

METHODS FOR DETERMINING THE LEVEL OF PREPARATION OF FUTURE TEACHERS FOR PEDAGOGICAL COMMUNICATION

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Abstract. The article is devoted to the problem of diagnosing the level of preparation of future teachers for pedagogical communication. The author presents a multi-component understanding of communicative readiness, describes criteria and indicators for its evaluation, and analyzes the main methods used in pedagogical diagnostics: questionnaires, self-assessment scales, observation, test methods, projective techniques, expert evaluation, analysis of the products of activity, and situational-practical tasks. Special attention is paid to the integration of methods into a coherent diagnostic system, to the validity and reliability of diagnostic procedures, and to the use of diagnostic data for the individualization of communicative training. The findings show that only a balanced combination of several types of methods makes it possible to obtain a reliable and operationally useful picture of communicative readiness, supporting both research aims and practical pedagogical decisions in the preparation of future primary and preschool teachers.

Keywords: pedagogical communication, communicative readiness, diagnostics, future teacher, criteria, indicators, observation, questionnaire, situational task, expert evaluation, primary education, preschool education.

Introduction

The systematic preparation of future teachers for pedagogical communication necessarily includes a diagnostic component. Without reliable information about the current level of communicative readiness of trainees — their attitudes, knowledge, skills, and personal qualities — it is impossible to design effective communicative training, to track its results, to compare the effectiveness of different methods, or to provide individualized support to those who experience difficulties.

The need for valid diagnostic methods has become especially acute in recent years, as pedagogical education in Uzbekistan has been actively oriented toward a competence-based paradigm. Competencies, including the communicative competence of the teacher, presuppose not only knowledge but the ability to mobilize and apply that knowledge in real professional situations. The diagnostics of competencies cannot therefore be reduced to a written examination on theoretical material; it requires a complex of methods sensitive to the actual behavior of the future teacher in communicatively significant situations.

In the practice of teacher-training institutions, however, this requirement is often only partially realized. The assessment of communicative readiness frequently rests on a single method — most often a questionnaire or the general impression of the teacher — which yields fragmentary and biased information. The development and systematization of diagnostic methods, the analysis of their possibilities and limitations, and their integration into a coherent system are therefore among the urgent tasks of contemporary pedagogical research.

The purpose of the present article is to systematize the main methods of determining the level of preparation of future teachers for pedagogical communication, to disclose their possibilities and limitations, and to propose an integrated approach to the diagnostics of communicative readiness adapted to the conditions of preparing future primary and preschool teachers. The article is based on the analysis of the relevant psychological-pedagogical literature and on the experience of constructing diagnostic procedures at the Faculty of Pedagogy of Samarkand State Pedagogical Institute.

1. Communicative readiness as the object of diagnostics

Diagnostics presupposes a clearly defined object. In our case this object is the communicative readiness of the future teacher — a complex personal-professional formation that includes the motivational disposition toward pedagogical communication, the system of knowledge about communication and ways of building it, the operational mastery of communicative skills, the personal qualities supporting interaction with children, and the ability to reflect on one's own communicative activity.

Following the most influential pedagogical and psychological research (V. A. Kankalik, A. A. Leontiev, V. A. Slastenin, N. V. Kuzmina, I. A. Zimnyaya, A. V. Mudrik), we distinguish five interconnected components of the communicative readiness of the future teacher. The motivational-value component is a positive attitude toward children and toward the teaching profession, an awareness of the value of communication, and motivation for cooperation and dialogue. The cognitive component is a system of knowledge about pedagogical communication, its laws, structure, styles, means, and difficulties. The operational-activity component is a system of communicative skills — speech, listening, nonverbal expressiveness, organization of dialogue, conflict resolution, and self-regulation. The personal component covers empathy, tolerance, emotional stability, pedagogical tact, openness, self-confidence, and sense of humor. The reflexive component is the ability to analyze one's own communicative activity, to recognize its strengths and weaknesses, and to design steps for its improvement.

For each component it is necessary to determine concrete indicators that can be observed, measured, or evaluated. The choice of methods is determined by the nature of the indicators: some components, such as knowledge, are diagnosed primarily through testing; others, such as skills, through observation and situational tasks; still others, such as personal qualities, through self-assessment scales and projective techniques. No single method can simultaneously cover all components with equal validity, and any serious approach to diagnostics necessarily combines several methods.

