

THE ROLE OF COMMUNICATIVE COMPETENCE IN THE PROFESSIONAL ACTIVITIES OF A PRIMARY SCHOOL TEACHER

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Abstract

This paper is dedicated to the study of the role of communicative competence in the professional activity of primary school teachers. The importance of developing communication skills for effective interaction with children, their parents, and colleagues is discussed, as well as the impact of these skills on the education and upbringing of young students. It is emphasized that high communicative competence in teachers helps create an effective and meaningful learning environment, which is essential for the harmonious development of students.

Keywords

communicative competence, professional activity, primary school teacher, interaction, learning environment, upbringing, education, pedagogical communication.

INTRODUCTION. Communicative competence is a crucial component of the professional activity of a primary school teacher, as it directly affects the quality of interaction between the teacher and students, as well as the atmosphere in the educational process. In the context of the modern school, where increasing attention is paid to an individual approach to teaching and upbringing, a teacher's ability to communicate effectively with children, parents, and colleagues becomes one of the decisive factors for the success of the educational process [1]. The development of a teacher's communicative skills is not limited to the delivery of educational material but is also aimed at forming social qualities in children, such as responsibility, independence, and the ability to work in a team. In primary school, when students are only beginning to master basic social and emotional skills, communication becomes the foundation for the successful adaptation of

children to the learning process. A teacher's ability to conduct dialogue, listen to and understand students, as well as build trusting relationships with them, contributes to improved educational outcomes and the overall psychological atmosphere in the classroom [2].

It is important to note that communicative competence plays a significant role in establishing productive relationships with students' parents. Interaction with parents should be based on the principles of mutual respect and understanding, which allows the teacher and parents to work together to achieve the best results in the upbringing and education of the child. This cooperation contributes to the creation of a unified educational environment and increases students' motivation [3].

Therefore, the communicative competence of a primary school teacher is the foundation for the successful organization of the educational process, the creation of a positive classroom climate, and effective interaction with parents and colleagues[4].

LITERATURE REVIEW. In recent decades, the study of communicative competence has become one of the relevant topics in the fields of pedagogy, psychology, sociology, and linguistics. Communicative competence is considered an essential aspect of pedagogical activity, influencing the quality of education and the development of students' personalities. This work examines key studies by domestic and foreign scholars, who focus on various aspects of communication, ranging from the mental and cognitive development of children to the effectiveness of pedagogical practice.

In Uzbekistan, the issue of communicative competence is actively studied by Uzbek scholars. For example, the Uzbek educator Sh.M. Niyazov emphasizes that the development of communicative skills in primary school teachers is the foundation for creating a healthy educational environment. He believes that teachers should develop both verbal and non-verbal communicative skills, which helps create an atmosphere of trust and cooperation with children, ensuring their successful socialization and learning [1].

Uzbek psychologist F.R.Shermatova, in her research, emphasizes the importance of emotional intelligence in pedagogical practice. She asserts that a teacher's ability to recognize students' emotions and respond to them appropriately significantly increases the effectiveness of the educational process and promotes deeper knowledge acquisition. F.R.Shermatova also considers the issue of forming interpersonal communication as one of the key aspects of a primary school teacher's work, which helps strengthen trust between the teacher and the child [2].

A.N.Akhmedov examines the problems of developing communicative competence in children in school practice and the role of the teacher in this process. He points out that it is through communication and interaction with the teacher that children learn the basics of speech behavior and social interaction, which is of great importance for their further development [3].

In Russia, research on teachers' communicative competence also has deep traditions. Russian psychologist L.S.Vygotsky, in his works, emphasizes that learning is always connected with social interaction. His concept of the "zone of proximal development" suggests that pedagogical communication is crucial for a child to develop based on existing knowledge and experience, expanding them through interaction with the teacher [8].

Russian educator N.A.Berezina studies the relationship between communicative competence and students' achievements. In her works, she emphasizes the importance of developing not only teachers' speech skills but also their ability to create conditions for effective interaction with children, which contributes to the development of their social and emotional competence. She also considers communicative competence as a means of fostering students' self-confidence and readiness for collaboration [4].

