



Analysis of the Formation of Communicative Competencies in Future Primary Education Learners

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Abstract:

This article describes the analysis of the formation of communicative competencies in future primary education learners.

Keywords: context technology, pedagogical design, pedagogical projects, diagnostic stage.

Diagnosis is one of the most important stages of research since its purpose is to identify difficulties and ways to overcome the formation of communicative competencies of future primary school teachers in the process of organizing an experiment. The essence of pedagogical design in contextual technology is that it is a methodological approach based on the development and implementation of projects in the educational process. This approach focuses on the active position of students, their independence and cooperation, as well as on the development of communicative competencies. The basic logic of pedagogical design in contextual technology includes the following stages:

Defining the goals and objectives of the project: At this stage, specific goals and objectives are defined that must be achieved through the implementation of the project. Goals may be related to the development of communication skills, in-depth study of a particular topic, or solving practical problems.

The task of the diagnostic stage of the study was to determine the real state of the formation of communicative competencies of future primary school teachers in the context of project-based learning.

Several techniques can be used to study students' or employees' readiness for project activities. Here are some of them:

Questionnaire: Conducting a questionnaire can help assess the knowledge, skills and level of readiness of participants for project activities. Questions may relate to understanding the project approach, planning skills, communication, resource management, and evaluation of results.

Monitoring and evaluation: Observing the work of students or employees while completing project tasks can help assess their readiness and effectiveness in project activities. The assessment may include an analysis of the level of organization, communication, resource management, problem solving and creativity in project work.

Portfolio: Drawing up a portfolio that includes the work and projects completed by the participants can help assess their readiness for project activities. The portfolio may include project documentation, reports, presentations, and other materials demonstrating skills and achievements in project work.

Group assignments and projects: Working in groups on project assignments allows you to assess the willingness of participants to cooperate, communicate and work in a team. You can observe their interaction, and ability to solve problems and achieve goals within the framework of a group project.

Interviews and feedback: Conducting individual interviews or feedback sessions allows you to assess the readiness of participants for project activities through their reflection and self-assessment. Questions can be aimed at identifying their strengths and weaknesses, project experience, and plans for further development.

Knowledge and skills testing: Conducting testing, which includes questions and tasks related to project activities, allows you to assess the readiness of participants based on their knowledge and practical skills in this area.

Combining different techniques may be the most effective way to study readiness for project activities, as they allow you to get a better understanding of the skills, knowledge and readiness level of participants. It is also important to take into account the context and specifics of a specific training or work situation when choosing techniques and applying them.

To study the motivational component that forms the communication skills of future primary school teachers, the following techniques can be used:

Survey: Surveying students or future primary school teachers will allow you to identify and study their motivation to develop communication skills. The questionnaire may contain questions about personal goals, interests, expectations and the importance of communication skills for future professional activity. This will help to get an idea of the motivational factors and needs of students.

Interviews: Conducting individual or group interviews will allow for a deeper study of students' motivation to develop communication skills. Interviews can be aimed at clarifying students' personal motives, values, expectations and development plans in the field of communication. It will also provide an opportunity to identify and discuss obstacles or challenges that students may face in developing communication skills.

Observation and analysis: Observing educational or practical situations in which students interact with students or colleagues will allow you to study and analyze their motivation and activity in developing communication skills. You can pay attention to the degree of participation, enthusiasm, confidence, initiative and cooperation of students in communication situations.

Portfolio: Building a portfolio that includes students' work, projects, and reflections on developing communication skills can help explore their motivation and progress in this area. A portfolio may

include records of achievements, presentations, reflections, and plans for further development of communication skills. The analysis of such a portfolio will help to assess the level of motivation of students and understand how actively they are working on their communication skills.

Group discussions and focus groups: Organizing group discussions and focus groups will allow students to discuss and share their motivational factors and ideas regarding the development of communication skills. Such discussions can help identify common motivational trends and create an environment that encourages the development of communication skills.

