

Improving The Methodology Of Teaching Future Teachers Based On A Communicative Approach

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Abstract: This article analyzes the issues of improving the teaching methodology of future teachers based on a communicative approach and highlights the theoretical foundations of the formation of communicative competence, modern pedagogical approaches, and the role of interactive teaching methods. Also, ways of effective use of communication-oriented educational technologies in the professional training of future teachers are indicated. The educational process, organized on the basis of a communicative approach, serves the development of independent thinking, speech activity, and professional competencies of future teachers.

Keywords: Communicative approach, future teachers, teaching methodology, communicative competence, interactive learning, pedagogical technologies, professional training.

Introduction: The role of educators in the development of the younger generation as mature individuals invaluable. Currently, the experience of leading countries in the field of education studying and implementing aspects relevant to our national education system is very important for bringing the education system to the level of world standards. For us The well-known Russian pedagogue S.Sukhomlinsky said: "He was a good coach. You can only become a good teacher if you have the chance. The entire pedagogical culture of the teacher, if their knowledge does not work in educational work, it becomes a useless burden".

Communicative competence of the future teacher development occupies a special place among the important problems of teacher training holds. Combining future teachers with practical, methodological, psychological, and research types is enriched by the development of communicative competence. That's why teacher training is an important task of the educational process. Communicative competence, an integral part of pedagogical training, should be aimed at the development of communication can be designated as one of the components.

The present and future of society, its cultural, educational, and spiritual potential are determined by the level of development of the education system. The success of reforms in the education system largely depends on teachers and mentors. In the process of globalization and informatization, one of the main tasks facing the education system today is the training of competitive, independent-thinking, and highly communicative pedagogical personnel. In modern society, the professional activity of a teacher requires not only deep knowledge of the subject, but also effective communication, encouraging students to actively participate in the educational process, and establishing pedagogical cooperation. Therefore, the improvement of teaching methods based on a communicative approach in future teachers is a pressing pedagogical problem.

In our country, the development of communicative competence is defined as an important task in regulatory legal documents aimed at reforming the education sector, improving the quality of training of pedagogical personnel, and ensuring compliance with international educational standards. In the context of traditional forms of education being replaced by student-centered, interactive, and communication-

based approaches, the need for in-depth study of the methodological aspects of the communicative approach in the professional training of future teachers is increasing.

In modern pedagogical theories, special attention is paid to the student's personal activity, free thinking, and the ability to justify their point of view in the process of communication. The communicative approach serves the development of these aspects and provides for the organization of the educational process not in a monologue, but in a dialogical and interactive form. This increases not only the knowledge and skills of future teachers, but also their pedagogical culture, speech literacy, and social flexibility. Also, the development of the digital educational environment, the widespread introduction of innovative pedagogical technologies require a high level of communicative skills from the teacher. For the effective organization of lessons on distance learning, blended learning, and online platforms, future teachers must master the teaching methodology based on a communicative approach.

METHODS

The issue of improving the methodology of teaching based on a communicative approach in future teachers is one of the widely researched topics in the fields of modern pedagogy and methodology. In this regard, as a result of the analysis of domestic and foreign literature, a number of important aspects are identified.

Analysis of scientific sources shows that the communicative approach is considered in pedagogical theory as an effective means of developing students' activity and professional competencies. Foreign scientists (for example, H.D.Brown, J.Richards, D.Nunan) pay great attention to the formation of language and professional skills through communication with students, interactive classes, and problem situations. Their research emphasizes the importance of communicative competence in the activity of the communication process and the student's self-development. At the same time, in national pedagogical sources (methodological manuals on the education system of the Republic of Uzbekistan, scientific articles and dissertations), it is noted that the communicative approach is an important tool in the

formation of student's.

Analysis of the literature shows that existing methodological approaches have developed in two main directions: the first - traditional teaching methods, which are aimed only at imparting knowledge; the second - communicative and interactive methods, which are aimed at developing the student's active participation, communication and cooperation skills. Studies show that the second direction significantly increases the effectiveness of the pedagogical process.