2. Criteria and indicators of communicative readiness



Criteria of communicative readiness are the integrated qualitative characteristics that allow us to evaluate the level of formation of each component. Indicators are the empirically observable manifestations of the criteria that can be fixed in the course of diagnostics. Below we present a generalized system of criteria and indicators developed in the course of pedagogical research and verified in the practice of teaching at the Faculty of Pedagogy of Samarkand State Pedagogical Institute.

The motivational-value criterion is characterized by the stability of interest in the pedagogical profession; the conscious character of the choice of the profession; the recognition of communication with children as a value; the readiness for cooperation; the orientation toward dialogue rather than monologue; and the sensitivity to the personality and feelings of others. These indicators are essentially attitudes, and they reveal themselves primarily in self-report, in projective material, and in the trainee's behavior in non-formal situations.

The cognitive criterion is characterized by knowledge of the essence and structure of pedagogical communication; knowledge of the styles, means, and functions of communication; familiarity with typical communicative difficulties of the teacher and ways of overcoming them; and understanding of age-related and individual peculiarities of children that determine the nature of communication. These indicators are most directly accessible to testing.

The operational-activity criterion is characterized by the clarity, accuracy, and expressiveness of speech; the appropriate use of nonverbal means (mimicry, gesture, posture, eye contact, voice modulation); the skills of active listening; the ability to organize dialogue and discussion; the ability to formulate questions of different types; the ability to ask, request, advise, encourage, evaluate, and disapprove correctly and pedagogically; and the ability to regulate one's emotional state. These indicators are observable in real communicative behavior and require methods of direct observation, video analysis, and situational tasks.

The personal criterion is characterized by empathic sensitivity; tolerance for the unusual, the slow, the different; emotional stability and self-control; readiness for mutual understanding; pedagogical tact; the ability to support; a sense of humor without sarcasm; and the readiness to acknowledge one's mistakes. These indicators are revealed in a complex of methods including self-assessment scales, projective material, observation in communicatively significant situations, and expert evaluation.

The reflexive criterion is characterized by the ability to analyze a concrete communicative situation; the ability to recognize the causes of communicative successes and failures; the ability to design corrective actions; and the readiness to learn from one's own experience. Indicators of this criterion appear in reflective essays, in journals, in the discussion of one's own video-recorded performances, and in interviews.

On the basis of these criteria, three levels of communicative readiness can be distinguished. At the low (reproductive) level the trainee acts according to imitated patterns; his or her knowledge is fragmentary, communicative skills are unstable, and reflexivity is poorly developed. At the medium (productive) level the trainee shows a conscious choice of means of communication, possesses the basic system of skills, and knows how to analyze a situation, but in non-standard circumstances may experience significant difficulties. At the high (creative) level the trainee freely operates with the means of pedagogical communication,

creatively combines them, finds adequate solutions for non-standard situations, systematically reflects upon his or her own activity, and is capable of self-development. The aim of diagnostics is to determine the level of formation of each component and to construct a meaningful profile of the communicative readiness of the trainee.

3. Classification of diagnostic methods

The diagnostic methods used to determine the level of preparation of future teachers for pedagogical communication can be classified on several grounds. By the source of information, we distinguish methods based on the trainee's self-report (questionnaires, self-assessment scales, essays, reflective journals); methods based on the external evaluation of the trainee's behavior (observation, expert evaluation by teachers, peer evaluation); methods based on the products of the trainee's activity (lesson plans, scenarios of pedagogical situations, reports on practice); and methods based on objective indicators of behavior (video recordings of microteaching, recordings of speech in pedagogical situations).

By the format of presentation of the task, we distinguish test methods (tasks with a clearly defined correct or expected answer); open-ended methods (questions or situations to which several answers are possible); projective methods (materials that activate the inner attitudes of the trainee); and practical-situational methods (tasks performed in conditions imitating real pedagogical activity).

By the function in the system of diagnostics, we distinguish methods of initial diagnostics (at the beginning of training, aimed at identifying the starting level and planning individual support); methods of current diagnostics (accompanying training, aimed at tracking changes and operatively correcting methods); and methods of final diagnostics (at the conclusion of training, aimed at evaluating its overall effectiveness).

For complete and reliable information, the use of methods from different categories is necessary; the strengths of some methods compensate for the weaknesses of others. Below we characterize the main groups of methods in more detail and indicate the conditions of their effective application.

