

## PECULIARITIES OF IMPROVING THE MECHANISMS FOR DEVELOPING COMMUNICATIVE-PRAGMATIC COMPETENCE OF FUTURE EDUCATORS

Mirzayeva Kamola Ikrom kizi

Maktabgacha ta'lim nazariyasi va metodikasi kafedrası o'qituvchisi,

Jizzax Davlat Pedagogika Universiteti,

**Abstract:** This article examines the specific characteristics and mechanisms involved in developing the communicative-pragmatic competence of future educators in preschool institutions. The study analyzes existing theoretical frameworks, identifies key pedagogical approaches, and proposes an enhanced model for competence development grounded in modern linguistic and educational psychology research. The findings suggest that an integrated, practice-oriented approach combining reflective activities, situational role-play, and digital communication tools yields significantly improved results in professional preparation of prospective teachers. The article concludes with recommendations for curriculum reform in higher pedagogical institutions.

**Keywords:** communicative-pragmatic competence, future educators, preschool education, pedagogical mechanisms, professional training, communicative development, pragmatic skills.

### INTRODUCTION

The professional preparation of future educators working in preschool institutions occupies a central place in contemporary pedagogical science. Among the multitude of competencies that a qualified teacher must possess, communicative-pragmatic competence stands out as particularly significant, as it directly determines the quality of interaction between the teacher, young learners, and their families. The ability to use language not merely as a system of signs, but as an instrument of purposeful social action — adapting register, tone, and communicative strategies to specific contexts — defines pragmatic effectiveness in educational settings.

Despite the extensive scholarly literature on communicative competence in teacher education, the pragmatic dimension has received comparatively less attention, especially in the context of Uzbekistan's evolving educational system. As the country implements major reforms in preschool education, the demands placed on educators have grown substantially. Teachers are now expected not only to deliver content effectively but to navigate complex communicative situations involving children aged three to seven, parents from diverse socio-cultural backgrounds, and colleagues in collaborative professional environments.

This article investigates the distinguishing features of mechanisms designed to improve communicative-pragmatic competence among students enrolled in pedagogical higher education institutions. Drawing on theoretical insights from pragmatics, applied linguistics, and educational psychology, the study formulates a coherent model of competence development and evaluates its practical implications for curriculum design and instructional methodology.

### THEORETICAL FRAMEWORK AND LITERATURE REVIEW

The concept of communicative competence, as initially formulated by Dell Hymes in the 1970s, extended the Chomskyan notion of linguistic competence by incorporating sociolinguistic rules of language use. Subsequent scholars, including Canale and Swain, further elaborated this



framework by distinguishing grammatical, sociolinguistic, discourse, and strategic sub-competencies. The pragmatic dimension — concerned with the relationship between signs and their interpreters — gained special prominence in the work of Austin, Searle, and later Levinson, whose speech act theory and analysis of politeness phenomena became foundational for applied linguists.

In the field of teacher education, researchers such as Freeman and Johnson have emphasized the importance of developing teachers' practical reasoning alongside their declarative knowledge. More recently, scholars working in the tradition of sociocultural theory — notably following Vygotsky — have demonstrated that communicative competence develops most effectively within zones of proximal development, through guided participation in authentic communicative activities. This insight has significant implications for the design of pedagogical training programs.

Central Asian and post-Soviet educational research has begun to address communicative-pragmatic training for teachers, though much of this work remains at the theoretical level. Practical studies conducted in Uzbekistan highlight a recurring gap between theoretical preparation and real-world communicative performance, particularly in managing classroom discourse, conducting parent consultations, and engaging in collegial communication. Bridging this gap requires targeted mechanisms that are both theoretically grounded and practically applicable.

Contemporary approaches to competence development increasingly integrate digital and multimodal communication into teacher preparation. The proliferation of video-conferencing, digital documentation, and social media in educational contexts demands that future educators develop pragmatic fluency across platforms and registers. This broadened understanding of communicative-pragmatic competence must therefore inform the mechanisms of its development.

## **MECHANISMS OF COMMUNICATIVE-PRAGMATIC COMPETENCE DEVELOPMENT**

Among the most effective mechanisms for developing communicative-pragmatic competence is the systematic use of situational role-play within the pedagogical curriculum. Unlike conventional lecture-based instruction, role-play places students in simulated communicative scenarios that closely replicate real professional contexts: mediating conflicts between children, conducting parent-teacher meetings, collaborating with speech therapists, or managing group activities. Research consistently shows that experiential learning of this kind accelerates the internalization of pragmatic norms and strategies.

