



Developing Professional Communication Skills In Future Teachers Of Russian As A Foreign Language Within The Framework Of Higher Pedagogical Education

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ABSTRACT

This article examines the development of professional and communicative competence in future Russian as a foreign language teachers in the context of the modernization of higher pedagogical education. The theoretical and methodological foundations of communication training are analyzed. The need to integrate linguistic, methodological, and intercultural components in the professional development of Russian as a foreign language teacher is substantiated

Keywords:

professional and communicative competence, teacher of Russian as a foreign language, linguistic methodology, communicative approach, pedagogical communication, intercultural competence.

Introduction

Looking at the structure of professional communicative competence, it becomes clear that it cannot develop on its own. Its development requires well-thought-out pedagogical actions. Therefore, training future teachers of Russian as a foreign language in communication is a separate linguistic and methodological task. It requires a systematic approach that integrates linguistic knowledge, methodological post, we should focus on strengthening the practical component of training. Developing professional communication skills cannot be limited to theoretical mastery of classroom material. It requires immersion in real-life teaching situations. The introduction of tools such as microteaching, role-playing lessons, and case studies creates an environment as close as possible to professional practice and promotes the development of skills in managing educational communication. Video reflection is especially valuable, allowing students to

analyze their own speech and adjust their communicative behavior.

One of the key steps toward improvement is the integration of linguistic and methodological disciplines. By integrating the content of Russian language and RFL courses, students will be better able to understand how to transform their language knowledge into effective learning materials. As a result, they will learn to flexibly adapt the material to their level, find optimal methods of explanation, and proactively identify potential learning difficulties.

Developing intercultural competence is a key factor in improving the quality of communication training. RFL teachers working with audiences from different cultures must recognize and take into account national characteristics of speech behavior, differences in communication methods, and students' cultural values. Integrating intercultural communication modules into the educational process, exploring typical intercultural scenarios, and engaging students in international initiatives contribute to the

development of cultural sensitivity and professional tolerance.

To optimize the process of developing competencies, it is crucial to develop students' reflective abilities. The professional maturity of future teachers is largely determined by their ability to analyze and evaluate their own communicative activities. Various methods are used for this purpose, including holding reflective seminars, encouraging the keeping of teaching journals, and organizing discussions of practical challenges. These approaches help students consciously consider their communication strategies and adjust them to meet professional standards.

Finally, a significant factor in improving the effectiveness of training is expanding the scope and quality of teaching practice. Direct interaction with international students creates tangible conditions for developing professional and communication skills and helps bridge the gap between theoretical training and practical work. Systematic supervision of practical training by academic supervisors and methodologists provides methodological support and facilitates the development of sustainable professional skills.

The challenge of communicative training is exacerbated by the intercultural factor. When teaching international students, RFL teachers operate in a context of cultural dialogue, which requires developed sociocultural and pragmatic sensitivity. Insufficient attention to the intercultural component leads to the development of a formal, communicative teaching model that fails to take into account the unique national perceptions of educational material.

The professional communicative competence of a teacher of Russian as a foreign language represents an integrative, multi-level development that ensures successful teaching in intercultural settings. Its structure is comprehensive and unites interconnected components that form the foundation of the professional speech activity of a future specialist.

First and foremost, this competence presupposes a well-developed linguistic component, which includes a thorough

knowledge of the norms of the modern Russian literary language, its phonetic, lexical, grammatical, and stylistic systems. A teacher of Russian as a foreign language must not only possess a high level of language proficiency but also understand the mechanisms by which linguistic units function in various communicative situations and be able to explain linguistic phenomena while taking into account the students' level and national and cultural background.

An integral part of the structure is the discursive component, which ensures the ability to construct a coherent, logically organized pedagogical statement. This is manifested in the ability to formulate explanations of educational material, give instructions, comment on speech errors, maintain educational dialogue, and manage the dynamics of the lesson. Discursive competence determines the quality of pedagogical communication and contributes to the creation of a productive educational environment.

The sociocultural component, reflecting knowledge of cultural realities, norms of speech behavior, and the characteristics of intercultural communication, is of great importance. RFL teachers operate in a space of intercultural dialogue, so their professional activity requires the ability to consider the national traditions, value systems, and communicative expectations of international students. This component contributes to the development of a tolerant and culturally sensitive pedagogical stance.

The pragmatic component of professional communicative competence is expressed in the ability to select appropriate speech tools depending on the learning goals, students' language proficiency, and the specific pedagogical situation. It involves mastering communication strategies and tactics that ensure the effectiveness of verbal influence, motivation of students and management of educational interactions.

A special place in the structure is occupied by the methodological component, which integrates linguistic knowledge and communication skills into the teacher's professional work. It includes the ability to design speech situations, model

communication-oriented tasks, adapt educational material, and organize various forms of verbal interaction in the classroom. It is the methodological component that ensures the transformation of theoretical knowledge into teaching practice.

Results And Discussion

An analysis of microteaching video recordings revealed typical communication difficulties: a predominance of monologues in explanations, insufficient variability in speech strategies, and a lack of adaptation of speech material to the level of the target audience. This indicates the need to strengthen the practice-oriented component of training.

Within the competency-based educational paradigm, communication training should be viewed as a systemic process that involves simulating real-life teaching situations, developing reflective mechanisms, and fostering the ability for professional self-analysis. The inclusion of microteaching technologies, case studies, and pedagogical practice with elements of video reflection contributes to the development of sustainable communication strategies and increases the readiness of future teachers to work with a multicultural audience.

Thus, the communicative training of future teachers of Russian as a foreign language represents a complex linguistic and methodological challenge that requires a revision of the content and technologies of professional education. This challenge can be addressed by integrating theoretical knowledge and practical experience, strengthening the intercultural focus of training, and developing a comprehensive model for developing professional communicative competence in higher pedagogical education. The current development of Russian as a foreign language requires training specialists capable not only of mastering the language but also of effectively organizing educational communication in a multicultural environment. This necessitates further research aimed at developing models and technologies for developing professional communicative competence.

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