Russian psychologist M.L.Ruvinsky focuses on the role of pedagogical communication in maintaining discipline and developing social interaction in the classroom. He asserts that a teacher's ability to establish contact with children, understand their needs and moods, helps prevent conflict situations and creates conditions for successful learning. His research has shown that teachers with a high level of communicative competence can minimize stress and anxiety in children, improving their perception of the educational process [5].

Additionally, Russian psychologist I.A.Mishchenko, in his works, pays attention to how communicative strategies can be used by teachers for effective classroom management. He identifies three main components of communicative competence – cognitive, emotional, and behavioral – and argues that their integration significantly increases pedagogical effectiveness and contributes to the harmonization of the learning process [6].

In the international scientific tradition, there are numerous theories and models dedicated to communicative competence, developed by scholars worldwide.

American philosopher and linguist C.S.Peirce studied the role of signs and symbols in communication. He developed the theory of semiotics, emphasizing how meaning can be conveyed through different forms of communication. His works influenced the development of sociolinguistic aspects of pedagogical

communication, where a key element is the teacher's ability to interpret and adapt messages depending on cultural and social contexts [7].

American psychologist D.H.Meadows investigates teachers' communicative competence, which contributes not only to knowledge transfer but also to the development of critical thinking in students. In his works, he examines the importance for teachers to develop the ability to conduct dialogue with students, which promotes their independence and confidence [9].

British sociologist and educator D.M.Bourke made a significant contribution to understanding the social and cultural components of pedagogical communication. In his studies, he emphasizes that teachers who understand the cultural characteristics and perception patterns of children in different socio-economic contexts significantly improve the effectiveness of the educational process. His theories on the importance of adapting communication in multicultural classrooms remain relevant in modern educational practice [10].

British scholar J.S.Atkinson investigates the role of verbal and non-verbal communication in pedagogical practice and emphasizes the importance of a teacher's mastery of different communication styles. He asserts that communicative competence includes the ability to use various methods of conveying information, including gestures, facial expressions, and intonation, which is especially important for creating trusting relationships with students [11].

METHODS: analysis of historical, retrospective, and theoretical-methodological sources; generalization and interpretation of obtained data; observation; interviews; questionnaires; content analysis; qualimetry and expert evaluation.

DISCUSSION. The study found that communicative competence is a key element in the professional activity of a primary school teacher, significantly influencing both the quality of the educational process and the personal development of students. The importance of communicative skills for successful pedagogical activity is not limited to verbal communication but also includes a teacher's abilities in non-verbal communication, emotional empathy, active listening, and conflict resolution.

Primary school teachers' communicative skills affect many aspects of the educational process, including the organization of learning activities, student motivation, and the creation of a positive classroom atmosphere. Based on the analysis of literature sources and empirical data, it can be stated that teachers with a high level of communicative competence are able to interact more effectively with children, their parents, and colleagues, which contributes to better material comprehension and student development.

Pedagogical communication based on mutual understanding and trust is an important factor in the successful teaching and upbringing of young students. Research emphasizes not only the verbal but also the non-verbal component of communication, which plays a key role in developing children's communication skills and emotional resilience. Teachers with well-developed non-verbal skills, such as the use of gestures, intonation, and facial expressions, can convey information more clearly and effectively, creating a comfortable and productive learning environment. These skills are especially important when working with primary school students, for whom non-verbal cues are often the main way of perceiving the surrounding reality.

A teacher's communicative competence has a significant impact on students' social adaptation, particularly in primary school, when the foundations of social relationships are being formed. Teachers who use diverse approaches to pedagogical communication are able not only to teach children knowledge but also to develop essential social skills, such as the ability to work in a team, listen to others, and express their thoughts. In particular, teachers with high communicative competence help children develop emotional intelligence, which is important for their successful socialization in the future.

Communication between teacher and student is not only a tool for knowledge transfer but also an important factor in developing children's sense of security and self-confidence. A child who feels support and understanding from the teacher participates more actively in the learning process, shows initiative, and demonstrates a desire to learn. Thus, a teacher's communicative competence becomes the foundation for building trusting and constructive relationships, which plays a key role in the successful adaptation of the child within the educational environment.

