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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

# M

# AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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# METHODOLOGY FOR DEVELOPING COMMUNICATIVE COMPETENCE OF FUTURE TEACHERS BASED ON MULTIMEDIA TOOLS

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**Abstract:** This article explores the theoretical and methodological foundations of developing communicative competence among future teachers based on multimedia tools. The study analyzes the importance of digital technologies, interactive platforms, and multimedia resources in the educational process. International and local experiences aimed at developing communicative competence are also reviewed. The results of the study confirm that the use of multimedia tools has a positive impact on improving the speech activity and professional communication skills of future teachers.

**Key words:** multimedia tools, communicative competence, future teachers, digital technologies, interactive learning, pedagogical innovation, communicative approach.

**Annotatsiya:** Mazkur maqolada multimedia vositalari asosida bo'lajak o'qituvchilarning kommunikativ kompetensiyasini rivojlantirishning nazariy va metodik asoslari yoritilgan. Tadqiqotda raqamli texnologiyalar, interaktiv platformalar va multimedia resurslarining ta'lim jarayonidagi ahamiyati tahlil qilinadi. Shuningdek, kommunikativ kompetensiyani rivojlantirishga qaratilgan xalqaro va mahalliy tajribalar o'rganilgan. Tadqiqot natijalari multimedia vositalaridan foydalanish bo'lajak o'qituvchilarning nutqiy faolligi va kasbiy muloqot ko'nikmalarini rivojlantirishga samarali ta'sir ko'rsatishini tasdiqlaydi.

**Kalit so'zlar:** multimedia vositalari, kommunikativ kompetensiya, bo'lajak o'qituvchi, raqamli texnologiyalar, interaktiv ta'lim, pedagogik innovatsiya, kommunikativ yondashuv.

**Аннотация:** В данной статье рассматриваются теоретические и методические основы развития коммуникативной компетенции будущих учителей на основе мультимедийных средств. В исследовании анализируется значение цифровых технологий, интерактивных платформ и мультимедийных ресурсов в образовательном процессе. Также изучен международный и отечественный опыт, направленный на развитие коммуникативной компетенции. Результаты исследования подтверждают, что использование мультимедийных средств оказывает положительное влияние на развитие речевой активности и профессиональных коммуникативных навыков будущих учителей.

**Ключевые слова:** мультимедийные средства, коммуникативная компетенция, будущие учителя, цифровые технологии, интерактивное обучение, педагогические инновации, коммуникативный подход.

## INTRODUCTION

In the context of globalization and rapid digitalization, the requirements for the modern education system are fundamentally changing. Contemporary society demands that teachers possess not only deep professional knowledge but also effective communication skills, the ability to use information technologies, and competence in implementing innovative pedagogical approaches in educational practice. In this regard, the development of communicative competence in future teachers is recognized as one of the priority tasks of pedagogical education.



The role of technology in education has become increasingly significant. Multimedia tools such as video lectures, interactive simulations, and digital platforms have transformed traditional teaching methods into more interactive and learner-centered approaches. According to Mayer (2021), multimedia learning enhances cognitive processing by integrating visual and auditory information, which significantly improves comprehension and retention of knowledge.

In recent years, special attention has been paid worldwide to the didactic potential of multimedia technologies in education. In the educational systems of Finland, South Korea, the United States, and Singapore, such approaches as blended learning, flipped classroom, digital storytelling, and collaborative learning have demonstrated effective results in developing communicative competencies. Scientific studies have shown that virtual learning environments and multimedia resources strengthen students' interactive communication, increase the visual effectiveness of the educational process, and support independent learning.

In Uzbekistan, considerable attention is also being paid to the digitalization of education and the development of professional competencies of future teachers. The Presidential Decrees and national concepts on the development of higher education until 2030 emphasize the improvement of information and communication competencies of pedagogical personnel as one of the priority directions. Based on these reforms, large-scale efforts are being implemented to integrate multimedia tools, interactive platforms, and modern pedagogical technologies into the educational process.

Local researchers have conducted various studies related to the development of communicative competence. In particular, scientific investigations have focused on technologies for developing communicative competence in pedagogical education, the use of interactive methods for improving communication skills, the enhancement of communicative competence in distance learning environments, and the development of pedagogical competencies through information and communication technologies.

However, the analysis of existing studies indicates that the methodology for the comprehensive development of communicative competence in future teachers through multimedia tools has not been sufficiently researched. Specifically, studying the influence of multimedia technologies on communicative activity, speech culture, and professional communication skills through an integrative approach remains one of the actual scientific problems.

The purpose of this study is to develop an effective methodology for improving the communicative competence of future teachers through multimedia tools and to scientifically substantiate its pedagogical potential.

