PEDAGOGICAL OPPORTUNITIES FOR DEVELOPING COMMUNICATIVE (COLLABORATIVE) COMPETENCE IN FUTURE PRIMARY SCHOOL TEACHERS BASED ON AN INNOVATIVE APPROACH

Adilova Munisa Furkatovna
Lecturer of the Department of
"Pedagogy of Primary Education"
of the Faculty of "Preschool and primary education",
Uzbekistan national Pedagogical University
named after Nizami
Ismoilova Xilola Sotiboldievna
Stage 4 student
of the Faculty of "Preschool and primary education",
Uzbekistan national Pedagogical University
named after Nizami

Annotation: *This article examines the pedagogical opportunities for developing communicative (collaborative) competence in future primary school teachers based on an innovative approach. It highlights the use of interactive methods, collaborative learning, and digital educational tools in the educational process. These approaches help students develop effective communication skills, teamwork abilities, and the capacity to express their ideas clearly and logically.*

Keywords: *innovative approach, communicative competence, collaboration, pedagogical opportunities, future primary school teachers, interactive methods.*

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

использование интерактивных методов, совместной деятельности и современных образовательных средств в процессе обучения.

Ключевые слова: *инновационный подход, коммуникативная компетенция, сотрудничество, педагогические возможности, будущие учителя начальных классов, интерактивные методы.*

Annotatsiya: *Maqolada innovatsion yondashuv asosida bo‘lajak boshlang‘ich sinf o‘qituvchilarida kommunikativ (hamkorlik) kompetensiyani rivojlantirishning pedagogik imkoniyatlari yoritiladi. Ta’lim jarayonida interfaol metodlar, jamoaviy faoliyat va zamonaviy ta’lim vositalaridan foydalanish orqali talabalarning samarali muloqot qilish va hamkorlikda ishlash ko‘nikmalarini shakllantirish masalalari ko‘rib chiqiladi.*

Kalit so‘zlar: *innovatsion yondashuv, kommunikativ kompetensiya, hamkorlik, pedagogik imk*oniyatlar, bo‘lajak boshlang‘ich sinf o‘qituvchilari, interfaol metodlar.

Developing communicative (collaborative) competence in future primary school teachers based on an innovative approach is one of the important tasks of the modern education system. In this process, the use of interactive methods, collaborative activities, and digital educational tools helps develop students’ skills of effective communication, teamwork, and the ability to express their ideas freely and logically. Innovative pedagogical opportunities activate the educational process and contribute to the development of future teachers’ professional competencies.

1. The principle of systematicity and consistency. The principle of systemativeness and consistency is a didactic principle that ensures the gradual, sequential Organization of educational activities in the development of communicative (collaborative) competence, which requires the organization of the content and form of education in logical consistency, continuity. This principle is based on the developmental learning theories of major scholars and educators. It focuses on the student's cognitive potential, moving from simple communication to

complex speech activities. Each acquired skill and knowledge is seen as a solid foundation for activities at a new level [31].

The development of communicative competence on the basis of the principle of systematicity and consistency initially begins within the framework of socio-cultural discourse situations. For example, students imitate everyday life situations of communication (dating, greeting, question and answer, comment). Then we move on to more complex, contextually burdened professional-pedagogical communication situations — in this case, classes are held in the lesson on expressing an opinion, correctly answering student questions, managing controversial situations, building effective communication with parents or colleagues, as a result of which consistency consistently and comprehensively forms the linguistic, pragmatic and sociocultural components of communicative competence.

On the basis of this principle, the knowledge of educators is given in a chain way, in progressive development. Each stage strengthens the previous one and acts as a support for the new stage. This sequence methodologically allows for the consistent and stable formation of students' communicative readiness through the ordering of educational material, increasing the level of complexity, and inter-subject and inter-stage integration. The teaching process, organized based on the principles of systematicity and consistency, is characterized by effectiveness, stability, and high reflective potential.

The principle of systematicity and consistency provides a structural approach to the development of communicative competence, carries out a thorough, step-by-step assimilation of the learned knowledge and skills, their integration into practical activities and preparation of the teacher's personality for professional communication. [15; pp. 80–81.]

2. The principle of strengthening knowledge. The principle of knowledge consolidation is a basic didactic principle that ensures that knowledge and skills are

stored in stable, long— term memory in the development of communicative (collaborative) competence, approached from the point of view of cognitive psychology, Activity Theory and linguodidactics. According to this principle, it is necessary to present abstract theoretical knowledge and deeply assimilate and implement it into practice by applying it in real communicative contexts. An approach based on active student participation, regular repetition, reflection, and contextual exercises is particularly important in reinforcing communication skills.

