

DEVELOPING PEDAGOGICAL COMMUNICATION CULTURE OF FUTURE PRESCHOOL TEACHERS THROUGH DIGITAL TECHNOLOGIES

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Annotation: This article highlights the importance of pedagogical communication culture among future preschool educators and examines the ways of implementing it in practice. It substantiates the necessity of further developing communication culture among educators, children, their parents, and organizational staff based on mutual respect and national values in the context of globalization. In today's rapidly developing world, it is essential for educators to stay in harmony with the demands of the time. Therefore, the study focuses on the effective use of digital technologies in developing the communication culture of future educators and on preparing methodological guidelines for teachers.

Keywords: digital technologies, pedagogical communication culture, future educator, media literacy, methodology, monitoring, preschool children.

INTRODUCTION

First of all, if we consider the role of communication in human life, communication is an inseparable and important part of human life in society. It performs essential functions such as exchanging and receiving information, establishing relationships, personal and social development, organizing cooperation, providing emotional support, and ensuring mutual understanding.

Communication has several functions: the informational function – the exchange of information, ideas, and thoughts, learning new things, and sharing personal experience; the communicative-regulatory function – encouraging a person to take action (stimulation), coordinating cooperation, influencing behavior, and directing the fulfillment of tasks; the affective-communicative function – expressing emotions (joy, sadness, etc.), providing emotional support, and establishing emotional contact with others; the personal and social function – determining one's role and status in society, adapting to the social environment, and forming a system of interpersonal relationships; and the mutual understanding function – understanding other people's thoughts and feelings and ensuring mutual understanding.

Through communication, a person's worldview expands, self-awareness deepens, and new values are formed. Communication connects a person with society and develops social skills.

MAIN PART

Communication appears in close connection with social needs that arise on the basis of the spiritual and moral foundations of human activity. Needs, interests, and motivation, which form the basis of a person's activity, as socio-economic factors, in a certain sense become the cause of the emergence of purposeful thoughts and aspirations.

This article discusses the culture of pedagogical communication and its importance in creating a favorable psychological environment in the educational process. Readiness for pedagogical communication is one of the most important conditions for successful pedagogical activity.

Readiness for pedagogical communication includes the following forms: knowledge of the foundations, functions, methods, content, essence, and structure of pedagogical communication;

the ability to organize and manage communication, to understand a person's psychological state, and to form skills and competencies; and the development of the teacher's moral and personal qualities.

All knowledge, skills, abilities, and personal qualities characterize the culture of pedagogical communication, which makes it possible to organize and implement effective pedagogical communication and the educational process at a high professional level.

The culture of pedagogical communication is a part of the overall professional pedagogical culture. The humanistic orientation of the teacher's personality is manifested in creating a favorable psychological environment in the educational process.

The indicators of the culture of pedagogical communication include: politeness; speech culture; the ability to master non-verbal means of communication (pantomime, facial expressions); self-regulation of mental activity; and pedagogical tact. [5]

Effective communication is considered one of the most important ways for a teacher to work in a team, cooperate, and achieve success. Based on the above ideas, in general, communication, the culture of communication, and the culture of pedagogical communication have become an integral part of our lives.

The future is in the hands of the younger generation. The education of our little future begins in preschool institutions, which are the initial stage of the educational system. Therefore, without strengthening the roots, we cannot expect a strong and majestic tree in the future. High demands are placed on teachers who awaken these tender and delicate hearts.

In addition, a future preschool teacher is required to possess knowledge in communicative activity, academic competence, media literacy, and the ability to use information and communication technologies (ICT). Today, young and knowledgeable future preschool teachers show great interest in information technology tools.

In accordance with the demands of the time, many modern video tutorials aimed at developing the culture of pedagogical communication through contemporary information technologies are available. Teachers themselves can freely use these resources to eliminate shortcomings in future educators' pedagogical communication skills.

In the course of our scientific research, we have set a goal to create, with the help of artificial intelligence, an application for future preschool teachers that develops the culture of pedagogical communication and identifies existing shortcomings. Currently, research in this direction is being conducted.

Young teachers who have just started their pedagogical activity should regularly work on developing the culture of communication with students in order to improve their professional skills. In organizing the educational process, the culture of pedagogical communication is the force that directs the direct interaction between teacher and students toward unity and a common goal.

In this regard, it is especially important for the teacher to take the following situations into account:

observing the culture of communication from the very beginning of educational activity, planning daily interaction with students and the class team according to the situation, paying attention to every action and tone of speech, and mastering the best features of traditional communication;

recording various situations in the classroom team on the basis of communication, comparing students' behavior before and after educational influence, and giving appropriate assessment;

critically analyzing the results of one's own communication style and continuously eliminating shortcomings; developing appropriate speech, pleasant tone of voice, and behavior;

understanding that for effective pedagogical communication it is not enough only to know its conditions; it is also necessary to begin interaction with students in accordance with "teacher-

student” traditions and to solve important tasks through mutual exchange of ideas, thereby attracting the attention of the object of communication;
 understanding what it means to attract the attention of the object of communication, that is, the student: this means that the teacher demonstrates his/her professionalism through politeness, culture, good manners, and the ability to find a way to students’ hearts, while basing the organizational forms of communication on socio-psychological foundations.

Based on the situations outlined above, special demands are placed on the teacher’s culture of pedagogical communication, ethics, morality, friendliness, and interpersonal etiquette when exerting pedagogical influence. These qualities are a guarantee of success in the teacher’s ability to communicate with the class team, parents, and to organize and manage educational activities with students in a purposeful manner. [4, pp. 193–195]

CONCLUSION AND RECOMMENDATIONS

In conclusion, it can be stated that the development of pedagogical culture in future preschool teachers is one of the most important and urgent tasks of the modern education system. This process not only enhances the professional competencies of teachers but also contributes to improving the quality of education and the socio-cultural development of society.

Through the integration of theory and practice, the effective use of digital technologies, the strengthening of moral values, and the enhancement of professional motivation, these challenges can be successfully addressed. In the future, it is necessary to conduct in-depth scientific research in this area, introduce innovative educational models, and study international experience in order to further develop pedagogical culture. [1]

In the process of education and upbringing, it is possible to form national values and spiritual culture in the minds of teachers on the basis of the culture of pedagogical communication, and to organize the interaction between teachers and learners perfectly in accordance with modern pedagogical requirements.

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