

THE PROCESS OF ACQUIRING INTERPERSONAL SKILLS AND PERSONAL ABILITIES BY FUTURE EDUCATORS

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Abstract: This article explores the theoretical and practical aspects of developing interpersonal skills and personal abilities among future preschool educators. The research analyzes the role of communicative, reflective, critical, and innovative approaches in the development of pedagogical culture. It substantiates the interrelation between interpersonal communication culture, empathy, cooperation, independent decision-making, critical thinking, and reflective activity. Experimental results prove the effectiveness of interactive and reflective methods in the professional and personal development of future educators. The study concludes with scientific recommendations aimed at fostering pedagogical culture, ensuring socio-emotional growth, and introducing innovative teaching methods in the training process.

Keywords: future educator, interpersonal skill, personal ability, pedagogical culture, communicative competence, reflection, empathy, cooperation, critical thinking, innovative approach, professional development, interactive learning.

Introduction. In the era of globalization and digital transformation, the formation of human capital and the improvement of education quality are considered key factors in societal progress. The preschool education system plays a crucial role in this process, as it lays the foundation for children's socialization, communicative competence, emotional-intellectual development, and personal formation.

Therefore, in the training of future educators, not only theoretical knowledge but also the development of interpersonal skills, empathic thinking, and personal abilities has become one of the most relevant directions of pedagogical psychology.

According to the **Law of the Republic of Uzbekistan "On Education" (September 23, 2020)** and the **Law "On Preschool Education and Upbringing"**, it is essential to introduce learner-centered, innovative, and competency-based approaches in the training of pedagogical personnel, and to expand opportunities for their professional and personal growth. Moreover, the **Presidential Decree "The Development Strategy of New Uzbekistan for 2022–2026"** identifies improving education quality, enhancing the qualifications of educators, and strengthening their psychological and pedagogical readiness as top national priorities.

International experience also highlights the importance of this issue. Studies conducted by **UNESCO, OECD**, and other leading organizations have proven that the effectiveness of education depends not only on a teacher's technical knowledge but also on their interpersonal communication culture, emotional intelligence, and ability to collaborate. For instance, in **Finland, Japan, and South Korea**, the development of teachers' socio-emotional competencies is an integral part of educational curricula.

In Uzbekistan, significant reforms have been implemented in recent years to improve the quality of preschool education, integrate advanced international experience, and strengthen the professional competence and personal qualities of future educators. The **"Ilk Qadam" (First Step)** state curriculum focuses on supporting children's social, moral, and emotional development, while new teaching and methodological resources for educators are being developed.

The process of acquiring interpersonal skills by future educators includes the formation of communicative, emotional, reflective, and empathic abilities. These skills determine a teacher's professional culture, enabling them to understand the child's inner world, establish constructive communication with parents, and create a psychologically healthy atmosphere in the educational environment.

Hence, the relevance of this study is determined by the following factors:

1. The psychological and pedagogical mechanisms for developing interpersonal and personal competencies among future educators have not been sufficiently systematized;
2. In educational practice, methods for developing empathic communication, active listening, conflict management, and self-analysis are not fully implemented;
3. Diagnostic and reflective systems aimed at identifying and supporting educators' personal abilities are not yet well established in higher education institutions.

In the modern context of globalization and rapid technological advancement, human values, cultural communication, empathy, teamwork, and emotional stability have become essential components of education. Thus, the education system should not only provide knowledge but also foster interpersonal communication, emotional-intellectual development, and social adaptation skills.

Future educators are not merely teachers but also shapers of children's values, communication culture, and socio-emotional development. Therefore, their interpersonal skills (such as openness, empathy, cooperation, listening culture, and positive communication) and personal abilities (such as creativity, patience, emotional stability, reflection, and willpower) represent central components of pedagogical training.

As the ancient Greek philosopher **Socrates** wisely stated: "He who wishes to change others must first change himself. For this, one needs a clear purpose, strong will, and constant self-improvement." This principle is especially relevant for today's educators—particularly future preschool teachers—who must develop inner harmony, emotional resilience, and effective communication skills to positively influence others.

The spirit of resilience and humanism inherited from our ancestors, combined with the determination of the new generation, serves as the moral foundation for continuous social renewal. In a fast-paced world, the demand for personal growth, self-awareness, and emotional balance is stronger than ever.

Therefore, studying the processes through which future educators acquire interpersonal skills and personal abilities, and analyzing relevant national and international experiences, is one of the most urgent scientific and practical issues in modern education.

