

DEVELOPMENT OF COMMUNICATION CULTURE IN FUTURE PRIMARY EDUCATION TEACHERS

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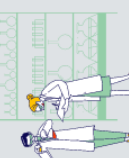
Abstract

building a culture of communication among aspiring primary school teachers is essential to creating productive learning environments. In order to improve teacher candidates' communication abilities, this article examines a number of pedagogical approaches. It highlights the need of establishing collaborative learning environments, promoting active engagement, and incorporating reflective practices into their training. It also emphasizes the value of using technology to enhance communication skills and the necessity of culturally sensitive communication techniques to accommodate a range of student backgrounds. Teacher education programs can guarantee that aspiring teachers are ready to handle the changing demands of the classroom and improve the educational experiences of their pupils by providing them with these abilities.

Keywords: Communication culture; Primary education teachers; Pedagogical strategies; Collaborative learning; Active participation; Reflective practices.

Introduction

The new image of Uzbekistan is being updated in all respects based on world standards. The degree of development of the state is characterized by the quality of existing schools, improvement in content, and the scope of social orders placed on the knowledge, skills, qualifications and competencies of graduates. In particular, the position of school teachers, the possibility of their creativity based on democratic principles, is one of the important factors for young people to be effectively prepared for the labor market in the information age. The emergence of a rapidly changing global environment requires future teachers to have not only strong content knowledge, but also advanced communication skills. As the foundations of primary education are laid in the formative period, it is essential that prospective primary teachers develop a strong communication culture that enables them to communicate effectively with young learners, parents and colleagues. This article explores a variety of pedagogical strategies that can be used to improve communication skills among prospective elementary teachers. Emphasizing collaborative learning, active participation, and reflective practice, we aim to provide a comprehensive framework that prepares teachers for the challenges and opportunities presented in contemporary educational settings.



PAIN PART

Teaching methods determine the activities of teachers and students during the educational process, how to organize and conduct the educational process, and what activities students should perform during this process. There are different teaching methods, and each of them is aimed at further developing the consciousness of children. Teaching methods include: "cluster", "boomerang", "scarab" technology, "veer" methods and other similar methods. One of the most common methods today is the cluster method. This method is a pedagogic strategy that helps students to think deeply and acquire knowledge on the topic thoroughly. This method teaches independent interpretation of the topic, conclusions and suggestions. This method, used in the educational process, is gaining wide meanings today. There is also the concept of "pedagogical education cluster", which is fundamentally different from the cluster method, and this concept is also included in the field of education. It aims to develop it on a large scale. Pedagogical education cluster is a mechanism that strengthens the integration of separate subjects with equal rights, technology and human resources in a relationship with each other in order to meet the needs of competitive pedagogical personnel of a certain geographical area. Creating a collaborative learning environment is one of the most effective strategies for developing a culture of communication. Prospective teachers must engage in group activities that require them to share ideas, negotiate solutions, and reflect on communication styles. By working in groups to solve problems or create lesson plans, future teachers can learn to express themselves clearly, listen actively, and value different points of view. Incorporating group projects, peer tutoring, and cooperative learning systems can develop good communication skills and teamwork that are important for their future classrooms.¹

The development of communication culture among future primary education teachers is a pivotal aspect of their professional training and effectiveness in the classroom. As educators step into diverse learning environments, the ability to communicate effectively, inclusively, and empathetically becomes paramount in shaping the educational experiences of their students. In a world that is continuously evolving and increasingly interconnected, the communication culture that teachers foster will directly influence their capacity to engage students, build relationships, and facilitate collaborative learning. At the heart of this development lies the understanding that communication is not merely the exchange of information but involves a complex interaction of verbal, non-verbal, and emotional signals.² Effective communication serves as the foundation for building trust and rapport between teachers and their students. In primary education settings, where students are often still developing their social and emotional skills, the influence of a teacher's communication practices cannot be understated. It is essential that future educators recognize the importance of active listening, which involves fully engaging with students to understand their perspectives, thoughts, and feelings. This practice not only helps teachers respond more

¹ Сатторов, С. А. (2023). ИНТИЗОМЛИЛИК ВА" УСТОЗ-ШОГИРД" ДИАДАСИ. Science and innovation, 2(Special Issue 4), 360-363.

