



Innovatsion Yondashuv Asosida Bo‘Lajak Boshlang‘Ich Sinf O‘qituvchilarida Kommunikativ (Hamkorlik) Kompetensiyani Rivojlantirishning Pedagogik-Psixologik Imkoniyatlari

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

ABSTRACT

Maqolada innovatsion yondashuv asosida bo‘lajak boshlang‘ich sinf o‘qituvchilarida kommunikativ (hamkorlik) kompetensiyasini rivojlantirishning pedagogik-psixologik imkoniyatlari yoritiladi.

ARTICLE INFO

Received: 8th April, 2026

Accepted: 6th May 2026

KEY WORDS:

innovatsion yondashuv, kommunikativ kompetensiya, hamkorlik, pedagogik-psixologik imkoniyatlar, bo‘lajak o‘qituvchilar.

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

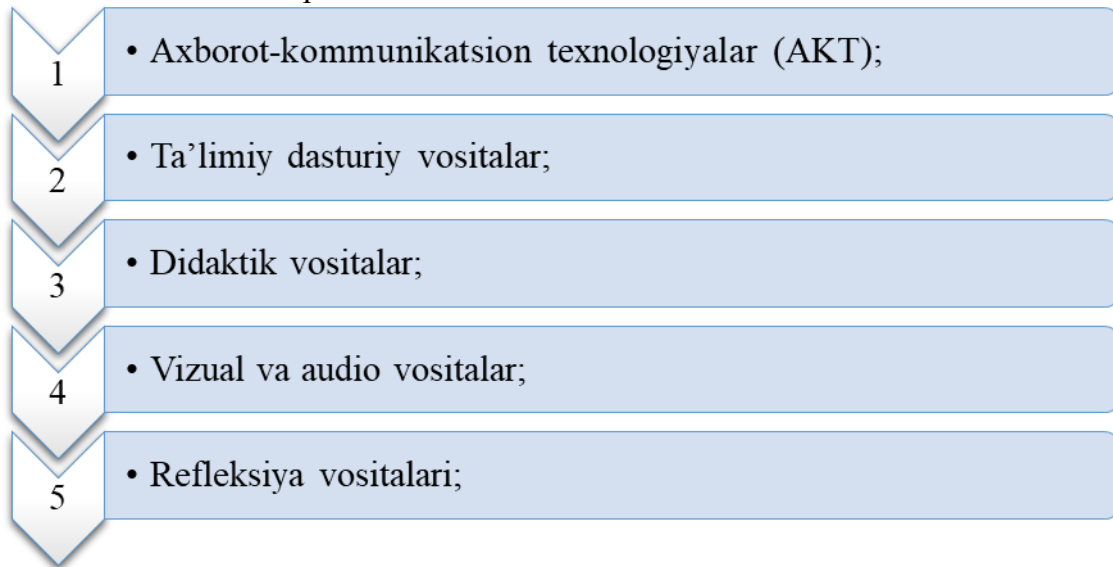
Ключевые слова: инновационный подход, коммуникативная компетенция, сотрудничество, педагогико-психологические возможности, будущие учителя.

Annotation: The article examines the pedagogical and psychological opportunities for developing communicative (collaborative) competence in future primary school teachers based on an innovative approach.

Keywords: Innovative approach, communicative competence, collaboration, pedagogical and psychological opportunities, future teachers.

Innovative approach-based methods for developing communicative (collaborative) competence are not designed to teach in the traditional sense, but to ensure the active participation of the learner, fostering mutual respect, collaboration, and communication culture. Through these methods, future primary school teachers acquire the ability to communicate effectively, work in teams, and express their ideas freely in modern pedagogical settings.

To implement the above methods effectively, we propose using the following tools in this process. The tools for developing communicative (collaborative) competence in future primary school teachers based on an innovative approach are a set of technical, technological, methodological, and content-based resources designed to modernize the pedagogical process and ensure interactive, multi-channel communication among the participants of the educational process.