4. Characteristics of the main groups of methods

4.1. Questionnaires and self-assessment scales

Questionnaires are the most accessible and economical method of diagnostics. They allow the gathering of information from large groups of trainees in a short time and are particularly suitable for diagnosing the motivational-value and reflexive components of communicative readiness. Among the most widely used in Russian-language pedagogical tradition are the questionnaire of communicative tolerance (after V. V. Boyko), the scale of empathic abilities (after I. M. Yusupov), the questionnaire of communicative control (after M. Snyder), and various adapted versions of these methods. In Western pedagogical psychology, analogous tools include the Interpersonal Reactivity Index of M. Davis and various scales of teacher self-efficacy in classroom communication.

A separate group is formed by self-assessment scales of communicative skills, in which the trainee evaluates his or her own preparedness on each of a set of indicators on a five- or seven-point scale. Such scales are convenient for assessing changes over time, but their results require correction because of the well-known tendency of self-assessment to be either inflated or reduced compared to objective indicators. The strengths of questionnaires are economy, large scale, and the possibility of statistical processing; their weaknesses are the dependence on the trainee's honesty and self-knowledge, susceptibility to social-desirability bias, and the inability to assess actual communicative behavior.

4.2. Observation

Observation is the central method of diagnostics of the operational-activity component of communicative readiness. It can be carried out in different conditions — during the trainee's speech at a seminar, during a microteaching fragment, during pedagogical practice in a school or kindergarten. Observation can be standardized (using a predetermined protocol with a list of indicators) or free, but the most reliable results are produced by standardized observation supplemented by free notes.

The protocol of observation should include all the main groups of communicative behavior: speech (clarity, expressiveness, accuracy, accessibility); nonverbal expressiveness (mimicry, gesture, posture, eye contact, voice modulation); the structure of communication (greeting, organization of the lesson, types of questions, distribution of attention, ending of communication); reactions to pupils (encouragement, correction, support, disapproval, conflict resolution); and the emotional climate of communication. Specialized protocols, such as the Flanders Interaction Analysis Categories or its modifications, allow the quantitative analysis of teacher-pupil interaction by minute-by-minute coding.

The most reliable form of observation is video observation, in which the recording can be repeatedly watched and analyzed using a fixed system of indicators. Video observation also makes possible self-observation, which contributes substantially to the development of the reflexive component of communicative readiness. The strengths of observation are direct access to actual behavior and the possibility of detailed and deep analysis; its weaknesses are the dependence on the qualification of the observer, the high cost of time, and the influence of the observation situation on the trainee's behavior — the so-called "observer effect."

4.3. Test methods

Tests are used primarily to diagnose the cognitive component of communicative readiness — the trainee's knowledge about pedagogical communication, its essence, structure, styles, means, typical situations, and ways of solving them. Tests can be of closed type (multiple choice, true / false) or of open type (short or extended answer). Specially designed tests of communicative knowledge include questions on the categories and concepts of pedagogical communication; on the personality of the teacher as a subject of communication; on the methods and means of communication; on the analysis of concrete pedagogical situations; and on the relationships between communication and education, communication and upbringing, communication and personal development of the child.

In addition to tests of knowledge, ability tests are used — for example, tests for the recognition of emotional states by external expression (after P. Ekman in adapted versions), tests for the choice of an adequate reaction in a communicative situation, tests for the analysis of styles of pedagogical communication. The strengths of tests are objectivity, mass character, and ease of processing; their weaknesses are the limited possibilities for diagnosing real skills (as opposed to knowledge) and personal qualities.

4.4. Projective methods

Projective methods are based on the assumption that, in the conditions of a relatively undetermined task, the personality manifests its inner attitudes, conflicts, and orientations. In the diagnostics of communicative readiness, projective methods are used mainly for the analysis of attitudes toward the teaching profession, toward children, and toward communication. Among the methods most often used in pedagogical research are the unfinished-sentences method ("When the child does not understand me, I...", "A good teacher is the one who...", "It is most difficult for me to communicate with a child who..."); the drawing "Myself in the role of a teacher"; the analysis of associations connected with the words "teacher," "pupil," "lesson," "communication"; and the description of imagined pedagogical situations.

Projective methods provide valuable information about the deep emotional foundations of the communicative orientation of the future teacher — information that other methods may not reveal. At the same time, their interpretation requires the qualification of the researcher and is to a substantial extent subjective, which limits their use in mass diagnostics and requires combination with other methods. They are most productive as an instrument of individual work and as a complement to the more standardized procedures.

4.5. Expert evaluation

Expert evaluation consists in the assessment of the communicative readiness of the trainee by qualified experts — teachers of pedagogical disciplines, mentors during pedagogical practice, experienced teachers of basic schools and kindergartens. Experts use predetermined scales and indicators and ground their evaluations on observations carried out during a longer or shorter period of joint work with the trainee.