Despite the importance of communicative competence, not all teachers possess sufficient skills in this area. One problem is the lack of proper training within teacher education programs, which limits the development of communicative skills at early stages of professional activity. As a result, many teachers face difficulties in organizing effective interaction with children and parents, which affects the quality of the educational process. It should also be noted that with the development of digital technologies and changing educational standards, the role of communicative competence has become even more relevant.

Modern teachers face new challenges, such as the use of information and communication technologies in the learning process, which requires them to adapt their communication strategies to new conditions. It is important to note that communicative competence in the modern educational context should include not

only traditional forms of communication but also the ability to use digital tools for interaction with students and their families.

Considering the identified problems and challenges, it should be emphasized that the development of communicative competence must become a priority in the training of future teachers and in the professional development of current educators. Including courses and training sessions on the development of communicative skills in teacher education programs can contribute to more effective student learning and prepare them for real pedagogical practice. In addition, organizing continuous professional development for teachers aimed at enhancing emotional intelligence, active listening skills, conflict resolution, and other aspects of communication will help improve teaching quality and increase trust within the educational environment.

RESULTS. The results of the analysis of scientific literature and observations confirm the hypothesis that teachers' communicative skills are one of the key factors determining the success of the educational process [1].

1. The impact of communicative competence on pedagogical activity

The main results of the study are as follows:

- A high level of teachers' communicative competence improves the quality of the learning process. Educators with well-developed communicative skills establish contact with students significantly more effectively, which contributes to better assimilation of educational material and the creation of a positive classroom atmosphere [2].

- The teacher's ability to work with students' and parents' emotions significantly enhances interaction in the educational process. Communicative competence, including emotional intelligence and empathy skills, contributes to creating an atmosphere of trust, which, in turn, affects students' engagement in the learning process [3].

- The effectiveness of pedagogical communication directly depends on the teacher's ability to adapt their communicative strategies to the needs and characteristics of students. This includes the ability to recognize children's emotional states, flexibly adjust approaches depending on the situation, and effectively resolve conflict situations [4].

2. The role of communicative competence in students' social adaptation

- Teachers with a high level of communicative competence promote better social adaptation of students within the group. It has been established that children who regularly interact with educators possessing well-developed communicative skills adapt more easily and socialize effectively in the educational environment [5].

- The teacher's communicative competence contributes to the development of children's social and emotional skills. In particular, children interacting with teachers who can manage communication effectively develop important skills such as listening to others, teamwork, and constructive conflict resolution [6].

3. Problems and challenges in developing teachers' communicative competence

- Lack of specialized training and preparation in the field of communication. Survey and questionnaire results among teachers showed that many primary school educators feel a deficiency in training aimed at developing their communicative skills. This hinders their ability to interact effectively with children and their parents, as well as to create a favorable classroom atmosphere [7].

- Problems with adapting to new educational technologies. Participants in the study noted that in the context of active digital technology implementation, teachers need to develop not only traditional communicative skills but also the ability to use new platforms for effective communication with students and their families [8].

CONCLUSION. Communicative competence includes not only verbal but also non-verbal components, such as the ability to manage one's own emotions, use active listening, and recognize and adequately respond to students' emotional and social needs. These skills play a decisive role in creating a positive classroom atmosphere, which contributes to better perception of educational material, increased motivation for learning, and successful socialization of students.

It is important to note that communicative skills should include not only traditional forms of communication but also the ability to effectively use digital tools in educational practice, which is especially relevant in the context of modern technologies. Educators with a high level of communicative competence are capable not only of transmitting knowledge but also of creating an emotionally comfortable educational environment, which is crucial for the harmonious development of students. Therefore, the development of teachers' communicative skills should become one of the priority areas in the education system, both in the process of preparing future specialists and in the framework of professional development for current teachers.

In these conditions, communicative competence is the most important factor determining the quality of pedagogical activity, and its development is necessary for the successful functioning of the educational process as a whole.

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