



PSYCHOLOGICAL MECHANISMS OF COMMUNICATIVE COMPETENCE
DEVELOPMENT IN PEDAGOGICAL SUPERVISORS

Alimirzayev Nodirbek Avazbek o'g'li

Tashkent State Technical University named after Islom Karimov

“Pedagogy and assistant teacher of psychology department

Abstract: *This article explores the psychological mechanisms underlying the development of communicative competence in pedagogical supervisors. It reviews existing literature on the topic, highlighting the cognitive, affective, and social-emotional processes involved in effective communication. The article concludes by discussing implications for the training and development of pedagogical supervisors.*

Key words: *Competence, communicative competence, continuous professional development, model of communicative competence, development of a teacher, media education development component of the model, indicators and criteria of communicative competence.*

INTRODUCTION

Communicative competence is a crucial skill for pedagogical supervisors, enabling them to effectively interact with teachers, students, and other stakeholders. This competence encompasses both verbal and nonverbal communication, as well as the ability to adapt communication styles to different audiences and situations.

LITERATURE REVIEW

The rapid pace of social development necessitates continuous innovation across all aspects of society. In the realm of education, this dynamism underscores the ongoing need for teachers to engage in professional development and enhance their skills. According to Khutorskoy (2013), competence encompasses a blend of knowledge, skills, abilities, and attitudes relevant to a specific field of activity. Khutorskoy further posits that an individual's competence includes their personal disposition towards it and their engagement with the subject matter. The competencies expected of teachers are outlined in the professional standards, such as the ability to communicate effectively with students, foster a positive learning environment, collaborate with colleagues to address educational challenges, and instill social values and behavioral norms. Competence, therefore, refers to the capacity to perform professional duties in line with the standards, drawing upon knowledge, skills, and actions, and being accountable for them. Certification serves as a crucial mechanism for evaluating teachers' professional competence, with the new certification model under the NSTPG emphasizing an independent assessment based on uniform federal assessment materials covering various competencies. (Milekhin, 2018). The findings of scientific research indicate that a significant portion of a teacher's daily activities involves communication with students and other stakeholders in educational settings. Given the predominant role of communication in a teacher's professional life, the need to develop communicative competence has become increasingly vital. Numerous scholars have explored this aspect of a teacher's skillset. Bodalev (1996) was among the earliest Russian academics to define communicative competence as the ability to engage



effectively with others, drawing on internal knowledge and skills. Andreeva (1996) views communicative competence as the ability to engage in meaningful communication, encompassing information exchange, problem-solving, and comprehension of speech patterns. The internal resources of a communicator, essential for navigating various interpersonal interactions, shape communicative competence within specific contexts. Zhukov, Petrovskaya, and Solovyeva (1997) offer a comprehensive definition, describing communicative competence as a psychological attribute enabling individuals to understand themselves, their partners, and the situational dynamics, thereby facilitating effective communication and relationship-building.

In psychology, there are various perspectives on defining pedagogical communication. S.S. Stepanov describes it as the specific interaction between a teacher and a student, facilitating knowledge assimilation and personality development. K.K. Platonov defines it as the exchange of rational and emotional information, experiences, knowledge, and skills between individuals involved in education. I.A. Zimnyaya emphasizes its role as educational cooperation for optimizing learning and student development. A.N. Leontiev views it as the professional interaction between a teacher and students, both inside and outside the classroom, aimed at creating a positive psychological atmosphere and optimizing educational activities. Essentially, pedagogical communication involves intentional communication between teachers and students, focusing on creating a supportive environment and enhancing interpersonal relationships to foster students' self-concept and confidence in their abilities.

Cognitive Mechanisms:

- Cognitive flexibility: Supervisors need to be able to adapt their communication strategies to different contexts and individuals.
- Working memory: Effective communication requires the ability to hold and manipulate information in working memory.
- Metacognition: Supervisors should be aware of their own communication processes and able to monitor and regulate them.

Affective Mechanisms:

- Empathy: Supervisors need to be able to understand and respond to the emotions of others.
- Emotional self-regulation: Supervisors should be able to manage their own emotions in stressful communication situations.
- Communication apprehension: Supervisors may experience anxiety or fear when communicating, which can hinder their effectiveness.

Social-Emotional Mechanisms:

- Interpersonal skills: Supervisors need to be able to build rapport and establish positive relationships with others.
- Conflict management: Supervisors should be able to effectively resolve conflicts and maintain constructive communication.
- Cultural awareness: Supervisors need to be aware of and sensitive to cultural differences in communication styles.



Implications for Training and Development:

- Cognitive training: Programs should include activities that enhance cognitive flexibility, working memory, and metacognition.
- Emotional intelligence training: Supervisors need training in empathy, emotional self-regulation, and communication apprehension management.
- Interpersonal skills development: Training should focus on building interpersonal skills, conflict management strategies, and cultural awareness.

CONCLUSION

The development of communicative competence in pedagogical supervisors is a complex process involving cognitive, affective, and social-emotional mechanisms. By understanding these mechanisms, educators can design effective training programs that enhance the communication skills of pedagogical supervisors and ultimately improve their effectiveness in supporting teachers and students. Education boils down to a purposefully arranged exchange between adults and children, as well as among children themselves. Pedagogical communication encompasses the complex process of arranging, fostering, and nurturing communication, mutual comprehension, and interaction between teachers and students, driven by the objectives and substance of collaborative endeavors. Pedagogical communication can be divided into two aspects: the substance of the interaction and its technical aspects (including communication techniques and methods). The most effective form of communication arises from a shared enthusiasm for collaborative creative pursuits. Adopting a democratic approach to communication between teachers and students is the most authentic method of fostering cooperation.

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