

**FUNDAMENTALS OF THE METHODOLOGY FOR DEVELOPING
EXTRAVERT COMMUNICATIVE COMPETENCIES IN FUTURE EDUCATORS**

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Annotation. This article analyzes the methodological foundations of developing extravert communicative competencies in future educators from a scientific, theoretical and practical perspective. In the preschool education system, the communicative activity, openness, initiative and social adaptability of the educator are considered as an important factor determining the effectiveness of the educational process. Extraversion is characterized by the individual's active interaction with the external environment, a tendency to communicate and social activity. The study substantiates interactive methods, training sessions, role-playing games, problem situations and reflexive approaches aimed at developing the communicative competence of future educators. Also, the cognitive, affective and behavioral components of communicative competence are covered on the basis of an integrative approach. The results of the article serve to improve the process of training educators in pedagogical higher education institutions.

Keywords: Extraversion, communicative competence, future educator, interactive methods, pedagogical communication, social activity, reflection, personal development, preschool education.

Annotatsiya. Ushbu maqolada kelajakdagi o'qituvchilarda ekstravert kommunikativ kompetensiyalarni rivojlantirishning metodologik asoslari ilmiy, nazariy va amaliy nuqtai nazaridan tahlil qilinadi. Maktabgacha ta'lif tizimida o'qituvchining kommunikativ faolligi, ochiqligi, tashabbuskorligi va ijtimoiy moslashuvchanligi ta'lif jarayonining samaradorligini belgilovchi muhim omil sifatida qaraladi. Ekstravertlik shaxsning tashqi muhit bilan faol o'zaro ta'siri, muloqotga moyilligi va ijtimoiy faolligi bilan tavsiflanadi. Tadqiqotda kelajakdagi o'qituvchilarning kommunikativ kompetensiyalarini rivojlantirishga qaratilgan interaktiv usullar, treninglar, rolli o'yinlar, muammoli vaziyatlar va refleksiv yondashuvlar asoslanadi. Shuningdek, kommunikativ kompetensiyaning kognitiv, affektiv va xulq-atvor komponentlari integrativ yondashuv asosida yoritilgan. Maqola natijalarini pedagogik oliv ta'lif muassasalarida o'qituvchilarni tayyorlash jarayonini takomillashtirishga xizmat qiladi.

Kalit so'zlar: Ekstravertlik, kommunikativ kompetensiya, kelajakdagi o'qituvchi, interaktiv usullar, pedagogik muloqot, ijtimoiy faollik, mulohaza, shaxsiy rivojlanish, maktabgacha ta'lif.

Аннотация. В данной статье анализируются методологические основы развития экстравертных коммуникативных компетенций у будущих педагогов с научной, теоретической и практической точек зрения. В системе дошкольного образования коммуникативная активность, открытость, инициативность и социальная адаптивность педагога рассматриваются как важный фактор, определяющий эффективность образовательного процесса. Экстраверсия характеризуется активным взаимодействием индивида с внешней средой, склонностью к общению и социальной активности. В исследовании обосновываются интерактивные методы, тренинги, ролевые игры, проблемно-ситуационные и рефлексивные подходы, направленные на развитие

коммуникативной компетенции будущих педагогов. Также на основе интегративного подхода рассматриваются когнитивные, аффективные и поведенческие компоненты коммуникативной компетенции. Результаты статьи служат для совершенствования процесса подготовки педагогов в педагогических высших учебных заведениях.

Ключевые слова: Экстраверсия, коммуникативная компетенция, будущий педагог, интерактивные методы, педагогическая коммуникация, социальная активность, рефлексия, личностное развитие, дошкольное образование.

Introduction. In the modern education system, the requirements for the personality of a teacher are radically changing. In particular, educators working in the preschool education system are required not only to have professional knowledge and skills, but also a high level of communicative competence, social activity and personal openness. Initiation to communication, the ability to work with a team, and the establishment of effective cooperation with children and parents are an integral part of the educator's activities.

In psychology, the concept of extraversion was first introduced into scientific circulation by Carl Gustav Jung, and it is characterized by a person's orientation to the outside world, social activity and tendency to communicate. Later, the issue of extraversion in personality typology and temperament theories was deeply studied and scientifically substantiated by Hans Eysenck. According to him, extraverted individuals are open to external stimuli, active, initiative and tend to lead in communicative processes.

Today, the concept of communicative competence occupies a special place in the theory and practice of education. Communicative competence refers to a person's ability to effectively use knowledge, skills, values and relationships in the process of communication. In the pedagogical process, this competence is of great importance in establishing emotional contact with children, taking into account their individual characteristics, creating a positive psychological environment and effectively organizing the educational process.