Reflection and self-assessment: It is important to provide students with the opportunity to reflect and self-assess their motivation and progress in developing communication skills. This can be achieved through writing reflective reports, logging, self-assessment, and setting personal goals.

The application of these techniques will allow us to study the motivation of students or future primary school teachers to develop communication skills. Awareness of motivational factors will make it possible to adapt the educational program and methods for more effective formation of communication skills among future primary school teachers.

The use of linguistic concepts plays an important role in thought transmission and communication. Linguistic concepts are abstract designations and symbols that are used to express and convey thoughts, ideas, concepts and information. Here are a few ways in which the use of linguistic concepts affects the transmission of thoughts:

Unambiguity and clarity: Linguistic concepts help to ensure unambiguity and clarity in communication. They have generally accepted meanings and definitions, which allows people to accurately understand each other and coordinate semantic understanding. The use of linguistic concepts avoids ambiguities and ambiguiities, which contributes to a more effective exchange of information.

Universality and generality: Linguistic concepts have universality and commonality, which allows people from different cultures and linguistic communities to understand and use them. For example, scientific terms or mathematical concepts have a specific meaning that is understandable to specialists in the relevant field, regardless of their linguistic or cultural background.

Communication efficiency: Language concepts help to compress information and convey complex ideas in a concise and concrete form. They provide a convenient and effective way to express thoughts, generalize, classify and describe phenomena and objects. This contributes to more effective and accurate communication.

Contextual adaptation: Linguistic concepts can be adapted to the context of communication and the audience. They can be used to adequately express thoughts and ideas by the specific situation and the requirements of the audience. For example, when communicating with children in primary school, teachers can use simple and understandable language concepts so that children can more easily learn their meaning.

Development of thinking and cognition: The use of linguistic concepts contributes to the development of thinking and cognition. They help people analyze, synthesize and organize information, as well as build arguments and logical chains. Linguistic concepts are a tool for structuring thoughts and facilitating the process of understanding and sharing information.

The use of linguistic concepts in the transmission of thought is an integral part of communication and communication. They play a key role in sharing information, understanding each other, and developing knowledge and ideas.

As the name implies, the diagnostic stage of the experiment is designed to collect data and information that will help researchers evaluate and analyze the results of the experiment. The results of the diagnostic stage can be varied, depending on the goals and nature of the experiment itself.

However, in general terms, the results of the diagnostic stage may include:

Collected data: During the diagnostic stage, data is collected, which may vary depending on the specific experiment. These can be the results of observations, questionnaires, tests, questionnaires, interviews, or other methods of collecting information. The results of the diagnostic stage may be raw data that require further analysis and interpretation.

Qualitative analysis: The diagnostic stage may include a qualitative analysis of the collected data. This may include categorizing and classifying data, identifying key topics and patterns, analyzing the content and interpreting text responses. Qualitative analysis helps to gain a deep understanding of the data and highlights the essential aspects of the experiment.

Quantitative analysis: The diagnostic stage may also include a quantitative analysis of the collected data. This may include statistical data processing, calculation of averages, standard deviations, correlations, and other indicators. Quantitative analysis allows researchers to assess the degree of significance and reliability of the experimental results.

Conclusions and interpretation: Based on the analysis of the collected data and the results of the diagnostic stage, the researchers conclude and interpret the results of the experiment. This may include a description of the main trends, patterns, relationships, and influences found in the data. Conclusions and interpretations can be based on qualitative and/or quantitative data analysis.

Recommendations and next steps: The results of the diagnostic stage can also be used to formulate recommendations and plan the next steps of a study or experiment. They can help researchers identify which aspects require further investigation or adjustment, and what additional measures can be taken to achieve their goals.

In general, the results of the diagnostic phase of the experiment provide valuable information for evaluating and understanding the current state of the study, as well as for making further decisions and developing strategies.

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