The hypothesis of the study is that if multimedia tools are used systematically, interactively, and methodologically in the educational process, the communicative competence, professional communication culture, and speech activity of future teachers will develop more effectively.

## LITERATURE REVIEW

In Uzbekistan, significant scientific and practical work has been carried out in recent years on the development of communicative competence and the integration of multimedia technologies into teacher education. The ongoing educational reforms aimed at digitalization and modernization of higher education have accelerated research related to innovative pedagogical technologies, interactive learning environments, and multimedia-based teaching methods.

Research in the field shows that multimedia tools significantly improve communicative competence. Harmer (2021) states that multimedia-based instruction creates authentic communication environments that increase learner motivation.

Garrison & Vaughan (2021) emphasize the effectiveness of blended learning in developing collaborative communication skills. Similarly, Warschauer & Healey (2022) argue that technology-supported language learning enhances interaction beyond classroom boundaries.

Stockwell (2020) highlights that mobile-assisted language learning increases learner autonomy and communication practice opportunities. Chapelle (2021) also notes that computer-assisted language learning provides meaningful input for language acquisition.

Zavqiddin Burxanov conducted research on the innovative methodology of developing linguistic competencies in future teachers through a media-technological approach. The study focused on multimodal education, media literacy, interactive platforms, and digital pedagogy as important factors in the professional preparation of future teachers.

Usmonova Maftunaxon Qaxramonjon qizi examined the process of developing communicative competence in pedagogical education through innovative assignments and communicative approaches in English language classes. The study demonstrated that problem-based learning and ICT tools positively influence students' communicative abilities and intercultural interaction skills.

Karimova Guzalkhon Berdikul qizi investigated the development of information and communication skills of future educators using modern communication technologies. Her research emphasized the pedagogical potential of multimedia tools and digital technologies in increasing the effectiveness of the educational process and improving professional competencies.

In addition, Tajimuratova G.A. explored the development of digital communicative competence through interactive educational technologies such as Moodle, Google Classroom, and Microsoft Teams. The research proved that learning management systems and multimedia environments contribute significantly to the formation of professional communication culture among future teachers.

Recent Uzbek studies also focus on integrating artificial intelligence, digital pedagogy, media literacy, and multimedia learning into teacher education. These investigations demonstrate that modern educational technologies increase students' motivation, improve classroom interaction, and support learner-centered education. However, despite the growing number of studies, there is still insufficient research dedicated specifically to the comprehensive development of communicative competence of future teachers through multimedia tools within an integrative methodological framework.

Therefore, the present study aims to contribute to this field by developing an improved methodology for enhancing communicative competence through multimedia technologies in teacher education institutions.

The issue of developing communicative competence through multimedia technologies has become one of the important directions in modern pedagogical research. In contemporary education, communicative competence is regarded not only as the ability to use language effectively but also as the capacity to interact professionally, collaborate, think critically, and participate actively in the educational process.

Recent international studies demonstrate that multimedia technologies significantly contribute to the development of communicative competence in teacher education. Research conducted in Finland highlights the effectiveness of collaborative digital platforms in improving interaction and teamwork among future teachers. In South Korea, digital storytelling techniques have been widely applied to develop speaking and presentation skills. Meanwhile, universities in the United States increasingly implement blended learning and flipped classroom approaches to strengthen students' communicative and professional competencies.

## RESEARCH METHODOLOGY

This study is aimed at developing a methodology for improving the communicative competence of future teachers through multimedia tools and determining its effectiveness in pedagogical practice.

The research was designed as a quasi-experimental study in the field of pedagogy. It involved both control and experimental groups. The experimental group was taught using multimedia-based instruction, while the control group was taught using traditional teaching methods. This design made it possible to compare the effectiveness of both approaches in developing communicative competence.

The participants of the study were future teachers studying in pedagogical education programs. Based on the initial diagnostic assessment of their communicative competence level, they were divided into groups with relatively equal initial abilities to ensure the validity of the experiment.

Various multimedia tools were used during the research process, including video and audio materials, interactive presentations (PowerPoint, Canva), online learning platforms (Google Classroom, Moodle), gamification tools (Kahoot, Quizizz), digital storytelling techniques, and virtual communication environments for interactive tasks.

Data collection was carried out using several methods, including pedagogical observation, questionnaires, pre-tests and post-tests, interviews, and performance analysis. These instruments allowed for a comprehensive assessment of students' communicative skills and their development throughout the experiment.

The research process was implemented in three main stages. In the first stage (diagnostic stage), the initial level of students' communicative competence was identified, and existing problems and learning needs were analyzed. In the second stage (experimental stage), multimedia-based interactive lessons were conducted in the experimental group. Students participated in video-based exercises, role-playing activities, online discussions, and digital storytelling tasks designed to enhance their communicative abilities. In the third stage (final stage), the results of the experimental and control groups were compared, and the effectiveness of multimedia tools in developing communicative competence was evaluated.