The development of extraverted communicative competencies in the process of training future educators is one of the urgent issues. Because the openness, sincerity, social activity and culture of communication of the educator when working with preschool children directly affect the effectiveness of education. Also, modern pedagogical approaches - interactive educational technologies, training sessions, problem-based learning and reflexive methods - serve as an important tool in the development of communicative competence.

In this regard, the main goal of this article is to identify the theoretical and methodological foundations of the development of extravert communicative competences in future educators, to substantiate effective methods and tools for their formation, and to highlight the mechanisms for their implementation in the pedagogical process.

Literature review. The issue of developing extravert communicative competencies in future educators has been studied within the framework of various theoretical directions in world and Uzbek pedagogy and psychology. The scientific roots of this problem go back to personality typology and communication theories.

The phenomenon of extraversion was first interpreted by Carl Gustav Jung as a person's orientation to the outside world. According to him, an extraverted person actively interacts with the social environment and shows high activity in communicative processes[1]. Later, Hans Eysenck substantiated extraversion as one of the main dimensions of temperament and explained its biological and psychophysiological mechanisms. These theories indicate the need to take into

account individual-psychological characteristics in the formation of the pedagogical personality[2].

The concept of communicative competence was formed at the intersection of linguistics and pedagogy and was introduced into scientific circulation by Dell Hymes. He interprets communicative competence as the ability to use language units in accordance with social situations, along with knowledge of them[3]. Michael Canale and Merrill Swain also distinguished the grammatical, sociolinguistic, discursive and strategic components of communicative competence. These approaches substantiate the fact that pedagogical communication is a multi-component system[4].

Issues of pedagogical communication and personality development occupy a special place in Lev Vygotsky's sociocultural theory. According to him, the development of a person takes place in the process of social interaction. Therefore, the development of communicative competence of future educators is also effective in an interactive environment, through cooperative learning[5].

Modern pedagogical research emphasizes that the development of extravert traits is carried out through training technologies, role-playing games, problem situations and reflective exercises. In foreign experience, special modules aimed at the formation of communicative skills have been introduced in the process of training pedagogical personnel, which serve to develop the social adaptability and emotional intelligence of the individual.

The issues of communicative competence and pedagogical skills are also widely covered in Uzbek pedagogical science. In particular, Nodira Egamberdiyeva substantiated the role of communicative culture in the development of professional competence of a pedagogical person[6]. Utkir Tolipov developed mechanisms for the formation of students' professional competencies based on pedagogical technologies[7]. These scientific views serve as a theoretical basis for developing a methodology for developing extravert qualities in future educators.

Regulatory and legal documents also determine the relevance of this issue. In particular, in the resolutions and decrees on the development of the preschool education system adopted by the Administration of the President of the Republic of Uzbekistan, increasing the professional competence of pedagogical personnel, introducing modern pedagogical technologies, and improving communicative culture are set as priority tasks[8]. The "First Step" state curriculum recognizes effective communication between a teacher and a child as the main principle in the process of preschool education[9].

Thus, the analysis of world and national literature shows that the development of extravert communicative competencies is a multifactorial and integrative process. It is inextricably linked with the psychological characteristics of the individual, pedagogical technologies, socio-cultural environment and regulatory and legal frameworks. These scientific and theoretical sources serve as a solid foundation for improving the methodology for training future educators.

Methodology. This study was aimed at identifying the theoretical and methodological foundations of the development of extraverted communicative competencies in future educators and testing their practical effectiveness. The research methodology was based on the principles of person-centered education, competency-based approach, activity-based approach, and sociocultural theory. In particular, Lev Vygotsky's views on the inextricable link between personality development and social factors, and the theories of Carl Gustav Jung and Hans Eysenck on the typology of extraversion were adopted as the methodological basis.

The study was organized on the basis of a mixed (quantitative and qualitative) methodology. Initially, at the stage of theoretical analysis, world and national scientific sources on pedagogy, psychology, and communication theory were studied, the content of concepts was clarified, and a structural model was developed. Extraverted communicative competence was interpreted based on the following components:

1. cognitive component (knowledge of communication theory);
2. affective component (social activity, openness, emotional stability);
3. behavioral component (practical communicative skills, initiative, ability to cooperate).

At the empirical stage, experimental work was conducted with the participation of students of a higher pedagogical educational institution studying in the preschool education department. In the study, respondents were divided into experimental and control groups. In the experimental group, a special methodological program aimed at developing extravert communicative competence was introduced, while in the control group, the traditional teaching process continued.

