

COMMUNICATIVE COMPETENCE AND PROFESSIONAL COMPETENCE QUALITIES OF A TEACHER: CONCEPT, DEVELOPMENT, AND SIGNIFICANCE

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This article explores the concept, development, and significance of communicative and professional competence in teachers. It examines the essential communicative qualities a teacher must possess to interact effectively with students, colleagues, and parents, highlighting skills such as speech, emotional awareness, and interpersonal abilities. The history of communicative competence is traced from the early 20th century to the present, showing the evolution of communication theories in pedagogy. The article also discusses various approaches to developing communicative competence, including cognitive, psycho-emotional, and sociocultural perspectives. Additionally, it defines professional competence qualities, including subject, methodical, diagnostic, and interpersonal skills, that are necessary for effective teaching. The assessment of communicative competence is presented, using both self-diagnosis and external evaluation methods. Ultimately, the article emphasizes the importance of communicative competence for creating a positive educational environment and fostering effective teacher-student relationships.

INTRODUCTION. Modern educational processes require teachers to have not only deep professional training but also the development of specific personal and communicative qualities. One of the most important aspects of pedagogical activity is communicative competence, which includes the teacher's ability to interact effectively with students,

colleagues, parents, and other participants in the educational process. Communicative competence in teaching involves not just the ability to communicate but also the capacity to build interpersonal relationships, respond appropriately to various pedagogical situations, and solve tasks related to teaching and upbringing.

This article is devoted to analyzing the communicative competence of a teacher, as well as the professional competence qualities it includes. We will examine the main approaches and criteria for assessing communicative competence, its development in the context of pedagogical activity, and its significance for the successful functioning of educational institutions.

The Concept of Communicative Competence

Communicative competence is a set of knowledge, skills, and abilities necessary for effective interaction in various communicative situations. In the context of pedagogical activity, communicative competence includes not only the teacher's ability to present material clearly and understandably but also the ability to establish contact with students, colleagues, parents, and maintain an atmosphere of mutual respect and understanding.

For teachers, communicative competence is particularly important because the quality of their communication with students, parents, and colleagues affects not only the success of teaching but also the development of the students' personalities. It is essential to note that communicative competence includes several key aspects, such as:

Speech and language skills: the ability to express thoughts clearly and correctly, mastery of language as a means of communication.

Emotional competence: the ability to understand and consider the emotional state of others, to express one's emotions appropriately to the situation.

Interpersonal skills: the ability to build constructive relationships with various participants in the educational process.

Listening and perception of information: the ability to listen, correctly perceive information, and ask clarifying questions for better understanding.

Thus, communicative competence in teaching is a multifaceted and dynamic characteristic, encompassing not only cognitive and professional skills but also personal qualities.

The History and Stages of the Development of Communicative Competence

Communicative competence, as a socio-psychological phenomenon, began to be actively researched in the second half of the 20th century, when the development of pedagogy and psychology led to a growing need to study human interaction in various spheres, including

education. Research in this area revealed the importance of communication skills for an effective pedagogical process, as the success of teaching and upbringing depended on the quality of communication.

One of the first steps in developing the theory of communicative competence was defining the concepts of "communication" and "competence" within pedagogy. In the mid-20th century, scholars began conducting research in pedagogical psychology, emphasizing the importance of communication skills for the professional activities of teachers. In the late 1970s and 1980s, Europe and the U.S. saw the active introduction of the concept of competence in pedagogy, which became the basis for the formation of modern approaches to teaching and teacher preparation.

The development of communicative competence among teachers is associated with several important stages:

Initial stage (late 19th – early 20th century): emphasis on language as a means of communication. During this period, teaching and methods of instruction focused primarily on knowledge transmission, with little attention paid to the communicative component of the educational process.

Middle stage (mid-20th century): the beginning of research in pedagogical psychology, when increasing attention was given to psychosocial interaction between teachers and students.

Modern stage (late 20th – early 21st century): the formation of the theory of communicative competence, the study of interactions in multifaceted pedagogical contexts, and the growing importance of communication skills in educational practice.

Key Approaches to Defining and Developing Communicative Competence in Teachers

There are several primary approaches to understanding and developing communicative competence in teachers:

Cognitive-communicative approach: focus on the knowledge and skills required for effective communication. In this approach, it is assumed that a teacher should possess specific knowledge in the psychology of communication and be able to use various communication strategies.

Psycho-emotional approach: focuses on emotional perception of interlocutors, empathy, and the teacher's ability to take into account the emotional state of students, colleagues, and parents. This is an essential part of communicative competence that helps create a positive atmosphere in the educational process.

Sociocultural approach: considers communicative competence as the teacher's ability to account for the cultural and social characteristics of students and interact in a diverse social context.

Professional Competence Qualities of a Teacher

Professional competence in teaching is a set of knowledge, skills, and personal qualities that allow a teacher to effectively perform their professional duties. The key competencies for teachers are:

Subject competence: knowledge and ability to present subject material.

Methodical competence: the ability to apply different teaching methods based on the tasks and characteristics of students.

Diagnostic competence: the ability to identify the characteristics of students and adapt the teaching process.

Interpersonal competence: the ability to build effective relationships with students, parents, colleagues, and administration.

In addition, teachers need to develop personal qualities such as empathy, tolerance, self-confidence, stress resistance, the ability for self-reflection, and self-control.

Criteria and Methods for Assessing Communicative Competence in Teachers

Assessing communicative competence in teachers includes several criteria:

Level of communication: the teacher's ability to maintain effective contact with various participants in the educational process.

Speech skills: the ability to express thoughts clearly and correctly.

Emotional maturity: the ability to recognize others' emotions and respond appropriately.

Interpersonal relationships: the degree of establishing trustful and constructive relationships with colleagues and students.

The assessment of communicative competence can be carried out through both self-diagnosis and external methods, such as observation, analysis of interaction outcomes, and feedback from participants in the educational process.

Communicative competence in teachers is a crucial component of their professional activity. It determines not only the quality of teaching but also the atmosphere in the educational environment, mutual understanding between the teacher and students, and contributes to the harmonization of interpersonal relationships. The development of communicative competence requires a comprehensive approach that includes both theoretical preparation and practical skills aimed at improving interaction in the educational process.

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