



COLLABORATIVE LEARNING: A POWERFUL TOOL FOR DEVELOPING COMMUNICATIVE SKILLS IN STUDENTS

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Annotation: This article discusses the crucial role of educators in shaping the personality of individuals, emphasizing the importance of communicative skills and pedagogical influence in educators. It highlights the significance of fostering motivation in students to control their speech and communication skills.

Key Concepts: communicative competence, pedagogical influence, Alisher Navoiy, discipline, character education, pedagogical skills, pedagogical technology, speech, ability.

"In his book, "We Will Build Our Great Future Together with Our Courageous and Noble People," our President Shavkat Mirziyoev emphasizes the importance of every citizen possessing patriotic and civic virtues, loving and cherishing their homeland with a pure heart, and being ready to sacrifice themselves for their country, even their lives [1]. Therefore, future specialists must not only be proficient in their own language and culture but also learn other languages and cultures to contribute to the prosperity of their homeland and develop genuine civic positions.

Independent learning plays a crucial role in developing communicative skills in students. This requires students to develop a responsible attitude towards independent learning. Providing students with opportunities for independent development during the educational process fosters their ability to engage in productive communication. This communication process, in turn, promotes students' cognitive activity and independent development. As students improve their skills, they reach a new level of communicative competence development. This results in the development of cultural and professional communication skills. Students' desire for self-development enhances their communicative activity and their willingness to engage in independent communication. This process takes place directly during pedagogical practice through interaction with students. Students must develop a motivation to monitor their own speech and communication skills.

Communicative skills in students refer to their overall competence in effectively performing tasks and assignments that demonstrate their knowledge, experience, and willingness to engage in communication through language.



The goal of educational and upbringing reforms being implemented in our country is to shape a well-rounded individual. In this regard, the importance of subjects within the pedagogical system is significant. For example, when teaching the subject "Pedagogical Skills," particular attention is paid to developing students' independence and creative thinking. It is clear that a higher education teacher who teaches pedagogical skills must not only be a master of their profession with strong skills but also have a broad worldview, with internal and external cultures complementing each other, and possess rich pedagogical and life experience. This is because future specialist teachers pay special attention to the personality and professional qualities of their students. At the same time, while studying topics such as "Teacher's Speech Skills," "Belief and Persuasion in the Pedagogical Process," "Teacher's Skills in the Educational Process," "Teacher's Upbringing Skills," and "Skills in Working with Parents," students gain initial skills and abilities related to the interactions, communication, and solutions characteristic of teacher-student, teacher-parent, and teacher-administration relationships. In such an environment, experienced, creative, and inquisitive teachers extensively involve their students in creative work, learning to observe the development of personal qualities that are forming in students based on modern methods and approaches. The scientific knowledge acquired provides opportunities to prepare children for specific professions, work, and family life. It further clarifies the aspects of professional skills inherent in the "teacher-student" collaboration." "For a teacher to successfully implement interpersonal discipline and cultural behavior education, it is essential to collaborate with students based on developing their needs and motivational systems, which are closely linked to their zone of proximal development, rather than relying on external methods of influence. In other words, mutual relationships, discipline, and cultural behavior should be cultivated from within, based on students' needs and motivations. The very existence of the world around us and the way humanity lives inherently require certain rules of interaction, discipline, and cultural behavior, which allow for a specific impact on reality with certain outcomes in mind.

Mastery does not happen overnight. It is difficult to become a professional with pedagogical skills just by studying pedagogy. The process begins with a genuine interest and passion for the teaching profession, a conscious and well-founded choice. The teacher's role in guiding students towards this profession is crucial and depends on the scientific and methodological foundation of this guidance. The formation of a stable interest and inclination towards the



profession is also linked to observing and wanting to emulate a favorite teacher, having a childlike nature, being interested in science, and understanding the role of that profession in society. While this process is referred to as career guidance in school, it is called professional training and knowledge acquisition in higher education, where pedagogical subjects, especially pedagogical skills, play a crucial role.

In their practice, teachers strive to perform their pedagogical duties honestly, but due to varying working conditions, they do not always achieve the same results. This can lead to pedagogical conflicts and shortcomings in communication with school administrators, teachers, and sometimes parents. While such situations occur less frequently, they can still harm the overall work – the education of students. In some cases, teachers lack the will to work on improving their knowledge every day, to see their work through to the end, or to mobilize themselves for this task. As a result, they fail to meet society's expectations of them. This indicates a lack of demandingness on the part of school administrators towards teachers during such times.

Our great thinkers in the past have always highly valued the work of teachers, considering them to perform a great, honorable, and noble duty. Alisher Navoi, speaking about madrasa teachers, dreamed that they would be well-rounded individuals. He considered teaching a noble and honorable profession. He wrote the following lines about the value of a teacher's work:

"Whoever has taught you a single letter in the path of truth with hardship,
It is not easy to repay their kindness with a thousand treasures."

Therefore, a teacher must be skilled in pedagogy, knowledgeable in all areas, and patient, as students may turn to them for help in all matters."

This translation aims to capture the essence of your text while maintaining its original style and tone. Please let me know if you have any other questions or need further assistance.

Developing communicative skills in students at pedagogical higher education institutions, while fulfilling the requirements of state educational standards, also involves identifying the dynamics of speech and the factors influencing it, addressing identified gaps in students' knowledge based on monitoring results, and setting measures to enhance the quality of the educational process. It enables the comparison of the results of applying various pedagogical technologies, identifying challenges in educators' use of advanced pedagogical, information and communication, psychological, didactic, and methodological approaches in the educational process, developing measures to



address these challenges, and predicting the state of the educational institution's educational quality to comprehensively address quality issues.

Person-centered teaching technologies have unique pedagogical characteristics for developing students' communicative skills. "The expression of ideas must be clear, simple, fluent, and understandable for students" [2]. The teacher's presentation should be aimed at maximizing student engagement and attention. The teacher uses specific words and phrases to activate students and focus their attention. The teacher should avoid long sentences, complex word combinations, and difficult, obscure expressions. Appropriate humor, wit, and light-hearted irony enliven speech, which students appreciate. "The teacher's speech should be clear, lively, emotional, imaginative, free in pronunciation, expressive, and passionate, without stylistic, grammatical, or phonetic flaws. Monotonous, long-winded, boring speech quickly tires students, makes them sluggish and indifferent, and extinguishes their interest in the subject" [3]. Lively speech yields effective results for students to better absorb the information being conveyed. The teacher's communication should always be distinguished by their inner motivation, determination, and their striving for what they are communicating. They are required to have a legal and civic stance."

This translation aims to capture the key points of your text while maintaining its original style and tone. Please let me know if you have any other questions or need further assistance

* Communication Skills are Essential: For future professionals to succeed, communication skills are crucial because they are necessary to build relationships, express ideas clearly, and motivate others.

* Teacher's Speech Culture is Important: Teachers' speech should be fluent, clear, and emotional, as this plays a vital role in educating and motivating students.

* Focus on Developing Communication Skills: Pedagogical higher education institutions should focus on developing students' communication skills. This can be achieved by using various pedagogical technologies and encouraging active student participation.

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