DEVELOPMENT OF COMMUNICATION COMPETENCES OF FUTURE PRIMARY CLASS TEACHERS IN THE CREDIT MODULE SYSTEM

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Abstract. In this article, the content and essence of the development of communication competences in the conditions of the credit module system among students of primary education in higher education institutions, the autonomy of the future primary school teacher (independent learning skills) formation, the importance of the credit module system in the development of necessary communicative competences, linguistic, sociolinguistic, pragmatic and strategic competences is highly appreciated. The article provides definitions of the term competence, the history and content of the credit module system, the stages and content of its introduction into the educational process, and the advantages.

Keywords: future primary school teacher, independent education, organization of independent education, independent education skills, communicative competence, credit module system, communication, development, linguistics, ta Education, training, methodology.
Certainly, here is the English translation of the provided text:

Title: Enhancement of the Quality of Education in Uzbekistan through Integrative Teaching Approaches and Competency-Based Learning

In our country, significant reforms have been initiated to improve the quality of education, particularly focusing on enhancing the effectiveness of early education, providing resources with skilled professionals, strengthening pedagogical methods, structuring the educational content scientifically, and utilizing competencies in the development of subjects. These efforts aim to elevate the overall outcome of education. In this regard, our leader emphasized, "We face another important issue – the moral and ethical values, behavior, and mindset of our youth, which are closely related to global citizenship. The world is changing rapidly, and the youth are the ones who will perceive these changes most significantly. Perhaps, the youth should conform to the demands of their time, but at the same time, they should not forget their own identity. Who are we, and what greatness of our ancestors should be imprinted in our hearts to remain true to ourselves amidst the changing world."

How do we achieve this? According to our President, it is through "education, education, and only education."

According to the "Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030," clear objectives have been outlined. These include the integration of digital technologies and modern teaching methods into higher education processes, encouraging youth participation in scientific activities, combating corruption, enhancing the nation's capacity in engineering and technical education, implementing the credit module system, and improving practical skills in specialized fields.

The Presidential Decree of October 8, 2019, ratified the "Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030," which envisages that 85% of higher education institutions in the country will transition to the credit module system by 2030. In the coming years, almost all higher education institutions in the country will begin operating under the credit module system.

Object of Research and Methods Used

The research focused on utilizing technology within the credit module system to develop professional competencies in students pursuing early education. The study employed methods such as observation, material analysis, group and individual discussions, and oral surveys.

Results and Analysis of Findings

The credit module system is a comprehensive and complex process that constitutes the organization of education, evaluation models based on module technologies, and credit measurement. It is crucial for ensuring students' independent work and evaluating their knowledge based on rating points.

The primary objectives of the credit module system are as follows:

- Organizing educational processes on a modular basis.
- Determining the value of a single subject or course (credit).
- Evaluating students' knowledge based on rating points.
- Allowing students to personalize their study plans individually.
- Enhancing independent learning in the educational process.
- Improving the convenience of educational programs and making them adaptable to market demands, allowing adjustments based on specialists' requirements.

[1] This passage emphasizes the significance of education and youth development in Uzbekistan, highlighting the need to balance adaptation to the changing world with preserving cultural identity.

[2] The excerpt discusses the specific goals outlined in the "Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030," which includes the integration of technology, encouragement of scientific activities, and combatting corruption in education.

[4] This section details the fundamental objectives of the credit module system, emphasizing its role in organizing education, evaluating students' knowledge, and enhancing independent learning.

The above passage discusses not only bringing innovation in teaching but also fostering independent learning in students. It emphasizes approaching education with a fresh perspective, aligning it with contemporary attitudes, meeting labor market demands, acquiring essential theoretical knowledge, and shaping practical skills. In essence, this system is designed to facilitate the intellectual and professional development of students throughout their lives and prepare them to meet the challenges of the modern job market.

Let's briefly explain the concepts of module and credit.

A module is a part of the curriculum where several subjects (courses) related to specific knowledge and skills are organized. It aims to develop students' abilities for analytical and logical thinking and conducting practical observations in various subjects. Teachers organize the learning process, deliver live, video, and audio lectures, supervise student activities, and assess their performance. Students, in turn, study the content independently and complete assigned tasks.

In the modular teaching system, students' knowledge and skills are evaluated using a rating system. All educational activities, both inside and outside the classroom, contribute to the evaluation, and students' acquired knowledge is assessed based on grades.

Moreover, this approach demands that individuals who have received higher education should be independent professionals in their respective fields. They should be capable of conducting independent research, keeping abreast of advancements in their fields, and effectively competing. Facilitating independent learning in the educational process is crucial. Establishing ways to introduce, achieve, self-monitor, and evaluate independent learning is characterized by students' choices and implementation of methods.

Currently, the higher education process is being restructured to shape professionals who can form their own opinions independently and develop their intellectual and professional skills. The educational process in higher education is being reorganized to focus on specialists' comprehensive development, encompassing the acquisition of specific skills, competencies, and knowledge. In this context, the interaction between the teacher and the student plays a fundamental role.