The strength of expert evaluation is the grounding of evaluation in the long observation of the trainee in various conditions, the experience and qualification of the evaluator, and the possibility of integrating impressions from various sources. The weakness is the dependence on the personality of the expert, the possibility of "halo" effects, and the difficulty of comparing the evaluations of different experts. Expert evaluation is improved by clear scaling, by training of experts, and by combining several independent evaluations into an integrated assessment.

A separate form of expert evaluation is the so-called "360-degree" evaluation, in which the trainee is evaluated by several persons standing in different relations to him or her — the supervising teacher, the mentor in school, peers, and, in modified form, even the pupils. Such an integrated evaluation gives an exceptionally rich and many-sided picture of communicative readiness and at the same time confronts the trainee with several reflective mirrors, which has its own developing function.

4.6. Analysis of the products of the trainee's activity

The products of communicative activity — lesson plans, scenarios of pedagogical situations, transcripts and recordings of lessons, reflective essays, reports on practice — offer rich material for the diagnostics of communicative readiness. The analysis of these materials can be carried out according to predetermined indicators (the presence of a clear communicative plan, the variety of types of questions, the presence of forms of support, the presence of analysis of one's own actions, and so on) or in a free interpretive form.

A particularly informative form of this method is the analysis of reflective essays in which the trainee describes a concrete communicative situation, his or her actions in it, his or her feelings, and the results of communication. Such essays make it possible to penetrate into the inner picture of the communicative activity of the trainee and to understand not only what he or she does but also how he or she interprets and evaluates this activity. The development of a portfolio of communicative growth, accumulating such materials over the years of study, gives the diagnostician an unparalleled longitudinal view.

4.7. Situational-practical methods

Situational tasks — real or designed pedagogical situations in which the trainee must demonstrate communicative skills — are an exceptionally informative method of diagnostics. The trainee can be offered to react verbally and behaviorally to the situation in real time (with the simulation by other participants of the roles of pupils or parents); to describe in writing his or her plan of action; or to choose from a list the most adequate, in his or her opinion, lines of behavior.

Among the typical situations used in diagnostics are the meeting of the teacher with a class for the first time; the conversation with a pupil who has not completed homework; the conversation with parents about a child's behavior; the resolution of a conflict between two pupils; the work with a withdrawn child who refuses to speak; the response to an unexpected question from a pupil; the conducting of a class hour on a delicate topic; the support of a pupil who has experienced a personal failure. Each of these situations activates several components of communicative readiness and allows their simultaneous observation.

The strength of situational methods is the direct access to communicative behavior in conditions close to real ones; their weakness is the high cost of preparation and conduct and the dependence of results on the realism of the simulation. To the extent possible, situational methods should be combined with actual practice in school and kindergarten, since the most reliable indicator of communicative readiness is the trainee's behavior in genuine, not simulated, pedagogical situations.

4.8. Methods of complex diagnostics

Methods of complex diagnostics combine several procedures and make it possible to obtain a holistic picture of the communicative readiness of the trainee. Among them are the diagnostic interview, the assessment center (a series of practical tasks evaluated by several experts), the project method (the trainee designs, conducts, and analyzes a pedagogical event), and the portfolio of communicative growth. Such methods require substantial resources but are



well suited for final diagnostics, for the certification of trainees, and for the comparison of the effectiveness of different programs of training.

5. Principles of constructing the diagnostic system

Each of the methods described above has its own possibilities and limitations. The diagnostic information gathered with the help of a single method is necessarily partial and may be distorted. To obtain a reliable and operationally useful picture of communicative readiness, several principles must be observed.

The principle of complexity requires that the diagnostic system include methods covering all components of communicative readiness — motivational-value, cognitive, operational-activity, personal, and reflexive — and using different sources of information (self-report, observation, expert evaluation, products of activity).

The principle of validity requires that the methods used really measure what they claim to measure. The validity of methods is verified by their content (the conformity of the items to the theoretical understanding of the object), by their criterion (the correlation with other known measures of the same construct), and by their predictive value (the ability to predict the actual communicative behavior of the trainee in practice).

The principle of reliability requires that the results of diagnostics be reproducible: a repeated measurement under similar conditions must give close results. Reliability is increased by clear formulation of tasks, by training of experts, by repetition of measurements, and by the use of several independent indicators of the same construct.

