

Pedagogical Communication In The Context Of Reforms In The Education System

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ABSTRACT

The article is devoted to analyzing the concept of pedagogical communication and examining its role and significance in the processes of teaching and upbringing. The main functions of pedagogical communication are considered, and the problems and difficulties that arise in the course of implementing these functions are explored. Key approaches that reflect the scholarly and theoretical interpretation of views on the concept of “pedagogical communication” are identified. The principal conditions, factors, means, styles, and forms that ensure the successful organization of pedagogical communication by the teacher are determined.

Keywords: Education, communication, pedagogical communication, function, difficulty, teaching, upbringing, interaction, influence, development.

INTRODUCTION

In recent years, significant changes have taken place in Uzbekistan's education system. Large-scale reforms are being implemented to improve the quality of education at all stages of teaching and upbringing of the younger generation. Consistent efforts are underway to совершенствовать the system of training педагогических staff and to enhance the pedagogical mastery of future teachers who meet contemporary requirements. In this regard, it is appropriate to note the opinion of the President of Uzbekistan Sh. Mirziyoyev that “Improving the quality of education is the only true path for the New Uzbekistan.”

Thus, the Law of the Republic of Uzbekistan “On Education” refers to “the humanistic, democratic, and secular character of education and upbringing, and the priority of national and universal human values.”

Current tasks закрепленные in relevant legislative acts and strategic program documents that define the main directions of the country's development, envisage the active participation of teachers in solving them. In this connection, special attention is given to improving the system of teacher training on the basis of a unified

approach, transforming higher education programs in this direction in accordance with international experience, as well as ensuring continuity and lifelong learning in the field of education, and integrating science and practice.

The learner-centered approach and the humanization of teaching processes, which characterize the current stage of development of the education system, impose high requirements on a teacher's general and professional preparation and on the expression of their creative individuality. Therefore, a knowledgeable and well-prepared teacher will be a more attentive interlocutor and an engaged listener for students. These qualities are important because the effectiveness of the educational process primarily depends on the teacher's professional mastery and their skills in organizing pedagogical communication.

In contemporary scholarly literature, different approaches to defining pedagogical communication are noted.

The systematic study of the term “pedagogical dialogue” within psychological and pedagogical science began in the 1970s благодаря the works of A. A. Leontiev and V. A.

Kan-Kalik. They made a significant contribution to the development of the concept and functions of pedagogical communication.

A. A. Leontiev defines pedagogical communication as “the professional communication of a teacher with students in the process of instruction, which has specific pedagogical functions aimed at creating a favorable psychological climate, optimizing learning activities, and improving relations between the teacher and the student.”

According to V. A. Kan-Kalik, pedagogical communication is a multifaceted process of organizing, establishing, and developing communication, mutual understanding, and interaction between teachers and students, generated by the goals and content of their joint activity. At the same time, the teacher organizes these processes and manages them.

In general, pedagogical communication is a system of interaction between the teacher and the student, the content of which includes the exchange of information, optimization of teaching and upbringing processes, exerting an educational influence, understanding the student's personality, and creating conditions for the learner's self-development.

The main goals and functions of pedagogical communication derive from the main tasks of pedagogical activity.

Pedagogical communication is a specific form of communication that has its own characteristics while also being subject to general psychological закономерности inherent in communication as a form of human interaction with others, including communicative, interactive, and perceptual functions.

Pedagogical communication performs diverse functions (instructional, educational, normative, cognitive, emotional), uses a wide range of means (verbal and nonverbal), and manifests in various styles (authoritarian, democratic, liberal). The choice of style and means depends on the tasks, the teacher's personality, and the characteristics of students, which ultimately determines the effectiveness of the entire educational process.