The main tool for independent learning is independent learning materials. They form a structured system and differ from textbooks, teaching methods, and lecture texts. They include clear and concise instructional guides, a block for managing the learner's cognitive activities, independent learning zones in the process of professional preparation, guidance on directing oneself to independent learning, self-monitoring, self-presentation, and self-assessment in personal cognitive activities. Psychological and pedagogical recommendations are available for self-assessment. Independent learning materials consist of educational and methodological manuals, lecture texts, computer programs, audio and video materials, and recommendations for using existing traditional textbooks and other information sources. [6]

In fact, the changes and innovations implemented in our education system necessitate competency-based guidance. Let's delve into the concept of competency.

Competency refers to the practical and theoretical issues that individuals can solve by utilizing the theoretical knowledge, practical skills, and competencies they possess in a particular field. Competency-based education focuses on developing practical competencies that students acquire in their personal, professional, and social activities, based on the knowledge, skills, and abilities they possess. Such education emphasizes independent and active citizenship, critical thinking, the intelligent use of media resources and information-communication technologies in one's activities, thoughtful career choices, healthy competition, and the development of general cultural competencies. [5]

In the Republic of Uzbekistan, ensuring the integrity of education, focusing on the holistic development of individuals, and defining specific competencies based on the content of general secondary, specialized secondary, and vocational education disciplines aim to ensure the clarity of the content of the curriculum. Specific competencies and general competencies have been identified based on each subject's content.

Specific competencies include:

1. Communicative competency;
2. Information processing competency;
3. Self-development competency;
4. Social active citizenship competency;

5. General cultural competencies;

6. Awareness of mathematical literacy, knowledge, and use of new developments in science and technology. [8]

Having competency means not just acquiring knowledge and skills but demonstrating the application of this knowledge in life based on clear objectives. In the model guidelines on the procedure for organizing, monitoring and evaluating student independent work in higher educational institutions, the organization of student independent work is divided into two types: independent education carried out in the auditorium and independent education outside the auditorium. According to him, independent education carried out in the auditorium aims to check the level of students' acquisition of theoretical and practical knowledge, preparation for practical training classes (seminar, practice, laboratory) and the quality of homework assignments, current, intermediate and final control work. methods such as receiving, question-and-answer, conversation, and discussion are used.

Independent education outside the auditorium is carried out in the form of performing practical tasks that require the subject to independently find, analyze, master, and creatively approach additional educational materials on the subject for the number of hours specified in the working curriculum.

Indeed, various levels of independent work are distinguished in Higher Education Institutions (HEIs):

1. **Basic Level of Independent Work:** At this level, students perform tasks based on examples of independent activities that were previously demonstrated by the teacher and experienced by the students.

2. **Identifying Solutions:** Students perform assignments based on a recognized method for identifying solutions. These tasks are carried out by students after they have been demonstrated by the teacher and practiced by the students.

3. **Reconstructive-Varieties Level of Independent Work:** At this level, students analyze various situations, events, and facts by conducting typical experiments, shaping methods of cognitive activity, and finding solutions through typical methods. This level allows students to adapt new knowledge to standard situations continually.

4. **Heuristic Independent Work:** These tasks assist in shaping the creative personality of students. Such tasks involve continuously searching for new knowledge, generalizing and systematizing acquired knowledge, and transferring it to non-standard situations.

5. **Advanced Level of Independent Work Within and Across Subjects:** These tasks represent the highest level of independent work, requiring students to devise methods to find solutions. The ways to find solutions are developed based on mutual communication, cooperation, and mutual respect, reflecting the socio-psychological aspects of human activities. The interaction and shaping of personal relationships influence the level of cooperation and influence each individual's role and achievements in society. Every person's place in society, their activities, and the level of their achievements are directly related to their ability to engage in dialogue and interact with others. Therefore, interpersonal communication significantly affects the social adaptation and self-perception of an individual. Indeed, it is fundamental that every individual is invaluable, as highlighted in the quote: "Motives, interests, benefits, and usefulness, as well as socio-economic factors such as intentional thoughts, desires, and goals, are essential prerequisites for the motivation of human activity. Interpersonal relationships and the degree to which communication

culture is formed play a significant role. Therefore, any work first requires people to talk to each other, exchange various information, and mutually enrich each other with different knowledge and opinions. Any task demands complex collaboration such as discussing, extending different information, and having mutual discussions. Therefore, the activity that people carry out among themselves occupies a key position, which is directly related to the ability to live and perceive oneself as an individual. Thus, it is essential for the cooperation and mutual influence among different activities of individuals in society. Each person's place, their activities, and the level of their achievements are directly related to their ability to engage in dialogue and interact with others. Therefore, interpersonal communication significantly affects social adaptation and self-perception." [4].

In this way, the process of interpersonal communication during interviews is considered within various activities and different forms of interaction between individuals. The activities of each person shape their mutual relationships and influences. Since any task initially involves speaking to each other, extending different kinds of information, and exchanging ideas, it demands complex collaboration. The process of interpersonal communication is quite complex and continues throughout a person's life.