Innovative tools for developing communicative competence

Below we will analyze these tools on a scientific and theoretical basis.

Information and communication technologies (ICT) provide ample opportunities to activate student participation, exchange ideas, and strengthen collaboration in the educational process.

1. Information and communication technologies (ICT).

a) Video conferencing platforms – Zoom, MS Teams, and Google Meet – allow teachers and students to chat and discuss in real time with participants from different locations. It is very convenient to conduct live discussions on a topic, group work, and presentations using interactive voice and video communication, chat functions, and screen sharing on electronic devices;

b) Interactive whiteboards – services such as Jamboard, Miro, Padlet – can be used to visually collect students' creative ideas in one place, categorize them, and identify the structure of communication through network diagrams. For example, in Jamboard, a teacher can post a central topic and ask students to post their thoughts on colorful "post-its," then divide them into groups, with each group presenting their cluster. Miro allows you to plan complex processes and project tasks in a step-by-step format, giving students the opportunity to take initiative and work synchronously with their team.

2. Educational software tools.

a) LMS (Learning Management Systems). Learning management systems (LMS) – platforms such as Moodle and Google Classroom – allow for centralized management and automation of the learning process. Through Moodle, teachers can create lesson modules, upload assignments, set deadlines, and receive student responses within the system, with the option to automatically or manually grade them. Detailed feedback on each assignment, score distribution, and progress reports can be tracked in real time. Google Classroom, on the other hand, simplifies the process of quickly assigning tasks to students, facilitating online communication and material sharing, thanks to its simplicity and integration with the Google ecosystem (Drive, Docs, Meet). Both systems strengthen inter-student and teacher-student interaction through the organization of course structure into modules and sections, the installation of test, quiz and questionnaire tools, the authorization of Group Work, news panels and discussion forums.

3. Didactic agents

a) Competency-based tasks. Competency-based tasks require students to apply existing knowledge and skills in the context of real-world problems. The open-ended question format encourages the student's creative thinking because they can express the answer in multiple ways. Interactive tasks (such as two-way

discussions or "dilemma" tasks) encourage students to actively exchange ideas and enrich their speaking style. Through arguments based on argumentation (homogenization), each participant learns to reinforce their position with arguments and develops critical thinking and evidence-based decision-making skills;

b) Projects for small groups. Project assignments for small groups provide collaborative planning and execution, whether in remote or face-to-face training. At each stage of the project, team members share responsibilities based on their roles and prepare reports that periodically assess progress. At the end of the project, teams will present their results, reinforcing the art of presentation and constructive criticism within the group;

4. Visual and audio tools.

a) Audio and video tutorials. Audio and video tutorials strengthen students' listening and comprehension skills, as they actively receive oral information and then learn to re-express it in writing or orally. Video tutorials use animation, graphics, and real-world demonstrations to explain complex concepts in a step-by-step, simple way, intensively maintaining student attention and encouraging a continuous question-and-answer process on the topic. Audio materials, such as podcasts or audio stories, focus the listener's attention solely on listening, developing their oral expression and concise analytical thinking skills;

b) Infographics and presentations. Infographics and presentations increase the student's ability to quickly grasp concepts by presenting information in a concise manner using visual elements. The combination of diagrams, graphs, and icons helps to structure information, allowing complex processes to be shown step by step. Slides created on PowerPoint, Prezi, or Canva platforms enrich the speaker's tools with a text-image approach, teaching the reader to express their ideas clearly and effectively.

5. Reflection tools.

The "Feedback Diary" (impressions diary) provides the student with a basis for reviewing their participation and learning after each session. The student writes in their journal about their role, their strengths in the work process, and the challenges they faced, thereby identifying a strategy for working on themselves based on a metacognitive approach. The teacher can analyze the journal, identify individual development areas, and provide appropriate feedback to each student's learning process.