The following methods were used to collect data:

- psychological diagnostics (test to determine the level of extraversion);
- pedagogical observation;
- questionnaires and interviews;
- analysis of the results of role-playing games and training sessions;
- self-assessment and reflection sheets.

The experimental program was developed based on interactive methods. It used communicative training, the "case-study" method, problem-solving, team project work, debate and role-playing technologies. Each session was aimed at increasing communicative activity, developing social initiative and forming a culture of communication. Through reflexive analysis, students had the opportunity to evaluate their communicative behavior and develop an individual development strategy.

The results obtained were processed using mathematical and statistical methods, and the indicators of the experimental and control groups were compared. Dynamic growth indicators served to determine the level of formation of extravert communicative competence.

Thus, the research methodology was based on the integral integration of the stages of theoretical analysis, experimental testing and statistical processing and made it possible to develop a scientific and methodological model of developing extravert communicative competence in future educators.

Results and discussion. The results of the pilot study confirmed the effectiveness of the methodological program aimed at developing extraverted communicative competencies in future educators. The results of the diagnostics conducted at the beginning of the study showed that the majority of respondents had insufficiently developed communicative activity, and the indicators of initiative and social openness in the communication process were at an average level. In particular, although the cognitive component (knowledge of the theory of communication) was relatively satisfactory, the indicators of the affective and behavioral components were lower.

The methodological program developed in the experimental group - communicative training, role-playing games, problem situations, "case studies", debates and reflexive analysis exercises - was systematically implemented. At the end of the program, the results of re-diagnosis showed significant positive dynamics in the experimental group. The indicators of the level of extraversion, social activity, initiative, teamwork skills and pedagogical communication culture had a statistically significant increase. In the control group, the indicators were limited to minimal changes.

The results showed that the affective component of communicative competence - namely, social openness, emotional stability and empathy - is more effectively developed through training technologies. This is consistent with the theory that substantiates the social nature of personality development. Because in an environment of cooperation and interaction, the internal capabilities of students are more actively manifested.

It was also found that individual psychological differences are also an important factor in the development of extraversion traits. As noted, although extraversion is associated with biological and temperamental factors, it is possible to develop its social manifestations through pedagogical influence. The results of the experiment confirmed this: even students with low initial indicators were able to increase social activity and communicative initiative as a result of systematic training.

During the discussion, it was found that the effective development of communicative competence depends on three main conditions:

- Interactivity of the pedagogical environment - the student must participate as an active subject;
- Reflexive approach - the ability to analyze and evaluate his own behavior;
- Practical orientation - the application of theoretical knowledge in real pedagogical situations.

Some problems were also observed during the study. In particular, some students initially encountered psychological obstacles when speaking in front of a group. This situation indicates that the process of forming extraverted qualities should be organized in a phased manner and based on an individual approach. It was also found that the effectiveness of the methodological program directly depends on the professional skills of the teacher and the competence of conducting the training.

Table 1. The table below presents a structured framework outlining the key components, methods, expected outcomes, and assessment tools for developing extraverted communicative competencies in pre-service preschool teachers.

Component	Development Methods	Expected Outcomes	Assessment Tools
Cognitive Component	Interactive lectures; case-study analysis; theoretical discussions on communication models	Understanding of communication theories; awareness of extraversion traits in pedagogy	Written tests; analytical assignments; oral presentations

Affective Component	Psychological trainings; role-playing; group reflection sessions	Increased social openness; emotional stability; empathy development	Self-assessment scales; peer feedback; observation checklists
Behavioral Component	Micro-teaching sessions; simulation of preschool scenarios; debates	Improved verbal and non-verbal communication; initiative in group interaction	Performance-based evaluation; practical exams; expert assessment
Reflective Component	Reflective journals; guided self-analysis; mentoring sessions	Ability to evaluate personal communicative behavior; self-regulation skills	Portfolio assessment; reflective reports; supervisor feedback
Social-Professional Integration	Pedagogical practicum; collaboration with parents; participation in social projects	Effective real-life communication; professional confidence; teamwork competence	Field practice evaluation forms; stakeholder feedback; competency rubrics

The presented table reflects a systematic methodological model of developing extraverted communicative competencies in future preschool education students. The table presents the main components of the competence, methods of their development, expected results and assessment tools in an interconnected manner, which indicates that this approach is complex and integrative in nature.