Pedagogical communication performs a variety of functions (instructional, educational, normative, cognitive, emotional). The main ones are as follows:

- communicative function, which consists in establishing contacts between the teacher and students, as well as links among students themselves within the student collective, associations, group, or class;
- educational function, aimed at forming in students optimal skills of cooperation and interaction. In addition, it involves developing a culture of communication and respect for other interlocutors in the course of communication;
- informative function, which consists in forming the necessary skills and abilities in students and transmitting to them certain knowledge (educational information);
- cognitive function, oriented toward developing students' skills of arguing their own position and conveying information clearly and correctly;
- regulatory function, which consists in the teacher's stimulation of morally sound and aesthetically appropriate behavior in learners and the condemnation of negative manifestations in their behavior;
- normative function, which lies in the fact that, within communication, students are transmitted norms of morality and law through the learners' assimilation of models of behavior, relationships, and the correctness of specific actions.

A. A. Lobanov, emphasizing the distinctive features of pedagogical communication, along with general functions such as informative, educational, and contact functions, identifies the following:

- the function of people getting to know one another;
- the function of organizing and supporting one or another type of subject (task-based) activity;
- the function of introducing the partner to the experience and values of the initiator of communication;
- the function of introducing the initiator of communication to the partner's values;
- the function of opening the student to communication;
- the function of co-participation;

- the function of elevating the student's personality.

According to some researchers, A. V. Mudrik provided the most comprehensive description of communication functions from a pedagogical perspective. He argues that in the pedagogical process communication performs four functions: normative, cognitive, emotional, and actualizing.

The normative function of pedagogical communication is expressed in ensuring the mastery of norms and rules of socially typical behavior and in forming abilities and skills of appropriate conduct. This is carried out through events specially organized by the class teacher—conversations, discussions, meetings, and others—as well as through teachers' everyday routine work.

The cognitive function of pedagogical communication consists in ensuring that learners assimilate knowledge about the surrounding world, natural and social phenomena, and processes. This function is realized during regular classroom instruction as well as various extracurricular lessons and activities. Communication among schoolchildren themselves also plays an important role in implementing this function.

The emotional function of pedagogical communication involves enriching the entire spectrum of positive—above all emotional—states of learners in the course of any type of educational work.

The actualizing function of pedagogical communication is understood as the realization, within the communication process, of the personality's typical aspects, as well as the self-affirmation of the student and the teacher and their affirmation in the opinions of others. Communication provides opportunities for the social affirmation of both the learner and the educator, and for their understanding of their individuality and significance.

Thus, there are different approaches to studying various aspects of pedagogical communication, and many researchers recognize its multifunctional nature. The diversity of pedagogical communication functions makes it possible to address important educational tasks.

A teacher must clearly understand the importance of these communicative functions and be able to use them as an integrated system in their work. As V. A. Kan-Kalik noted, "In their activity, a teacher must realize all the functions of

communication—acting both as a source of information, and as a person who comes to know another person or a group of people, and as an organizer of collective activity and relationships."

However, as noted, pedagogical communication is a multifaceted, multi-subject, and complex process, during which various difficulties and problems may often arise.

Difficulties and problems in pedagogical communication may be caused by differences in the ethno-sociocultural, age-related, individual-psychological, status, and role characteristics of participants in the educational process, as well as by problems in interpersonal relationships and in the activity itself. Since pedagogical communication includes not only interaction in the narrow sense, but also the organization of joint educational work, the establishment of mutual understanding, and the development of relationships, it is inherently a complex and dynamic process.

Difficulties in pedagogical communication are understood as various types and forms of interaction that lead to destructive changes in the communicative behavior of partners, as well as to the individual's subjective experiences associated with the inability to achieve communicative goals and the resulting emotional discomfort.

Difficulties in pedagogical communication, especially among novice teachers, were described by V. A. Kan-Kalik as psychological barriers which, by hindering normal interaction, affect the entire pedagogical and learning activity of all its subjects.

Among the typical communication problems characteristic of young teachers, the following difficulties can be identified: inability to establish contact with an audience and lack of understanding of students' psychological characteristics; inability to build relationships and restructure them depending on pedagogical tasks; difficulties in verbal communication and in conveying one's emotional attitudes; and difficulties in managing one's own mental state.

