

THE ROLE OF COMMUNICATION SKILLS IN DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCIES

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Abstract

This article examines the development of communicative competence within the context of modern higher education, emphasizing the growing role of interactive methods and information technologies in teaching. The study highlights the relevance of the Presidential Decree of the Republic of Uzbekistan No. PF-5847, which outlines strategic priorities for improving pedagogical training, integrating innovative teaching methods, and strengthening communication skills among future educators. A review of international and Uzbek scientific literature demonstrates that communicative competence is a multidisciplinary concept shaped by research in pedagogy, psychology, and sociology. The article further explores methodological approaches that enhance effective communication in teaching, including the use of reliable information sources, clear communication goals, and audience-oriented strategies. Special attention is given to the cognitive processes that influence communication, such as perceptual models and contextual factors. The findings underscore the need for continuous, dynamic, and context-sensitive communication to improve the quality of education and foster competent future professionals.

Keywords: Communicative competence; pedagogical communication; interactive methods; higher education; information technologies; cognitive models; communication context; pedagogical skills; professional competence; educational reforms.

Introduction

In the modern era, information technologies are rapidly evolving, and a wide range of interactive methods and techniques are increasingly being applied in educational settings. Although the use of these methods may vary across different subjects, every teacher is expected to possess the necessary skills and competencies to implement them effectively. Integrating interactive approaches into lessons not only stimulates students' interest but also enhances their engagement with the subject and strengthens their communication abilities.



In higher education, the application of such methods proves to be especially effective. One of the most significant reforms in this sphere is the Presidential Decree of the Republic of Uzbekistan No. PF-5847, adopted on October 8, 2019, titled “On Approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030.”[2] This document outlines key priorities such as improving the quality of training in humanitarian and pedagogical fields, revising curricula based on international best practices, developing students’ competencies in modern pedagogical technologies, enhancing the infrastructure for pedagogical education, and supplying all regional secondary schools with highly qualified teachers proficient in foreign languages.

Analysis of the literature on the topic

A review of scientific literature on the development of communicative competence indicates that this concept has been extensively explored across multiple disciplines, including pedagogy, psychology, and sociology. Vygotsky (1978)[8] highlighted the interrelation between human cognition and communication, whereas Bandura (1986) underscored the role of communication within the framework of social learning theory. Uzbek scholars have also made notable contributions to this field. For instance, Kholmurodov (2019) conducted an in-depth investigation into the significance of pedagogical communication processes in education. Similarly, Karimova (2021) examined innovative methods aimed at enhancing students’ communication skills.

In addition, Bazarbayeva Azizakhon Shokirovna, in her article titled “*Theoretical and methodological foundations of using speech exercises in the development of students’ communicative competence*”, emphasized the importance of communicative and professional competence. Likewise, Karimova Kamola Komil kizi discussed the scientific and theoretical principles of developing professional competence in teachers.

Research Methodology

For effective pedagogical activity, it is important for teachers, on the one hand, to master strategies that enhance communication, and on the other hand, to develop communication competencies taking into account the needs of the audience. In this regard, the purpose of communication, the quality of information, and the correct choice of delivery methods and tools are important. The teacher should strive to improve the quality of communication by analyzing, evaluating his communicative activity and improving existing experiences. In this way, they form a systematic approach that serves to strengthen mutual understanding. [5]

Communication can occur inside or outside the school, but many factors affect its reliability, accuracy and correctness. From this point of view, the teacher should carefully choose the time, conditions and audience for delivering information. According to Towers Perrin (2004) research, only 51% of 1,000 employees in the United States believe that the information provided by their employer is reliable, while the rest expressed doubts about this. Such situations indicate the need to ensure the reliability of communication in the educational system. Of course, teachers cannot control all communication, but they can improve the effectiveness of communication in the following three areas:



- Identifying reliable sources of information;
- Involving qualified specialists in the communication process;
- Clearly defining communication goals (based on Gardner & Winder, 1998). [4]

By focusing on these aspects, the teacher can develop a reliable and effective communication model for transmitting the message. Many communication problems arise from the fact that information is delivered at the wrong time, place, form, or person. Bennis (1997) explains this situation as follows: “We consume so much information that we do not pay attention to understanding its meaning. The increase in information is a sign of the increasing need for meaning in society.”