The issue of developing interpersonal skills and personal abilities among future educators is a key research direction in modern pedagogy. In the international context, this process is explained through concepts such as "**emotional intelligence**" (Goleman, 2018), "**interpersonal competence**", and "**social-emotional learning**." These frameworks emphasize the formation of communicative, empathic, collaborative, and self-reflective abilities that enable teachers to understand both themselves and others.

According to **Bandura's Social Learning Theory**, success in interpersonal relationships depends on observation, imitation, and self-regulation. Thus, the educator's ability to model positive personal qualities directly influences the psychological well-being of learners. **Goleman** also highlights empathy, emotional self-regulation, and social harmony as fundamental components of the teaching profession.

Interpersonal skills of future educators refer to their ability to communicate effectively, empathetically, and constructively with others, collaborate within a team, resolve conflicts, and create a positive psychological environment with children, parents, and colleagues. Such skills include **communicative culture, empathy, active listening, teamwork, conflict management, and intercultural communication**.

Personal abilities, on the other hand, represent the educator's psychological and intellectual potential to perform their professional duties successfully. These include **creative thinking, reflective capacity, emotional stability, responsibility, initiative, and self-development**.

According to the **European Commission (2020) LifeComp Framework**, interpersonal skills are among the "key competences for life," encompassing cooperation, communication, social responsibility, and intercultural understanding. Similarly, the **OECD "Future of Education and Skills 2030"** project identifies emotional and social intelligence as central to the future of education.

Russian scholars such as **S. Rubinstein** link interpersonal competence to social activity, emphasizing that a teacher's ability to build meaningful relationships defines the effectiveness of pedagogical communication. **L.S. Vygotsky** also argued that personal development occurs through interaction and collaboration within social contexts.

Uzbek researchers have made valuable contributions as well. **Abduvaliyeva** analyzed the role of communication psychology and empathic listening in developing educators' communicative culture, while **Islomova** proposed effective methods for fostering positive emotional environments and constructive conflict resolution in educational settings.

According to **Zeer**, acquiring personal abilities involves developing self-awareness, reflection, and self-assessment. He describes this as the stage of "professional self-realization," where the motivation for personal and professional growth becomes the key driving force of pedagogical development.

The **Presidential Decree of the Republic of Uzbekistan (May 12, 2023, PQ-174)** also emphasizes the need to enhance preschool teachers' professional competencies, particularly their interpersonal communication and psychological adaptability. Furthermore, the "**Qualification Requirements for Educators**" developed by the Ministry of Preschool and School Education identify interpersonal communication, empathy, social activity, and communicative competence as integral components of professional readiness.

Foreign and domestic studies collectively demonstrate that developing interpersonal skills and personal abilities directly enhances educational quality, facilitates effective communication, and promotes psychological well-being within learning environments.

In conclusion, the process of acquiring interpersonal skills and personal abilities among future educators is both a professional and personal developmental factor. When implemented through socio-psychological approaches, communicative techniques, and reflective practices, these competencies contribute significantly to teachers' professional excellence, empathy, and social responsibility.

The primary goal of this research is to comprehensively examine the process of developing interpersonal skills and personal abilities among future educators and to identify effective pedagogical methods for their enhancement. The educational standards of the 21st century require not only theoretical knowledge but also the cultivation of social, communicative, and creative competencies. Therefore, the methodology for developing interpersonal skills and personal abilities among pre-service educators must be **systematic, comprehensive, and interactive**.

The **first stage** of the research focused on the **theoretical foundations**. A review of the scientific literature revealed that interpersonal skills and personal abilities are essential components of education and have been extensively studied in international and national research. According to documents by the **OECD** and the **European Commission**, these competencies are closely related to social communication, critical thinking, problem-solving, independent decision-making, and creativity. Meanwhile, local scholars such as **Yo'ldosheva, Karimova, and Tursunova** have scientifically substantiated effective methods for developing reflective, creative, and innovative skills in future educators.

Following the theoretical analysis, the research proceeded to the **experimental stage**, which involved diagnosing the existing interpersonal skills and personal abilities of pre-service teachers.

The findings showed that most students faced difficulties in **expressing their thoughts effectively, making logical decisions in problem situations, and collaborating within groups**. This demonstrated that traditional teaching methods were not sufficiently effective in fostering students' personal and social competencies.

During the experimental phase, **interactive and reflective methods** were employed as the main tools. The sessions included **problem-based tasks, group analytical activities, role-playing exercises, project work, and debates**. Students were presented with real-life pedagogical scenarios that required them to use creative thinking, critical analysis, and communication skills to develop effective solutions. As a result, students significantly improved their ability to **solve problems, justify their opinions, and work collaboratively in teams**.