Assessment matrices (rubrics) allow for the evaluation of communication activities according to specific criteria. For each criterion (e.g., speaking clarity, active listening, range of participation), step-by-step criteria and levels of achievement (e.g., beginning, advanced, proficient) are established. A transparent approach helps students work on their strengths and weaknesses, allowing the teacher to objectively implement assessments and provide unbiased feedback.

Literature

1. Рогов Е.И. Общение и межличностные отношения: практикум по психологии. – Москва: Владар, 2001. – 384 с.
2. Савина Н.П. Методика формирования коммуникативной компетенции обучающихся: учеб. пособие. – СПб.: Речь, 2013.
3. Nayitov, A., & Yusupova, I. (2022). Integrativ yondashuv asosida boshlang'ich sinf o'quvchilarida mantiqiy fikrlash kompetensiyalarini rivojlantirish usullari. *Science and innovation*, 1(B7), 1262-1267.
4. Hakimov, F. N., & Ahmadova, G. N. (2025). THE CURRENT ROLE AND IMPORTANCE OF DISTANCE EDUCATION IN BEGINNER CLASSES. *SCIENTIFIC APPROACH TO THE MODERN EDUCATION SYSTEM*, 3(34), 95-98.
5. Furkatovna, A. M. (2022). INNOVATION YONDASHUV ASOSIDA BO'LAJAK PEDAGOGLARNING KOMMUNIKATIV KOMPETENTLIGINI SHAKLLANTIRISH. *INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. SCIENTIFIC-METHODICAL JOURNAL*, 3(7), 99-106.
6. Furkatovna, A. M. (2022). Methods of Innovation Approach to Forming Communicative Competence of Future Educators. *Eurasian Scientific Herald*, 10, 53-58.
7. Adilova, M. (2022). PSYCHOLOGICAL AND PEDAGOGICAL FACTORS OF INNOVATIVE APPROACH TO THE FORMATION OF COMMUNICATIVE COMPETENCE OF THE FUTURE

TEACHER. *European International Journal of Multidisciplinary Research and Management Studies*, 2(04), 304-308.

8. Адилова, М. Ф. (2021). Формирование экологической культуры у учеников начального образования на основе медиатехнологий. *Science and Education*, 2(6), 543-546.
9. Адилова, М. Ф. (2020). РЕФОРМЫ В ОБРАЗОВАНИИ УЗБЕКИСТАНА: СОСТОЯНИЕ И ПЕРСПЕКТИВЫ. *Science and Education*, 1(7), 452-455.
10. Ergasheva, G. M., Sotiboldieva, S. J., & Adilova, M. F. (2020). COMPREHENSIVE APPROACH TO ASSESSING STUDENTS KNOWLEDGE IN PRIMARY SCHOOL BASED ON THE INTERNATIONAL ASSESSMENT PROGRAM IN THE REPUBLIC OF UZBEKISTAN. *Theoretical & Applied Science*, (1), 56-62.
11. Furkatovna, A. M., & Raxmatillayevna, M. Z. (2023). Boshlang'ich Ta'limda Pedagogik-Innovatsion Faoliyat Yosh Avlod Ta'lim-Tarbiyasining Muhim Omili Sifatida. *Miasto Przyszłości*, 33, 301-305.
12. Furkatovna, A. M. (2023). Bo'lajak Boshlang'ich Sing O'qituvchilarida Kommunikativ Kompetensiyalarni Rivojlantirish. *Miasto Przyszłości*, 31, 9-15.
13. Mavlyanov, M., Bekchanov, B., Adilova, M., & Erkaev, A. (2023). STUDY OF THE CHEMICAL AND MINERALOGICAL COMPOSITION OF POTASSIUM ORES OF TUBEGATAN MINE. *Science and innovation*, 2(C10), 81-87.
14. Adilova, M. (2023). INNOVATIVE PEDAGOGICAL ACTIVITIES IN PRIMARY SCHOOL AS AN IMPORTANT FACTOR OF EDUCATION OF THE YOUNG GENERATION. *Science and innovation*, 2(B4), 194-198.