² Джумашев, А. М. (2019). Эвакуированные народы в начальные годы войны в Каракалпакстане: неизвестные страницы истории. Материалы печатаются в авторской редакции, 85.

appropriately to students' needs but also fosters an environment where students feel heard and valued. Moreover, empathy plays a crucial role in communication culture. When teachers approach interactions with a genuine understanding of students' backgrounds and experiences, they cultivate a safe space for open dialogue, encouraging students to express themselves freely.³ As classrooms become more diverse, primary education teachers must also be adept at recognizing and navigating cultural differences in communication styles. Building a communication culture that is inclusive requires educators to be aware of linguistic variations, non-verbal cues, and cultural norms that influence how students interact. By embracing cultural responsiveness, teachers can create a classroom atmosphere that honors the unique identities of each student, thus promoting a sense of belonging and appreciation for diversity. Collaborative learning is another critical aspect of communication culture in education. Future teachers need to foster an environment where teamwork is not only encouraged but embedded into the learning process. When students engage in collaborative activities, they learn to share ideas, negotiate differences, and build consensus, all of which are essential communication skills in both academic and real-world contexts. Through structured group work and peer interactions, educators can model effective communication strategies that students can adopt throughout their lives. In engaging parents and communities, communication culture extends beyond the classroom walls. Future primary education teachers should develop strategies that facilitate strong connections with families, ensuring that parents feel informed and involved in their children's educational journeys. Effective communication with families not only enhances student learning but also builds a support network that reinforces the importance of education. By providing regular feedback, sharing successes, and maintaining open communication channels, teachers can empower parents to take an active role in their children's education.⁴ The competency framework for future primary education teachers encompasses various skills necessary for effective communication. Active listening, empathy, and adaptability are foundational skills that educators must develop during their training. Additionally, future teachers need to become adept at conveying their messages with clarity and conciseness, particularly when explaining complex concepts to young learners.⁵ The ability to adjust one's communication style to suit the classroom dynamics and individual needs of students is equally vital. In instances where conflicts may arise among students or between students and teachers, having conflict resolution skills on hand enables future educators to manage disputes thoughtfully and constructively, allowing the classroom environment to remain conducive to

³ Gyulsina, B., & Ganisher, E. (2023, October). STEM BEYOND THE CLASSROOM: EXTRACURRICULAR ACTIVITIES TO CULTIVATE 21ST CENTURY SKILLS AND GLOBAL CITIZENSHIP. In *International Scientific and Current Research Conferences* (pp. 198-204).

⁴ Жиянов, О. П. (2022). ПЕДАГОГИК ТАЪЛИМ МАҚСАДИ, МАЗМУНИ ВА ТАМОЙИЛЛАРИ. *Journal of marketing, business and management*, 1(9), 19-24.

⁵ Gyulsina, B. (2024). The impact of artificial intelligence on the development of critical thinking in the process of learning stem disciplines. *Холодная наука*, (8), 47-55.

learning.⁶ Moreover, non-verbal communication plays an invaluable role in education. Future teachers must be aware of their body language, facial expressions, and tone of voice, as these elements significantly impact how their messages are received. By being conscious of their non-verbal cues, educators can enhance their communication effectiveness and ensure that their intent aligns with how their message is interpreted by students.