The study employed both **inductive and deductive analysis**. Inductive analysis helped identify general tendencies from individual outcomes, while deductive analysis served to validate theoretical concepts through practical examples. For instance, during group projects, students demonstrated improved collaboration and communication, confirming **Vygotsky's "zone of proximal development" theory** in practice.

Psychological factors were also given special attention. Based on **Bandura's self-efficacy theory**, it was found that an individual's success in activity is closely linked to their belief in their own abilities. Therefore, **reflective practices** such as self-assessment, defending one's viewpoint, and learning from mistakes played a vital role in enhancing students' personal competencies.

In addition, the study emphasized the development of **innovative and creative thinking**. **Amabile's theory** of innovation describes creative thinking as a process dependent on motivation, creativity, and knowledge systems. Following this approach, pedagogical innovation was viewed not only as the introduction of new technologies but also as the cultivation of a **new culture of thinking** in the learning process.

The experimental results demonstrated that interpersonal skills and personal abilities form a **complex, interrelated system**. The development of critical and creative thinking enriched communication culture, while the growth of personal abilities positively influenced pedagogical performance. Therefore, these skills must be developed **in an integrative rather than isolated manner**.

At the **final stage** of the experiment, surveys and test results were analyzed. The findings revealed a **25–30% improvement** in students' ability to express independent opinions, solve problems analytically, and collaborate effectively in groups — confirming the practical effectiveness of the methodological approach.

The research also explored **assessment and monitoring techniques**, including observation, testing, and surveys. Peer assessment and in-group discussions were used to evaluate interpersonal skills and social responsibility. These approaches helped determine the level of competence development and increased the overall effectiveness of the educational process.

It is important to note that the development of interpersonal skills and personal abilities are **interdependent processes**. Critical thinking strengthens creativity, while creativity enriches communication. Hence, their development requires **an integrative pedagogical approach** that combines methodological, psychological, and social dimensions.

Moreover, the **social and psychological climate** of the learning environment significantly influenced outcomes. When students were provided with opportunities for free expression, creativity, and respectful communication, their motivation and self-confidence increased.

In conclusion, the research findings demonstrate that the development of interpersonal skills and personal abilities among future educators is not only an indicator of **educational quality** but also a **key determinant of personal growth, analytical thinking, communicative competence, and professional responsibility**. Therefore, the formation of these competencies requires a comprehensive integration of **pedagogical, psychological, and social factors** within the teaching process.

At present, the development of **pedagogical culture, interpersonal skills, and personal abilities** among future educators represents one of the most urgent priorities of the education system. The research findings revealed that the dominance of traditional teaching methods hinders the sufficient development of **independent thinking, critical analysis, and creative approaches** among students. Teachers' methodological preparation varies in quality; educational programs often lack systematic integration of competencies; reflective activities are underdeveloped, and the use of interactive teaching methods remains limited. Consequently, this creates a gap between theory and practice and fails to ensure the full professional readiness of future educators.

The results of the experiment demonstrated that **interactive, problem-based, and reflective learning activities** significantly enhance the development of interpersonal skills and personal abilities. Students improved their abilities in **collaboration, communication, empathy, independent decision-making, critical thinking, innovative approaches, and reflective practice**. These outcomes contribute to the comprehensive formation of pedagogical culture.

Recommendations:

1. Broaden the use of **problem-based learning, project work, and reflection methods** in educational practice.
2. Organize **training sessions and workshops** for teachers aimed at developing interpersonal and personal skills.
3. Adapt curricula based on a **competency-based approach**, integrating transversal competencies into each subject and module.
4. Introduce **self-assessment, reflection, and pedagogical experience analysis** activities to develop students' reflective abilities.
5. Strengthen **social-emotional competencies** through group work, role-playing, empathy exercises, and communication training.
6. Utilize **artificial intelligence, interactive platforms, and online collaboration tools** to enhance pedagogical competencies.
7. Foster **effective collaboration** between higher education institutions and preschool organizations, incorporating international best practices.
8. Establish **laboratory and practical sessions** focused on applying new methods and technologies to encourage innovation among students.
9. Implement a **pedagogical culture assessment system**, including indicators for measuring interpersonal skills and personal abilities.
10. Develop **motivational programs** to encourage active student participation through social projects, competitions, and creative workshops.

In conclusion, the **systematic, interactive, and reflective development** of pedagogical culture, interpersonal skills, and personal abilities among future educators will foster not only knowledgeable but also **creative, responsible, and socially active professionals**. As a result, future educators will meet modern educational requirements and emerge as **competent, innovative, and competitive specialists** capable of contributing to the advancement of contemporary education.

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