Activity:** Students actively participate in communication and justify their positions.
- **Principle of Visualization:** Complex topics are explained using visual tools to enhance understanding and stimulate students' interest.

The educational process organized based on an innovative approach develops the following skills in future teachers:

- Effective communication and selecting a speech style appropriate for the audience
- Working in teams and collaboratively solving problems
- Consciously choosing speech strategies and justifying their ideas scientifically
- Understanding intercultural and emotional contexts

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