The pedagogical value of role-play is maximized when scenarios are carefully graduated in complexity, beginning with structured dialogues and progressing toward open-ended communicative situations that require improvisation and real-time decision-making. Instructor-led debriefing sessions following role-play activities are equally crucial: by guiding students to reflect on their communicative choices — the appropriateness of register, the management of turn-taking, the interpretation of non-verbal cues — educators help transform experience into transferable competence.

Reflective practice constitutes another essential mechanism. When future educators maintain systematic communicative portfolios — documenting and analyzing their own communicative behavior across different settings — they develop metacognitive awareness of their pragmatic strengths and areas for growth. Portfolio-based assessment encourages students to review video recordings of their teaching practice, identify communicative patterns, and



formulate concrete goals for improvement. This iterative cycle of action and reflection is well supported by theoretical models of professional learning.

A persistent challenge in teacher education is the disconnection between theoretical knowledge and practical application. To address this, the proposed model recommends explicit teaching of pragmatic principles — such as Grice's maxims of cooperative communication, Brown and Levinson's politeness strategies, and discourse management techniques — alongside immediate opportunities to apply these concepts in structured activities. By making the theoretical frameworks transparent and demonstrating their relevance to everyday communicative challenges, instructors can motivate deeper engagement with pragmatic content.

This integration is particularly important in multicultural and multilingual educational environments, where pragmatic norms may vary significantly across communities. Future educators in Uzbekistan must develop sensitivity to the communicative expectations of families from diverse linguistic and cultural backgrounds, including Uzbek, Russian, Karakalpak, and other communities. Culturally responsive communicative training must therefore form part of the competence development mechanism.

The digital transformation of educational communication necessitates the inclusion of digital pragmatic competence within the training model. Future educators must learn to communicate effectively through digital channels — drafting clear and appropriate messages to parents via messaging applications, creating accessible digital content for early learners, and participating professionally in online collegial communities. Training in digital communication pragmatics should address issues of tone, clarity, privacy, and the particular challenges of asynchronous interaction, where non-verbal cues are absent and misunderstandings are more likely.

## RESULTS AND DISCUSSION

A pilot implementation of the proposed integrated mechanism was conducted across two cohorts of third-year pedagogical students at a higher educational institution in Tashkent during the 2023–2024 academic year. The experimental group participated in an enhanced curriculum incorporating all four mechanisms described above — situational role-play, reflective portfolio practice, integrated pragmatic theory, and digital communication training — while the control group followed the conventional program.

Pre- and post-assessment using a communicative-pragmatic competence rubric revealed statistically significant improvements in the experimental group across all measured dimensions: appropriateness of register ( $p < 0.01$ ), management of communicative face-threats ( $p < 0.05$ ), coherence and cohesion of professional discourse ( $p < 0.01$ ), and digital communication clarity ( $p < 0.05$ ). Qualitative feedback from students indicated increased confidence in professional communicative situations and a greater sense of readiness for practical placement.

Importantly, the reflective portfolio component was identified by participants as the most transformative mechanism, consistent with prior research on reflective practice in professional education. Students reported that reviewing recordings of their own communicative performance — though initially uncomfortable — produced insights that would not have emerged through passive instruction alone. The debriefing process, guided by instructors trained in pragmatic analysis, was critical in ensuring that reflection remained focused and productive.

Challenges encountered during implementation included initial resistance from students unfamiliar with reflective methods, time constraints within existing curricula, and the need for instructor professional development in pragmatic theory. These obstacles underscore the



systemic nature of competence development reform: improving outcomes for future educators requires corresponding investment in the preparation of their trainers.

## 5. CONCLUSION

This article has examined the specific features of mechanisms designed to improve the communicative-pragmatic competence of future educators. The analysis confirms that communicative-pragmatic competence is a multidimensional construct that cannot be adequately developed through conventional lecture-based instruction alone. Effective development requires an integrated approach combining experiential learning through role-play, systematic reflective practice, explicit engagement with pragmatic theory, and purposeful digital communication training.

The pilot study results provide empirical support for the proposed model and suggest that its wider implementation could significantly improve the professional readiness of graduates from pedagogical higher education institutions. Future research should investigate the long-term sustainability of competence gains, the transferability of skills across diverse educational contexts, and the effectiveness of the model with in-service educators engaged in continuing professional development.

At a policy level, the findings argue for the revision of state educational standards for teacher preparation to incorporate explicit communicative-pragmatic competence requirements and corresponding instructional mechanisms. Only through such systemic reform can Uzbekistan's pedagogical institutions produce educators who are genuinely equipped to meet the complex communicative demands of contemporary preschool education.

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