Psychological barriers are not always recognized by the teacher, and therefore the teacher may not feel the need to analyze the communicative situation and correct the cause that gives rise to difficulties in communication with the class.

These difficulties are associated with gaps in the teacher's professional preparation and the development of communicative abilities. According to A. K. Markova, these include difficulties in setting and solving pedagogical tasks, expressed in insufficiently complete and accurate planning of expected outcomes, failure to take past mistakes into account, insufficient flexibility in changing and restructuring tasks during communication, and narrowing their content by excluding educational and developmental functions. This, in turn, leads to the formalization of the lesson and a decline in students' interest.

It is commonly believed that problems of pedagogical communication are often due to the inexperience of a young teacher and an insufficient development of professional skills and personal qualities. However, in some cases even experienced teachers may encounter similar problems. For example, differences in age, interests, and awareness of contemporary culture may hinder the development of relationships.

The development of information technologies, the accessibility of information—including scholarly literature—the expansion of opportunities for self-education, the introduction of modern technologies, and the humanization of the education system require teachers to adapt to new conditions of the pedagogical process.

Modern school students have become more independent than their predecessors in expressing their own opinions and in their actions; they do not unconditionally acknowledge the rightness of adults. In such situations, even experienced teachers may find it difficult to shift from traditional relationship styles to communication based on cooperation and equal partnership.

Insufficient attention to the pupil's personality in the learning process, and the predominant orientation of teaching methods toward the student's activity—often at the expense of attention to the student as a person—frequently results in serious pedagogical miscalculations.

This makes it particularly urgent to raise the question of the optimal organization of pedagogical communication in the educational process, since it creates favorable emotional and psychological conditions for the development of motivation and the creative character of learning activity, as well as for the appropriate formation of personality.

Speaking about optimal conditions for pedagogical communication, C. Rogers argued that "the basis of changes in a person's behavior is their ability to grow, develop, and learn through their own experience. It is impossible to change someone by transmitting ready-made experience to them. One can only create an atmosphere conducive to a person's development. Only one thing is required of the teacher—to let the learner understand that they are loved, that they are of interest, and that someone is engaged with them. Only under these conditions can a person decide to change their behavior."

In our view, organizing a successful educational process within a learner-centered approach presupposes the availability of curricula designed in accordance with students' psychological and physical capacities, which helps to address one of the important tasks of pedagogical communication—ensuring a positive emotional background for the educational process. When selecting pedagogical means, the teacher considers the combination of assimilated basic and creative elements of activity that contribute to the development of students' education and the раскрытие of their abilities. In our opinion, the most productive situation is one in which the teacher stimulates, monitors, and organizes students' activity directed not only toward knowledge acquisition but also toward developing their creative potential.

At present, teachers face rather high demands, which primarily concern a high level of professional preparation, a creative approach to teaching, and the involvement of learners in the educational process.

One of the main attributes of a successful teacher is the ability to organize interaction with students, communicate effectively with them, and guide their activity. In the literature on psychology and pedagogy, attention is paid to the teacher's communicative skills as a necessary condition for successful pedagogical work.

CONCLUSION

In conclusion, it can be noted that pedagogical communication is a professional interaction between a teacher and students, the purpose of which is not only the transmission of knowledge and the formation of skills, but also the comprehensive development of the personality through teaching and upbringing.

The main goals and functions of pedagogical

communication derive from the main tasks of pedagogical activity. The diversity of functions of pedagogical communication makes it possible to solve important educational tasks.

In the process of pedagogical communication, young teachers have to overcome various difficulties determined by the недостаточная formation of the teacher's professional personal qualities and low professional competence, which constitutes a major problem and complicates adaptation to work. Overcoming communication difficulties involves continuous personal and professional self-development and self-improvement on the part of the young teacher.

Careful organization of pedagogical communication and the correct selection of necessary methods and tools make it possible to successfully solve relevant tasks in the educational process. In their professional activity, the teacher should effectively apply all functions of communication, acting both as a source of information, as a person who understands another person, and as an organizer of collective activity.

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