



INNOVATIVE METHODS FOR DEVELOPING COMMUNICATIVE SKILLS AMONG STUDENTS OF PEDAGOGICAL SPECIALTIES IN THE ERA OF DIGITAL TECHNOLOGIES

Tajimuratova G. A.

Applicant of the Nizami Tashkent State

Pedagogical University of Uzbekistan

Abstract

The article examines innovative methods for the formation and development of communicative skills among students of pedagogical specialties in the context of the digital transformation of education. It substantiates the need to reconsider traditional approaches to teacher training, taking into account new forms of communication and the use of digital tools.

Keywords: Innovative teaching methods; communicative skills, digital technologies, students of pedagogical specialties, educational environment.

Introduction

Digital technologies are transforming our way of life, methods of communication, way of thinking, emotions, channels of influence on others, social skills, and social behavior [1].

Innovations are characteristic of any type of professional human activity and therefore naturally become the subject of study, analysis, and implementation. Innovations do not arise spontaneously; they are the result of scientific research and the advanced pedagogical experience of individual teachers and entire teams. This process cannot be left to chance - it requires systematic management [3].

The digitalization of all spheres of human activity has created a new level of reality for the global community - the virtual one (the Internet space). Over time, it has developed its own language and a unique form of information transmission, which have defined the digital image (such as a raster picture or photograph) as the main informational unit - global and universally understood by all users of the virtual network, regardless of their country of origin [2].

The visual format of information has proven to be the most accessible and comprehensible way of conveying meaning: an image requires no translation, overcoming linguistic and cultural barriers and becoming a kind of “metalanguage” of the digital age. That is why modern Internet users around the world interpret



memes, emojis, photographs, and infographics in a similar way, making virtual communication not only faster but also more widespread and visually oriented.

Digitalization has shaped a fundamentally new model of communication, in which visual content has become the primary carrier of information, and the virtual space has turned into a global platform for the creation and exchange of cultural meanings. Pedagogical innovations are innovations in educational activity - changes in the content and technology of teaching and upbringing aimed at increasing their effectiveness [4].

The modern era is characterized by the rapid development of digital technologies, which have a significant impact on the education system. Future teachers must not only possess subject-specific knowledge but also demonstrate a high level of communicative skills that enable them to interact effectively. Traditional forms of communication (lectures, seminars, oral discussions) are no longer sufficient for preparing teachers capable of working in a digital environment. Today, new formats of communication are in demand: online discussions, digital conferences, multimedia presentations, and virtual project groups. This necessitates the introduction of innovative teaching methods that foster the development of flexible, creative, and intercultural communicative competencies among students in pedagogical fields.

Communicative skills include proficiency in oral and written speech, the ability to listen to and understand an interlocutor, the use of nonverbal means of communication, as well as the capacity for interpersonal and intercultural interaction. In the era of digital technologies, these skills acquire additional characteristics:

- the ability to communicate in an online environment;
- proficiency in digital tools for interaction;
- the ability to work in virtual teams;
- readiness to adapt to conditions of informational diversity.

The development of these skills is impossible without the use of innovative methods that combine traditional pedagogical approaches with modern digital learning tools.

Innovative Methods for Developing Communicative Skills

One of the most effective approaches to preparing future teachers in the digital era is the use of innovative methods that promote the development of communicative skills.



Method of virtual collaboration involves organizing joint student activities through the use of modern digital tools such as Trello (for task and project management), Miro (for visual collaboration on virtual boards), and Notion (for organizing knowledge, notes, and databases). Working in real-time enables students not only to exchange ideas but also to learn how to engage in constructive dialogue, reach agreements, and coordinate their actions. Thus, in the learning process, students create “roadmaps” for the implementation of educational projects, discuss tasks, and record comments in the Miro environment, which helps develop teamwork and collaboration skills.

The method of feedback through a digital portfolio contributes to the development of self-presentation and reasoned dialogue skills. The electronic portfolio serves as a platform for posting records of students’ teaching practice and presentations. Teachers and peers leave comments, which helps students develop the ability to accept criticism, adjust their communication strategies, and improve their professional skills.

The method of online discussion forums is aimed at developing students’ oral and written argumentation skills. Virtual discussions on forums, in chats, and on educational platforms help students develop the ability to formulate questions and answers clearly, defend their own positions, and interact effectively with peers. Thus, within the framework of discussions on the Moodle forum (a virtual learning environment), students analyze current pedagogical issues - for example, “the role of digital technologies in the school of the future” - present arguments to support their viewpoints, and engage in dialogue with other participants.

The method of virtual simulators provides opportunities for modeling real-life pedagogical situations. With the help of VR technologies, a student can take on the role of a teacher, interacting with a virtual classroom in which the “students” display different behavior patterns. Such practice enables future teachers to refine their communication strategies, develop cognitive flexibility, and learn to manage the educational process under conditions of uncertainty.

The method of interuniversity network projects is aimed at developing interaction skills within intercultural and interuniversity environments. Joint projects implemented through online platforms contribute to the expansion of students’ communicative experience. Participation in such projects allows students to design and implement innovative teaching methods aimed at improving communicative skills within the context of a digital educational environment.



The method of digital reflection promotes the development of students' ability for self-observation and self-analysis. The use of blogs and digital journals makes it possible to document experiences of pedagogical communication, highlight achievements, and identify challenges. Students maintain personal blogs where they share their own observations about the communication process, analyze their interactions with the audience, and receive feedback from peers and instructors. This fosters critical thinking, develops self-reflection skills, and contributes to the professional growth of future teachers.

References

1. Myamesheva, G. Virtue i Bulletin of KazNU. Series "Pedagogical Science," 2015; 44(1): 152–1562.
2. Monakhova, L. D. Methods Scientific and Methodological Electronic Journal "Koncept," 2022, No. 11, pp. 31–44. Available at <http://e-koncept.ru/2022/221078.htm>
3. Mutaliev, A. Sh., & Akhtanova, S. K. Pedagogy of the 21st Century: Innovative Teaching Methods. Uni Electronic Scientific Journal, 2020, No. 3(69). Available at: <https://7universum.com/ru/psy/archive/item/8928>
4. Steiner-Khamsi, G. How NGOs Respond: Globalization and Education Reform in the Caucasus, Central Asia, and Mongolia. Kumarskaya Press, 2018; 31(2): 25–36. DOI: 10.1111/j.1467-873X.2008.00426.