The complexity of a conversation from a psychological perspective is described by the renowned psychologist B.F. Skinner as follows:

a) **Individuals' mutual influence process: ** Conversations involve dynamic interactions and mutual influences among individuals.

b) **Information exchange process between individuals:** Conversations allow the exchange of information and ideas between individuals.

c) **One person's interaction with another person:** Conversations enable one person to interact with another, sharing thoughts, opinions, and emotions.

d) **Influence process of one person on others:** Conversations involve the ability of one person to influence others through words and actions.

e) **Individuals' mutual understanding process:** Conversations facilitate mutual understanding and the exchange of perspectives between individuals.

Conversations have various forms and styles based on their unique characteristics. Conversations reflect the material and emotional aspects of human activity and embody individual needs.

In the realm of social interactions, enhancing the companion's state of mind, instilling optimism, and building confidence in their abilities are crucial qualities of an educator. It's essential to emphasize that a teacher, immersed in the culture of conversational ethics, avoids qualities such as arrogance, arrogance, envy, and jealousy and strives to foster positive relationships.

The conversational culture of the teacher is closely related to verbal communication. Speech possesses a powerful psychological force that influences the listener. It not only conveys the content but also affects the degree and power of influence through the speaker's articulation and expression of ideas. As English playwright George Bernard Shaw said, "There are over fifty different ways of pronouncing the word 'yes,' and each one of them is right, but there is only one way of saying 'no'."

In this context, the conversational culture of a teacher is not only crucial for interpersonal relationships but also indispensable for shaping the education, upbringing, and work ethics of

young learners, work communities, and society in general. Conversations play a significant role in teaching students the art of mutual respect, cooperation, and understanding, especially in the current era where religious tolerance is paramount.

In summary, the importance of enhancing conversational culture remains undeniable. In the educational process, conversations hold a central place, shaping not only academic knowledge but also the moral and social values of individuals. Teachers, as educators, bear the responsibility of respecting the worth of each student, being compassionate and supportive, engaging in constructive dialogue, and upholding ethical standards. All the aforementioned principles align with the legal requirements in the field of education, defining the fundamental responsibilities of students in educational institutions and the teaching staff, including professors. Therefore, educators must adhere to the principles of ethical conduct, fostering respect and reverence for students, parents, spiritual, historical, cultural, national, and universal values, and promoting positive values such as truth, justice, patriotism, kindness, and other noble qualities.

In the credit module system, utilizing project work as a means to enhance conversational competencies and improve the critical thinking abilities of future elementary school teachers aligns with the objectives of the program. This type of activity primarily involves seeking practical solutions to real issues that are significant for students. It requires exploring various methods and conditions based on the diverse factors and terms to find feasible ways to address the identified challenges and implement the outcomes.

The main aim of integrating such activities into the teaching of specialized subjects is to engage students in active intellectual activities through different types of exercises. This necessitates them to acquire specific language tools to express their thoughts, making it essential for the project to fulfill this didactic task. Accordingly, it is possible to modify lessons in debate clubs or research clubs based on creative interpersonal relationships, making the process genuinely intriguing, practical, meaningful, and convenient for students.

Collaborating on the project can also be both a professional and socio-cultural strategy, considering the cultural characteristics, and developing communicative skills and ethical attitudes. Utilizing internet resources offers various forms of information exchange: textual and graphical messages, sharing audio and video clips, and accessing remote information sources and international libraries. However, benefiting from the global network is quite challenging without advanced conversational skills, making it potentially useless if not applied properly. The preparation for the future teacher, as the representative of their own country, is apparent in shaping and enhancing cultural and scientific connections. It helps establish connections in the field of culture and science, considering the chosen linguistic and thematic directions.

In the developed learning materials, various models and examples, both oral and written, are chosen based on selected linguistic and thematic aspects to provide a pedagogical direction. These models and examples act as "indicators," indicating possible topics for research. The chosen form of students' independent study consists of several lessons and results are presented in final outcomes. It should certainly be oriented towards the social interests of the participants. The titles of the projects are intriguing, offering students the possibility to choose one of the possible research topics.

Summary:

As emphasized earlier, each educator selected for the teaching profession is posed with the question of whether they are passionate about their profession or not. Another crucial aspect of

this issue is that in the future, teachers will face the question of whether they possess pedagogical skills or not. Indeed, every profession is acquired and perfected through skills and abilities.

In summary, it is important to note that in the conditions of the credit module system, it becomes imperative for prospective beginner teachers to independently develop modules allocated by the professors of higher education institutions for the development of communication competencies in a effective, creative, and innovative manner. This is because the teaching profession requires a high level of competence in communication skills. In order to enable our students to become effective communicators and critical thinkers, it is essential to first enhance the skills of our future educators in this regard. Therefore, it is necessary to focus on the professional development of our future teachers in this area. Utilizing the opportunities provided within the framework of the higher education program, it is possible to achieve our goals effectively.

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