In practice, this principle is realized through exercises that are used in real communicative situations. For example, through dialogue analysis, students understand specific speech units, communicative strategies, intonation structures, and sociocultural context. Through role-playing (staged situations), they bring to life speech situations and learn to use non-verbal means such as emotion, body language, and facial expressions. Tasks such as writing responses to social situations also reinforce communication skills in written language [38].

Another important factor that ensures the sustainable assimilation of knowledge is the constant establishment of reflective activities. After each lesson, students analyze their communicative actions, the strategies they used, and the problems that arose. Through this analytical approach, knowledge is reinforced, integrated with personal experience, and stored in long-term memory. Through regular repeated application (rehearsal) and solving problem assignments, the student develops the skill of transferring knowledge, that is, applying them in accordance with new situations.

The principle of strengthening knowledge creates the necessary conditions for conscious speech activity based on deep and stable knowledge in the development of communicative competence. The principle not only elevates the learning process to a cognitive level, but also provides a stage that is activity-oriented, tested in practice, and reinforced on a reflective basis [74].

3. The principle of person-centeredness. The principle of person-centeredness is the main methodological principle in the development of communicative (collaborative) competence, providing an approach adapted to the individual psychological characteristics, speech experience, level of knowledge, and temperament of each student. This principle relies on humanistic educational concepts. The main task of this principle is to open up the student's internal resources, encourage him to realize his communicative capabilities, and direct him to the conscious management and development of personal activities. This task is selected in accordance with the psycholinguistic and emotional-professional level of each individual, without presenting communicative learning tasks in a standard form.

The principle of person-centeredness is implemented by identifying an individual "speech profile" in the student. The identified profile records the student's vocabulary, sentence structure, tone of voice, level of use of non-verbal tools, speech strategies, and reflective approach to communication. The "Communicative Folder" system provides students with the opportunity for self-analysis and individual assessment by the teacher. The folder will include written and oral presentations, videos, evaluation matrices, analytical notes, and reflective reports. Using the "communicative folder" method, individual development paths are determined for the student, and their dynamics of growth in communication are consistently monitored [105].

The person-centered form of communication competence formation takes into account not only knowledge, but also personal needs, interests, and professional motivation. As a result, the student develops qualities such as verbal independence, the ability to express one's thoughts freely and confidently, emotional stability, and communicative flexibility. It can be said that it is especially relevant for primary school teachers, because they will be required to use an individual approach to students in the future [105].

In conclusion, the principle of personality orientation can be used as a scientific and methodological basis for the full-fledged opening of human potential in the process of communicative training, individual planning of the trajectory of each student's speech development and individualization of educational content.

4. Principle of differentiation and individualization. The principle of differentiation and individualization in the formation of communicative competence involves taking into account cognitive, psychological, and sociocultural differences between students and adapting the content and methodology of the educational process to individual needs and capabilities.

Differentiation is achieved by stratification of content and diversification of methodological technologies. For example, communicatively high-potential students may be given the task of analyzing complex dialogue structures, rhetorical strategies, or cross-cultural discourse models. Students who need to strengthen their speech structure and lexical richness are recommended to work with simplified scripts, semantic maps, and imitative exercises. At each stage, the content being studied is supported by multimodal tools — diagrams, autoreflection processes, video analysis, and electronic portfolios — which ensure the transition of abstract theoretical concepts into a practical context [130].

Within the framework of this principle, the methodological approach is also individualized. The student can perform the task option of his choice individually or in pairs, groups. The teacher, as a facilitator, provides feedback and additional resources tailored to each student's performance. Monitoring and evaluation processes are also carried out using differentiated methods, where the dynamics of each student's competence growth are reflected through individual models. It is precisely when the principles of differentiation and individualization of the educational process are used together that communicative skills are consistently mastered and successfully integrated into practical activities.

The main goal of developing communication skills based on an innovative approach is to ensure a comprehensive, flexible, and continuous connection between the teacher and the student. Each form of learning — individual, group, interactive workshop, and collaborative — offers its own pedagogical tool, but their impact is maximized when properly coordinated. Similarly, a set of principles—from scientificity to differentiation—provides a logical, coherent, student-centered, and sustainable foundation for the methodological process.

In an educational environment created by combining form and principles, students develop communication skills, problem-solving strategies, and reflective thinking skills by mastering speech strategies and psychological interaction. Future primary school teachers will become specialists who, in their pedagogical activities, take into account the individual characteristics of each student, practice an innovative approach that strengthens the team spirit, and constantly improve their methodological approach.

Importantly, this general concept — in the integrated application of forms and principles — not only continuously deepens knowledge and skills, but also makes the pedagogical process resilient and flexible, ready for life's challenges and changes. As a result, teachers have the opportunity to test, analyze, and experiment with new strategies for practicing communication skills, while also shaping students as mature individuals who are equipped with 21st-century competencies.

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