Therefore, effective communication is a message that has content and purpose that is understood by the listener. Regardless of the method by which the teacher conveys the message, in order for it to be understandable to the audience, he must:

- Ensure clarity, consistency, and precise expression in communication;
- Adapt the communication to the goals of the organization;
- Emphasize the main ideas;
- Use language and phrases that are familiar to the audience.

Fullan (2001) believes that people can learn more from those who have opposing views, but often we prefer to communicate only with those who agree with us. Young and Post (1993) emphasize the need to maintain openness and mutual trust in communication, noting that not sharing information within the organization with others can be a cause of this problem. [3]

Analysis and results

Visual illusions clearly demonstrate how the human brain fills in information through assumptions in the process of perception. For example, the optical illusion “Kanizsa triangle” described by the famous Italian psychologist and artist Gaetano Canizsa shows that the human brain system perceives a shape, in particular a triangle, that is not clearly visible in a picture as existing. Although the picture does not geometrically depict a triangle, the brain perceives this shape “approximately” based on existing experience and patterns through top-down processing. This phenomenon is called “perceptual completion”. This process applies not only to vision, but also to other types of understanding. Therefore, any perception carried out by a person is to some extent a process of approximation and formation based on a personal model. [7]

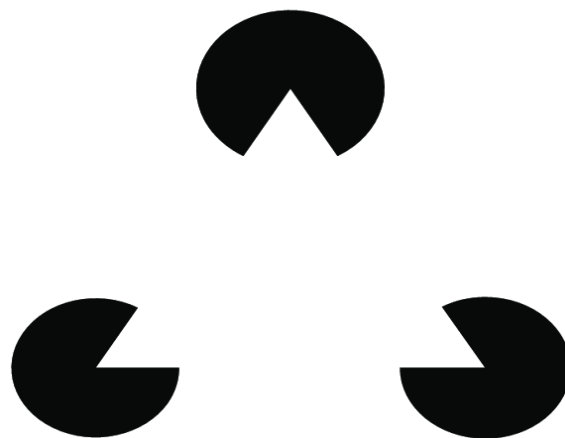


Figure 1. Kanizsa triangle.



This psychological basis is directly related to the communication process. One of the most important questions in the formation of a new model of communication is: “What impact am I having through my actions?” Because any exchange of information is directly related to the mental models, experience, and cognitive context of the recipient of this information.

When analyzing communication within the framework of a pattern-based cognitive model, it is based on three important principles:

First, communication is a continuous process. If a person is constantly updating his understanding of the environment, then communication must also be ongoing, unfolding dynamically. This distinguishes it from one-way transmission (for example, radio broadcasting); communication requires constant interactivity.

Second, communication is a complex and multifaceted phenomenon. The information received by people is transmitted not only through words, but also through tone of voice, body movements, facial expressions, intonation, and contextual signals. Some signals are sent consciously, while others occur unconsciously. In any case, as long as a person is being observed, he is communicating.

Thirdly, communication is a contextual process. It always occurs in a certain environment, under the influence of certain factors. The contexts that affect communication are:

- Psychological context - the needs, values, motivations and beliefs of the individual;
- Communicational context - social relations, statuses and mutual evaluations between the parties;
- Situational context - the social situation and its specific communication rules (for example, communication in a formal environment is different from that in an informal environment);
- Environmental context - the physical environment (noise, temperature, spatial structure and time);
- Cultural context - values, behavioral norms and communicative customs specific to the culture.

Conclusions

The analysis conducted in this article demonstrates that communicative competence is a key component of effective teaching and a decisive factor in improving the quality of higher education. Interactive methods, supported by modern information technologies, significantly enhance students' motivation, engagement, and communication abilities. The Presidential Decree PF-5847 provides a strong policy foundation for strengthening pedagogical education in Uzbekistan, particularly in terms of developing modern professional competencies. The review of scientific sources reveals that both international and Uzbek researchers have contributed valuable insights into the theoretical, psychological, and methodological foundations of communication in education.

The research findings show that communication is a continuous, multifaceted, and context-dependent process shaped by cognitive patterns, personal experience, and environmental conditions. Effective communication requires clarity, coherence, reliability, and strategic alignment with educational objectives. Teachers must consciously select appropriate methods, timing, and channels to ensure that messages are perceived accurately by learners.



Strengthening communicative competence not only enhances the teaching process but also contributes to the preparation of highly qualified specialists capable of meeting modern educational demands. Therefore, developing communication skills should remain a central priority in teacher training programs and educational reforms.

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