To promote these competencies, teacher education programs need to implement specific strategies aimed at fostering communication culture. Experiential learning situations such as internships, field experiences, and classroom simulations provide invaluable opportunities for aspiring teachers to practice and refine their communication skills in real-world contexts. These first-hand experiences allow future educators to navigate complex interactions and develop their unique styles of communication.⁷ Collaborative learning opportunities among teacher candidates also play a crucial role in this development. By participating in group projects and peer teaching, aspiring educators can exchange ideas, give and receive feedback, and learn the nuances of effective communication through practical application. Professional development workshops focusing on various aspects of communication, including active listening, conflict resolution, and culturally responsive communication practices, should be a staple in teacher education curricula. These workshops equip teacher candidates with the necessary tools to engage effectively with students, families, and colleagues. Mentorship programs are another effective means of solidifying a communication culture within teacher education.⁸ Pairing novice educators with experienced mentors allows for the sharing of best practices, insights, and strategies that enhance communication skills. Mentors can provide constructive feedback and guidance, helping future teachers navigate their roles with confidence. Additionally, the integration of technology into communication practices is essential in today's digital age. Teacher education programs should emphasize the effective use of digital tools for communication, ensuring that future educators can engage with students and families through various platforms, including social media and online learning environments⁹

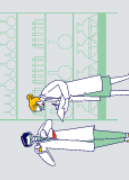
While the path to developing a strong communication culture in teacher education is critical, it is not without its challenges. Diverse backgrounds of teacher candidates can lead to varying levels of communication proficiency and styles, creating a need for adaptive training that accommodates these differences. Time constraints posed by the comprehensive nature of

⁶ Худойназаров, Э. М., & Бекметова, З. З. Қ. (2022). ЎҚУВЧИЛАРДА ТАНҚИДИЙ ФИКРЛАШНИ РИВОЖЛАНТИРИШНИНГ ПЕДАГОГИК ВА МЕТОДИК АСОСЛАРИ. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(12), 1099-1107.

⁷ Baisova, G. (2024). INTEGRATION OF ARTIFICIAL INTELLIGENCE INTO EDUCATIONAL PROGRAMS TO DEVELOP SCIENTIFIC ANALYSIS SKILLS IN A MULTIDISCIPLINARY ENVIRONMENT. *Бюллетень науки и практики*, 10(11), 410-416.

⁸ Gaffarova, K. D. (2022). Theoretical Foundations and Features of Teaching English for Special Purposes. *Miasto Przyszłości*, 29, 201-203.

⁹ Рахматова, Ф. А. (2021). ВОЗМОЖНОСТИ РАЗВИТИЯ НАУЧНОИССЛЕДОВАТЕЛЬСКИХ КОМПЕТЕНЦИЙ У ПРЕПОДАВАТЕЛЕЙ НАЧАЛЬНОЙ ШКОЛЫ НА ОСНОВЕ ИННОВАЦИОННОГО ПОДХОДА: Рахматова Феруза Абулкосимовна, Джизакский государственный педагогический институт, доктор философских наук, заведующий кафедрой "Теории педагогического образования". *Образование и инновационные исследования международный научно-методический журнал, (2-Махсус сон)*, 306-310.



teacher education programs may limit opportunities for focused communication training. Overcoming resistance to change also presents a hurdle; educators accustomed to traditional methodologies may find it challenging to adopt and embrace new communication practices. Additionally, resource limitations in teacher education institutions may hinder the implementation of comprehensive training initiatives. Despite these challenges, building a solid communication culture in future primary education teachers is essential for fostering positive educational environments. By prioritizing communication skills and competencies in teacher education programs, we can prepare future educators to meet the diverse needs of their students effectively. The impacts of a well-developed communication culture extend far beyond classroom interactions; they influence students' academic success, emotional well-being, and overall development.

CONCLUSION

among summary, developing a communication culture among aspiring primary school teachers is essential to creating successful learning environments. Teacher education programs may greatly improve their candidates' communication skills by implementing pedagogical techniques including collaborative learning, active participation, reflective practices, technology integration, and culturally sensitive communication training. These abilities are critical for establishing a welcoming, stimulating, and encouraging learning environment in addition to being necessary for efficient classroom administration and instruction. Prioritizing the growth of a communication culture as we train the next generation of educators can help shape the future of education by benefiting not just the instructors but also the general achievement and welfare of their pupils.

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