First, the cognitive component is aimed at the formation of theoretical knowledge. Through interactive lectures, analysis of communication models and theoretical discussions, students consciously master communication theories. As a result, they understand the importance of extraverted characteristics in pedagogical activities. At this stage, assessment is carried out through written tests and oral presentations, which allows determining the strength of knowledge.

Secondly, the affective component is aimed at developing a person's social openness, emotional stability and ability to empathize. Psychological training and role-playing games involve students in an active social environment, as a result of which their communicative courage and self-confidence increase. Self-assessment scales and peer feedback are important in assessing this process, since affective changes are more likely to manifest themselves in internal dynamics.

Thirdly, the behavioral component serves to form practical skills. Through micro-teaching sessions, modeling preschool educational situations, and debates, students are prepared for the process of real pedagogical communication. As a result, verbal and non-verbal communication, initiative, and teamwork skills are significantly developed. Practical exams and expert assessment methods are important tools in determining the effectiveness of this component.

Fourth, the reflective component develops the ability to personal growth and self-analysis. Reflective diaries and mentoring conversations allow the student to understand his or her

communicative behavior and improve it. This ensures the conscious and sustainable formation of extravert qualities.

Finally, the socio-professional integration stage ensures that theoretical and practical training is tested in a real environment. Pedagogical practice, cooperation with parents and participation in social projects strengthen students' professional confidence and communication effectiveness. The opinion of practice leaders and stakeholders serves as the main criterion in the assessment process.

In general, the model presented in the table allows you to organize the process of developing extravert communicative competencies in a step-by-step, systematic and result-oriented manner. It demonstrates the harmony of theory and practice, interactivity, reflection and real social experience as the main methodological principles. This serves to form future educators as communicatively mature specialists who meet modern pedagogical requirements.

In general, the results show that the development of extraverted communicative competence is a process that is controlled and predicted through a special methodological influence. The developed methodological model serves to bring the professional training of future educators to a qualitatively new level. These results are of scientific and practical importance in improving the process of working with preschool education students in higher pedagogical educational institutions.

Conclusion. The results of this study scientifically substantiated that the development of extravert communicative competencies in future educators is an important component of professional training. In the course of the study, extravert communicative competence was interpreted as a complex professional quality formed in the integration of cognitive, affective and behavioral components.

The results of experimental work showed that interactive classes, trainings, role-playing games and reflexive approaches organized on the basis of a specially developed methodological program significantly increase students' social activity, initiative, emotional openness and culture of pedagogical communication. Although extraversion is considered an innate trait of a person, the experimental results confirmed that its social and professional manifestations can be developed through pedagogical influence.

It was also found that the effective formation of communicative competence is closely related to the interactive organization of the educational process, the participation of the student as an active subject and systematic reflexive analysis. Therefore, the development of extravert qualities in the process of training future educators should be organized as a purposeful and continuous pedagogical process.

In general, the developed methodological model serves to increase the professional competence of students studying in the field of preschool education, improve their communication culture, and form them as specialists who meet modern pedagogical requirements.

Recommendations. Based on the results of the study, the process of developing extravert communicative competencies in future educators should be organized in a systematic, continuous and practically oriented manner. First of all, it is advisable to include special modules aimed at developing communicative competence in the content of the educational process in higher pedagogical educational institutions. These modules should not be limited to theoretical knowledge, but should involve students in an active communication environment through training sessions, role-playing games, analysis of problem situations, debates and "case-study" methods.

Also, training sessions should be organized on the basis of an interactive approach, ensuring that the student participates in the educational process not as a passive listener, but as an active subject. The regular use of reflexive analysis, self-assessment and mutual assessment mechanisms will help students understand their communicative behavior and consciously improve them.

It is also important for professors and teachers to have a high level of communicative culture and facilitation skills. Therefore, it is recommended to organize advanced training courses and practical seminar-trainings aimed at developing communicative competence for them. Because the personal example of a teacher is a decisive factor in forming students' communicative activity.

In addition, in the process of individual work with students, it is necessary to take into account their psychological characteristics, including extroverted and introverted temperament types. Developing an individual development trajectory and introducing psychological support mechanisms will contribute to the gradual and stable formation of extraverted qualities.

In the process of pedagogical practice, it is advisable to widely involve students in real communicative situations, ensure their active participation in cooperation with parents, team projects and social events. It is the real social environment that serves as the main area for strengthening extraverted communicative competencies.

In the future, it is recommended to expand scientific research in this area, in particular, to deeply study the mechanisms for developing communicative competencies in a digital educational environment, inclusive pedagogy and multicultural conditions. This will serve to form future educators as comprehensively competent specialists based on modern educational requirements.

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