

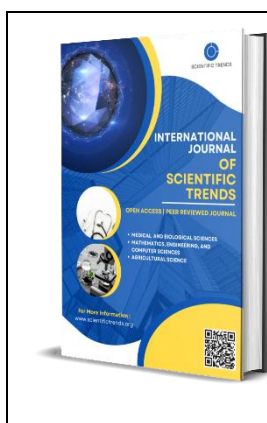
Methods for Increasing the Communicative Activity of Future Teachers in An Online Educational Environment

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Abstract

This article examines the theoretical foundations, methodological approaches, and practical methods for increasing the communicative activity of future teachers in an online educational environment. The expansion of digital education requires the educator not only to convey the content of the subject but also to manage communication in a virtual environment, engage students in collaboration, harmonize written and oral speech, and develop reflexive thinking.

Keywords: Online education, future teacher, communicative activity, communicative competence, digital pedagogy, forum, video conference, interactive method, reflection.

Introduction

In the modern higher education system, the process of training a future teacher is undergoing a fundamental renewal. Previously, the professional training of a teacher was interpreted more in connection with knowledge of the subject, its explanation and control skills, but in today's conditions, tasks such as working in a digital environment, organizing remote cooperation, conducting effective communication on various platforms and managing the active participation of students have been added. In particular, the online education format has changed the content and form of communication between the student and the teacher, bringing communicative activity to the agenda as a separate pedagogical issue. Scientific works systematically explaining distance and digital education show that the quality of the educational process is closely linked to the level of interaction between students, teachers, and the educational material.

Considering that the primary tool of pedagogical activity is communication, for future teachers, communicative activity is not merely a social quality, but a central component of professional competence. During the lesson, the teacher asks questions, explains, organizes discussions, mitigates conflict situations, summarizes ideas, evaluates, and inspires. All these tasks are impossible without effective communication. In an online environment, communication is formed not naturally, but through methodically well-planned activities. Therefore, the issue of increasing

communicative activity in the training of future teachers is of not only methodological but also strategic importance.

Literature review on the topic

The concept of communicative competence entered scientific discourse due to the need for a deeper explanation of the relationship between language and society. D. Hymes links communicative competence not only with grammatical correctness but also with the ability to use language tools appropriately in a specific social situation. Subsequently, M. Canale and M. Swain enriched this concept with grammatical, sociolinguistic, and strategic components, demonstrating the complex structure of practical communication. These approaches are particularly important for pedagogical education, as the future teacher must not merely state what they know but must convey it to the listener in a suitable, clear, purposeful, and effective form.

In modern scientific sources on online education, communicative activity is often interpreted in conjunction with the concepts of interaction and participation. In research edited by T. Anderson, it is emphasized that a balance of three types of relationships lies at the heart of quality online education: the relationship between the student and the content, the relationship between the student and the teacher, and the relationship between the student and the student. If any of them are weak, online learning can become isolated, cold, and passive. M. G. Moore and G. Kearsley interpret distance learning as a systemic phenomenon, demonstrating that teaching design, communication channels, technological tools, and student support are closely interconnected.

R. Garrison's Community of Inquiry approach is of particular importance for the topic. According to him, effective online education is based on three pillars: social presence, knowledge presence, and educational presence. Social presence allows the student to feel like a true member of the group; educational presence means that the teacher sets a goal, manages the discussion, and directs the content; and cognitive presence occurs in the process of thinking and analyzing a problem situation. This model demonstrates that improving communicative activity requires not only a technical platform but also the creation of a socio-psychological and didactic environment.

Studies on student engagement indicate that if the sense of isolation in the online environment is not reduced, students participate poorly. In a study conducted by F. Martin and D. W. Bolliger, students believe that strategies aimed at interaction with the teacher, student-student interaction, and active work with content increase satisfaction and participation in online learning. Consequently, developing communicative activity involves not only writing or speaking more, but also strengthening the student's sense of belonging to the learning community. The works of G. Salmon, K. Kear, and R. Palloff and K. Pratt reveal the methodological importance of online communities, e-tivities, moderation, forums, social networks, mutual assistance, and developmental discussions. In these resources, the teacher acts not as a content provider, but as a moderator and designer who activates communication. This aspect is very important for training future teachers: they must learn not only how to speak in an online environment, but also how to make others speak, that is, how to organize communication.

Research Methodology

This article is of a theoretical and analytical nature, providing a comparative analysis of scientific sources in the fields of pedagogy, distance learning, and communicative competence. Two criteria

were used as a basis for selecting sources: the first is classical works covering the theoretical foundations of communicative competence; the second is modern sources dedicated to online education and student activity. Through such an approach, the topic was revealed in two layers: first, the essence and components of communicative activity were identified, and then this concept was transferred to the digital educational environment. Content analysis, comparative analysis, and synthesis methods were used during the analysis process. Through content analysis, the authors' views on communicative activity, interactivity, social presence, and the moderating role of the teacher were identified. Through comparative analysis, the differences between forms of communication in traditional classrooms and online educational environments were examined. Synthesis served to bring individual ideas into a single methodological system. As a result, several priority areas for increasing the communicative activity of future teachers were formed: interactive tasks, group collaboration, harmonization of written and oral communication, reflection, assessment, and technological support. This methodological approach did not limit itself to a theoretical description of the topic, but made it possible to draw conclusions from it that could be applied to pedagogical practice. This is because knowledge of communication alone is not enough for a future teacher; they must be able to express themselves freely, logically, and methodically correctly even in an online environment.