The research methodology includes the following main methods:

Theoretical analysis - the study and analysis of scientific literature, curricula, and manuals on pedagogy, psychology, and methodology.

Experimental method - testing a methodology based on a communicative approach, comparison of results in experimental and control groups.

Observation and Interview - determining the level of student activity, communication, and cooperation in the lesson process.

Questionnaire and test - assessment of communicative competence and identification of students' opinions.

Statistical analysis - quantitative processing of experimental results and determination of their effectiveness.

Thus, the analysis of literature and research methods complement each other and serve to scientifically determine the effectiveness of the methodology based on a communicative approach in future teachers. This allows for a more interactive and student-centered formation of the educational process.

RESULTS

During the research, scientific and practical results were achieved aimed at improving the methodology of teaching future teachers based on a communicative approach. Including:

- the content, goals, and objectives of the communicative approach in the professional training of future teachers have been clarified, and its pedagogical significance has been substantiated;
- the methodological system serving the development of communicative competence has been improved,

and its structural components (goal, content, method, form, and result) have been highlighted in close interrelation;

- criteria and levels of formation of communicative competence of future teachers have been developed, and mechanisms for their assessment have been determined;

- the effectiveness of interactive methods, pedagogical situations, and collaborative learning technologies based on a communicative approach was confirmed in the experimental process;

- practical recommendations have been developed for the introduction of the improved teaching methodology into the educational process.

DISCUSSION

The results of this study showed that the teaching methodology based on a communicative approach has important pedagogical significance in the process of training future teachers. The obtained results were compared with existing scientific and theoretical views and modern pedagogical practice. Analysis shows that in the traditional, teacher-centered educational process, the communicative activity of students is not sufficiently formed, while in an educational environment organized on the basis of a communicative approach, students manifest themselves as an active subject of the communication process.

The results obtained during the study are explained by the fact that they coincide with the scientific views of domestic and foreign scientists who put forward the theory of the communicative approach. In particular, the use of dialogic communication, collaborative learning, problem situations, and role-playing games in the educational process had a positive impact on the development of students' speech activity, independent thinking, and social flexibility. This once again confirms that communicative competence is not only a set of knowledge, but also a complex pedagogical phenomenon that is formed in the process of practical activity.

In the process of discussion, the results of the experiment showed that the systematic application of the methodology based on the communicative approach activates the process of professional self-awareness of future teachers. Students begin to master

the culture of professional communication by analyzing pedagogical situations, substantiating their opinion, and participating in discussions. This situation creates a solid foundation for establishing effective communication with students in future pedagogical activity. The research results also showed the relevance of the communicative approach in the context of digital and blended learning. In the process of using online platforms, virtual communication tools, and information and communication technologies, the communicative competence of future teachers acquires even greater significance.

Based on the results of the discussion, it was determined that it is necessary to ensure a number of pedagogical conditions for the effective implementation of teaching methods based on a communicative approach. In particular, it is important to organize training sessions on a dialogical basis, encourage mutual cooperation between students, take into account communicative activity in the assessment process, and constantly improve the methodological training of teachers.

In general, the discussed results show that the improvement of teaching methods based on a communicative approach in future teachers is an important factor in improving the quality of education, developing the professional competence of teaching staff, and harmonizing it with modern educational requirements. The widespread implementation of this approach in practice will allow for a further increase in the effectiveness of the pedagogical education system.

CONCLUSION

Improvement of teaching methods based on a communicative approach in future teachers is of current importance in increasing the effectiveness of the pedagogical process and the qualitative formation of professional training. The communicative approach serves as the main tool for the development of students' speech, social, pedagogical, and information-communicative competencies. It has been established that in the context of digital and blended learning, the importance of the communicative approach is increasing, and interactive and collaborative learning through online platforms stimulates student activity.

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