The principle of practical sensitivity requires that the diagnostic system register changes that occur in the trainee under the influence of training. Methods that produce stable results regardless of the trainee's communicative experience are of limited value for the tracking of training.

The principle of individualization requires that diagnostic data be the starting point not only for general conclusions about the effectiveness of training but also for individual work with the trainee. The diagnostic report must contain not just numerical evaluations but a meaningful interpretation that points to the strengths and difficulties of the concrete trainee and to ways of working with them.

The principle of pedagogical ethics requires that diagnostics be carried out in such a way as to support the development of the trainee, not to undermine his or her self-confidence. The results must be reported with tact, the language of evaluation must be supportive, and the use of diagnostic data must be limited by professional aims. The trainee should perceive diagnostics as an aid in development, not as a verdict on his or her professional suitability.

The principle of triangulation states that conclusions about the level of communicative readiness of the trainee are most reliable when they are confirmed by several methods and several sources of information. Coincidences across methods are evidence of reliability; discrepancies require special interpretation and may point to particular difficulties of the trainee that none of the methods alone could have revealed.

6. An integrated diagnostic system for future primary and preschool teachers

On the basis of the principles set out above and our own experience, we propose the following integrated system of diagnostics of communicative readiness for future primary and preschool teachers.

At the stage of initial diagnostics (the first year of study), the following methods are used: a questionnaire of professional motivation and orientation; a questionnaire of communicative tolerance (after V. V. Boyko); a scale of empathic abilities (after I. M. Yusupov); a test of basic knowledge about communication; and an essay on the topic "Why I want to be a teacher of primary classes / kindergarten." The aim of this stage is to identify the starting level of each trainee, to highlight "risk zones," and to establish the basis for individualized accompaniment over the years of study.

At the stage of current diagnostics (the second and third years of study), the central methods are standardized observation of speech and interaction at seminars and in microteaching; video analysis of microteaching fragments; analysis of reflective journals; solution of situational pedagogical problems; and expert evaluation by teachers of pedagogical and psychological disciplines. The aim of this stage is to track the dynamics of communicative readiness, to detect early difficulties, and to operatively adjust the methods of training for the group as a whole and for individual trainees.

At the stage of final diagnostics (the fourth year of study), a comprehensive picture is constructed by means of complex observation in pedagogical practice using a standardized protocol; expert evaluation by the supervising teacher, the mentor in the school or kindergarten, and the trainee's peers; the portfolio of communicative growth; a final test of knowledge about pedagogical communication; a final reflective essay on the experience of professional communication during practice; and the defense of a project of a communicative event (a parent meeting, a class hour, a thematic kindergarten session). The aim of this stage is to evaluate the overall result of communicative training, to confirm the trainee's professional readiness, and to formulate recommendations for further self-development in independent pedagogical activity.

The results of diagnostics at each stage are summarized in the form of an individual profile of communicative readiness that contains evaluations of all five components and identifies the strongest and the weakest aspects. The profile is discussed with the trainee, and on its basis individual recommendations are formulated. In this way the diagnostic system functions not only as an instrument of measurement but also as a means of conscious self-improvement of the trainee.

7. Practical results and observations

The application of the integrated diagnostic system described above at the Faculty of Pedagogy of Samarkand State Pedagogical Institute has yielded a number of practical observations.

First, the comparison of data obtained by different methods regularly produces instructive discrepancies. Trainees who give high self-assessments of their communicative skills often demonstrate significantly lower levels in observation and situational tasks;

conversely, trainees who are inclined to underestimate themselves often show better real behavior. These discrepancies become a productive subject of individual conversation with the trainee and contribute to the development of adequate self-assessment, which is itself an indicator of communicative-reflexive readiness.

Second, diagnostic data show that the communicative readiness of trainees develops unevenly across components. The cognitive component is usually formed most quickly and uniformly, since it depends on systematic teaching; the motivational-value component depends substantially on the personal history of the trainee and is the most stable; the operational-activity component requires the longest and most laborious work; the reflexive component is formed last and most unevenly. This finding sets clear priorities for the planning of training.

Third, the use of an integrated diagnostic system makes it possible to identify the so-called "communicative risk group" — trainees who, by the data of several methods, demonstrate stable difficulties in communication. Such trainees need individual psychological-pedagogical support, which can include additional training sessions, work with a supervisor or mentor, and, in some cases, consultation with the psychologist of the institute. Early identification of such trainees, made possible by initial diagnostics already in the first year of study, substantially increases the likelihood of overcoming the difficulties before graduation.