Analysis and Results

The results of the analysis show that the first condition for increasing communicative activity in online education is the design of communication as the primary structural element of the lesson. If only the lecture or the finished material is at the center of the lesson, students usually remain in the role of the receiver. On the contrary, if the lesson is built on questions and answers, discussion, objection, writing comments, mini-presentation and exchange of ideas, students will become active subjects. Consequently, communicative activity in online education is not the result of a technical tool, but the product of the teacher's didactic design. One of the important methods is organizing work in small groups. A student who is shy about expressing their opinion in a large audience feels much more at ease in a small group. In a collaborative process organized through breakout rooms, individual chats, or group documents, students distribute tasks, compare opinions, reach a common decision, and present the final result. In this process, clarity of speech, listening culture, communication ethics, and a sense of responsibility are developed. K. Kear's views on online communities show exactly this: teamwork helps the student feel like a real participant in the educational process.

Forums and asynchronous discussion platforms are very convenient tools for increasing communicative activity. Students who are unable to respond quickly in a live lesson, are unable to speak due to nervousness, or want to think their thoughts through thoroughly will be more open in the forum. There, they write an answer to a question, react to their groupmate's opinion, provide arguments, and defend their point of view. This form is especially useful for future teachers, as written pedagogical communication has also become an important part of today's professional activities. Effective participation in the forum strengthens the student's skills in systematic presentation, reflection, and respectful discussion. Synchronous sessions based on video conferencing are especially important for developing oral communication skills. However, if such lessons remain in the form of a one-sided lecture, they do not serve communicative development.

For effectiveness, the teacher should include quick questions, short discussions, problem situations, pair analysis, role-playing, and micro-lesson elements during the lesson. When a future teacher conducts a micro-lesson, they not only convey information but also practice elements of authentic pedagogical communication, such as establishing contact with the audience, asking questions, summarizing answers, and controlling the tone of speech. The approach of R. Garrison and his colleagues to social existence helps to explain the effectiveness of such activity.

The project method also yields a special result in increasing communicative activity. In the process of a group project, students are forced to communicate, as the finished product is created as a result of collective, not individual, agreement. Tasks such as a methodological project, a digital lesson plan, a video lesson script, or the creation of an electronic educational resource bring the future teacher closer to real professional activity. He selects the material, coordinates it with his partners, justifies his contribution, and presents it at the end. This process transforms communicative activity into a natural rather than artificial need. The combination of written communication with oral communication also yields important results. For many students, oral speech is active, but written expression is weak, or vice versa. In the context of online education, both are necessary: chat, forum, electronic message, commentary, reflexive diary, audio-video presentation and synchronous conversations complement each other. For this reason, when short essays, analytical comments, question formulation, mutual review, video messages, and reflective notes are used together in lessons, communicative activity is formed in a broader scope. Anderson and Martin's research also shows that combining several types of interaction is more effective in online learning.

Mechanisms of reflection and mutual assessment enhance the quality of communicative activity. Instead of just speaking or writing, the student begins to think about how their presentation was received, what is strong and what needs to be improved. Developing feedback from groupmates, criteria-based feedback, and self-analysis are extremely beneficial for the professional growth of a future teacher. This approach teaches the student responsible communication: they learn not only to express opinions but also to correctly perceive the opinions of others, evaluate objectively, and provide recommendations in a polite manner. The assessment system also exerts a strong influence on communicative activity. If the ranking is limited only to a test or final written work, students will not feel much need to actively engage in communication. However, if the evaluation criteria include participation in the forum, the quality of asking questions, contribution to group work, presentation skills, reflective writing, and mutual evaluation, the communicative process becomes an official educational value. This encourages students to participate regularly. The close link between task and engagement is also central to Sal's views on active online learning. At the same time, there are factors that reduce communicative activity. Technical issues, slow internet, inconvenience with the camera or microphone, lack of experience in using the platform slow down the student's engagement in communication. Psychologically, factors such as fear of making mistakes, lack of self-confidence, lack of speaking experience in front of an audience, and incorrect perception of criticism lead to passivity. Consequently, methods for increasing communicative activity must include a positive psychological environment and technological literacy alongside methodological tasks.

Conclusions and suggestions

Based on the above analysis, it can be stated that increasing the communicative activity of future teachers in an online educational environment requires a comprehensive approach. In this process, theoretical training, didactic design, socio-psychological support, and technological capabilities work inseparably from each other. Communicative activity does not arise on its own; it is formed gradually through interactive tasks, group collaboration, reflection, moderation, and evaluation mechanisms.

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