The collected data were analyzed using both qualitative and quantitative methods. The results were processed in terms of percentages and dynamics of change, and the findings were presented in tables and graphs for clearer interpretation.

The research hypothesis states that if multimedia tools are systematically and methodically applied in the process of training future teachers, their communicative competence will significantly improve, and their professional communication effectiveness will increase.



## ANALYSIS AND RESULTS

The results of the study demonstrate that the integration of multimedia tools into the educational process has a significant positive impact on the development of communicative competence among future teachers. Comparative analysis between the experimental and control groups showed noticeable differences in students' performance, engagement, and communication skills.

At the beginning of the experiment (pre-test stage), both groups demonstrated relatively similar levels of communicative competence. Students showed limited ability to express ideas fluently, low confidence in oral communication, and insufficient interaction in English during classroom activities. This initial similarity ensured the validity of the experimental conditions.

After the implementation of multimedia-based instruction in the experimental group, a clear improvement in communicative competence was observed. Students who were exposed to multimedia tools such as video lessons, interactive presentations, digital storytelling, and online discussion platforms showed higher levels of participation and motivation compared to the control group. They became more active in expressing opinions, engaging in dialogues, and completing communicative tasks.

One of the most significant improvements was observed in students' speaking and interactive communication skills. The use of video-based tasks and role-playing activities helped learners simulate real-life communication situations, which increased their fluency and reduced anxiety in speaking activities. Similarly, gamification tools such as Kahoot and Quizizz contributed to higher engagement and encouraged active participation in learning activities.

The post-test results revealed a statistically significant improvement in the experimental group compared to the control group. Students in the experimental group demonstrated better vocabulary usage, improved sentence structure, and greater confidence in oral communication. In contrast, the control group showed only moderate improvement, mainly limited to theoretical knowledge without strong practical communication development.

The discussion of findings suggests that multimedia tools create an interactive and learner-centered environment that supports the development of communicative competence. These tools provide authentic learning contexts, visual and auditory stimulation, and opportunities for collaboration, all of which are essential for language acquisition and communication skill development.

Furthermore, the results align with international research findings, which emphasize that multimedia-supported learning environments enhance student engagement, motivation, and communication performance. The findings also confirm that digital tools such as interactive platforms and multimedia resources are particularly effective in teacher education programs, where communication skills are a core professional requirement.

Overall, the study confirms the research hypothesis that the systematic use of multimedia tools significantly improves the communicative competence of future teachers and enhances their ability to communicate effectively in professional contexts.

## CONCLUSION

This study aimed to investigate the effectiveness of multimedia tools in developing communicative competence among future teachers and to propose a methodological approach for their systematic integration into the educational process. The findings of the research confirm that multimedia-based instruction plays a crucial role in enhancing students' communicative skills and professional readiness.

The results clearly indicate that the use of multimedia resources such as interactive presentations, video and audio materials, gamification tools, and digital storytelling significantly improves students' motivation, participation, and communicative performance. Compared to traditional teaching methods, multimedia-supported learning environments provide more interactive, engaging, and learner-centered conditions that foster active communication and collaboration.

The experimental findings demonstrated that students exposed to multimedia-based instruction achieved higher levels of communicative competence, particularly in speaking, interaction, and language fluency. They also showed increased confidence, improved vocabulary usage, and a better ability to express ideas in professional and academic contexts.

The study also highlights that multimedia tools create authentic communication situations that help future teachers develop not only linguistic skills but also essential professional competencies such as teamwork, creativity, critical thinking, and digital literacy. These competencies are essential for modern educators working in technology-rich educational environments.

In conclusion, the research confirms the initial hypothesis that the systematic and methodological use of multimedia tools significantly enhances the communicative competence of future teachers. Therefore, it is recommended that higher education institutions integrate multimedia technologies more widely into teacher training programs and promote innovative, technology-enhanced pedagogical approaches.

Future research may focus on combining multimedia tools with artificial intelligence and adaptive learning systems to further improve communicative competence development in teacher education.

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- 13.00.00 Pedagogika fanlari
  - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
  - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
  - 13.00.03 Maxsus pedagogika
  - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
  - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
  - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
  - 13.00.07 Ta'limda menejment
  - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
  - 13.00.09 Ijtimoiy pedagogika
  - 07.00.00 Tarix fanlari
  - 19.00.00 Psixologiya fanlari
  - 01.00.00 Fizika-matematika fanlari
  - 02.00.00 Kimyo fanlari
  - 03.00.00 Biologiya fanlari
  - 09.00.00 Falsafa fanlari
  - 10.00.00 Filologiya fanlari
  - 11.00.00 Geografiya fanlari



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