Fourth, the introduction of diagnostic procedures into the educational process has its own developing function. The very act of being observed, of being evaluated, and of reflecting on one's own communication promotes the awareness of communication as a professional value and as the subject of conscious self-improvement. Diagnostics, properly organized, is therefore not separate from training; it is itself an element of training, and one of the most effective elements.

Fifth, the system of diagnostics has shown the unequal effectiveness of various methods of training. The most consistent positive changes are observed in trainees who have systematically participated in microteaching with video analysis, in trainings of communicative skills with subsequent reflection, and in supervised pedagogical practice accompanied by reflective seminars. These findings are in agreement with general conclusions of international research on the effectiveness of teacher preparation.

8. Limitations and prospects of development

Despite the practical effectiveness of the proposed system, several limitations must be noted. The first limitation is connected with the resources of time and qualified personnel necessary for high-quality diagnostics. Standardized observation, the analysis of video recordings, the conducting of situational tasks, and the careful interpretation of projective methods are all time-consuming and require trained experts. In conditions of large faculties and limited resources, full-scale diagnostics may be carried out only at selected stages, while in the intermediate stages simplified procedures are used.

The second limitation is connected with the difficulty of comparing data from different methods, which use different scales and have different psychometric characteristics. The development of a unified system of integrated estimates and of corresponding scales is one of the urgent methodological tasks. Without such a unified system, the individual profile of



communicative readiness remains a qualitative description rather than a quantitative summary, which is sufficient for individual work but limits comparative research.

The third limitation is connected with the necessity of taking into account the cultural and national context of pedagogical communication. Many widely used methods of diagnostics were developed in other cultural conditions and require adaptation to the conditions of the Uzbek pedagogical school — in particular, in connection with the place of respect for the elder, with the role of the family, with the specific forms of expression of emotions, and with the value of pedagogical tact in the national tradition. The literal translation of foreign questionnaires and scales may distort the diagnostic results; cultural adaptation is necessary, with verification of validity and reliability in the new context.

Among the prospects for the development of the diagnostic system, the following may be mentioned. First, the development of standardized national methods of diagnostics of pedagogical communication, taking into account the cultural-pedagogical specifics of the Uzbek educational space. Second, the wider use of digital technologies in diagnostics — from video recording of microteaching to specialized software for the automatic analysis of speech indicators (such as pace, pauses, intonational variety, and the structure of dialogue). Third, longitudinal research that follows the development of the communicative readiness of trainees from the first year of study through several years of independent professional activity. Such research would yield invaluable information about the long-term effects of various methods of communicative training. Fourth, the strengthening of cooperation between higher pedagogical educational institutions and basic schools and kindergartens in the joint development and use of methods of diagnostics; the practicing teacher knows best which aspects of communicative readiness are most needed in real work. Fifth, the integration of the system of diagnostics with the system of training, so that diagnostic data immediately feed back into the methods of teaching, individualizing them at the level of group and at the level of individual trainee.

Conclusion

The diagnostics of the level of preparation of future teachers for pedagogical communication is an indispensable part of any system of communicative training. Without reliable diagnostic data, training itself loses its conscious-directed character; with such data, training acquires the precision, individualization, and effectiveness that the modern educational situation requires.

The methods of diagnostics — questionnaires and self-assessment scales, observation, test methods, projective methods, expert evaluation, the analysis of the products of activity, and situational-practical tasks — each have specific possibilities and limitations. Only their integration into a coherent diagnostic system, built on the principles of complexity, validity, reliability, sensitivity, individualization, pedagogical ethics, and triangulation, makes it possible to obtain a reliable picture of the communicative readiness of the trainee.

The experience of applying an integrated diagnostic system at the Faculty of Pedagogy of Samarkand State Pedagogical Institute confirms its effectiveness both as an instrument of research and as an instrument of practical work with the trainee. The further development of the system requires the elaboration of national standardized methods, the use of digital



technologies, the conducting of longitudinal research, and the strengthening of cooperation between pedagogical institutions and basic schools and kindergartens.

The thoughtful, ethical, and methodologically grounded diagnostics of communicative readiness is not only an instrument for the assessment of training but also a powerful means of the very development of the future teacher. By being observed, evaluated, and engaged in reflection on his or her communication, the trainee acquires the most important professional quality — the conscious responsibility for the quality of his or her communicative activity and for its constant improvement. This responsibility, formed in the years of higher education, becomes the inner basis of the lifelong professional growth of the teacher and, through him or her, of the educational well-being of the children entrusted to his or her care.

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