



FACTORS OF THE EFFECTIVENESS OF THE CREDIT-MODULE SYSTEM AIMED AT FORMING COMMUNICATION COMPETENCE IN PRIMARY EDUCATION

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ABSTRACT

This article examines the pedagogical factors that ensure the effective organization of the process of developing communication competence among future primary school teachers within the credit-module system. The study analyzes the conditions that contribute to enhancing students' readiness for communication, increasing their active participation in the learning process, and improving their communication competence through interactive and reflective approaches. It also substantiates the impact of the credit-module system on the pace of mastering module content, the development of independent learning activities, collaboration skills, and the expansion of students' communicative experience. The article outlines methodological approaches and practical recommendations aimed at supporting the integrated development of motivational, cognitive, activity-based, and personal components of communication competence. According to the research results, the educational process organized on the basis of the credit-module system significantly contributes to developing effective communication skills among future primary school teachers, improving the quality of professional competence, and fostering communicative culture. The outcomes of this study hold practical value for enhancing the quality of primary education, improving the learning process, and designing a methodological model aimed at developing communication competence..

Introduction

In our country, large-scale reforms are being implemented to increase the effectiveness of higher education, to train students as competitive specialists based on the requirements of the labor market, and to form 21st-century competencies in them. In particular, the gradual transition to the credit-module system envisages the modernization of educational content, the strengthening of independent learning, and the organization of the educational process on the basis of a learner-centered approach. This system, in turn, creates new opportunities for

the development of communication competence in the professional training of future primary school teachers.

Primary education professional success is directly connected with mastering a culture of communication and forming skills of effective interaction with pupils, parents, colleagues, and the social environment. The level of formation of communication competence is considered one of the main criteria in a teacher's ability to organize the lesson process, explain, understand, manage, and solve problematic situations. Therefore, the development of communicative skills in the educational process organized on the basis of the credit-module system is becoming an integral part of modern pedagogical requirements. As noted by researchers, the credit-module system creates favorable pedagogical conditions for forming communicative competence among students. Within this system, independent learning, interactive methods, rating-based assessment mechanisms, and the increase in practical tasks contribute to the development of communication competence. In particular, according to Abdurasulova Sh.K., the credit-module system has significant opportunities for developing communicative competence in students, as the process is aimed not only at providing knowledge, but also at creating a pedagogical environment focused on communication competence, the ability to engage in interactive communication, exchange ideas, and develop personal activity. From this point of view, the credit-module system aimed at forming the communication competence of future primary school teachers is gaining importance as a significant factor in improving the quality of education, the level of professional training, and social adaptability. This article highlights the impact of the credit-module system on the development of communication competence in primary education, its effectiveness factors, and practical possibilities.

Therefore, this article is devoted to studying the process of forming the communication competence of students in the primary education field based on the credit-module system.

Theoretical Foundations of the Credit-Module System

The credit-module system is an educational technology based on organizing the learning process on the basis of credit units and planning its content in the form of modules. The system serves to measure and assess the student's academic workload, determine the level of knowledge, and individualize education. This model has the following advantages: expansion of independent learning activities, the possibility for students to choose a personal educational trajectory, the availability of a rating-based assessment mechanism, an increase in practical classes, and improvement in the quality of communication between the teacher and the student.

The credit-module system is especially important in the field of primary education, as it develops students' speech culture, conversation skills, abilities to explain, listen, and engage in communication that are necessary for future pedagogical activity. Communication competence is the ability of an individual to carry out effective communication in social and professional processes, to correctly transmit and receive information, to express ideas in a well-grounded manner, to establish appropriate relationships with an interlocutor, and to perform communicative tasks. For a primary school teacher, this competence is important for the following reasons: exerting psychological influence on the learner's personality, creating a healthy communicative environment within the class community, establishing pedagogical cooperation with parents, managing the lesson process, resolving conflicts, and possessing a culture of speech. Communication competence includes skills such as openness, tolerance, clear thinking, the ability to listen, appropriate word choice, substantiating one's ideas, and adapting to the interlocutor.

The formation of students' communication competence under the conditions of the credit-module system is considered one of the important directions of the modern pedagogical process. This system serves to increase learners' activity, harmonize theoretical

knowledge with practical activity, and develop skills of independent thinking and free communication. Especially for future teachers studying in the field of primary education, communication competence appears as one of the main factors of professional success. The application of interactive teaching methods in classes organized on the basis of the credit-module system enlivens the communication process and encourages students to participate actively. Through debates, discussions, work in pairs and small groups, case studies, and role-playing games, students acquire skills of clearly and fluently expressing their thoughts, listening to others, and showing respect for the diversity of opinions. Such methods not only increase speech activity but also develop the ability to work in a team and choose appropriate communication strategies in pedagogical situations.

Strengthening independent learning is one of the important aspects of the credit-module system and plays a significant role in expanding students' communication experience. In the process of searching for information, analyzing scientific sources, working with questions, and expressing acquired knowledge through presentations or oral speeches, students practically master the culture of communication. This process shapes them as responsible, initiative-taking individuals with their own viewpoints.

Reflective analysis activity ensures a student's critical approach to their own speech and communicative activity. By evaluating their performances and behavior during communication processes, students recognize their shortcomings, seek ways to eliminate them, and strive for self-improvement. This leads to the stable and conscious development of communication competence.

During practical classes, especially in the course of school practice, students' communication competence is strengthened in real pedagogical situations. Through direct communication with pupils, managing the lesson process, conducting question-and-answer sessions and educational conversations, future teachers enrich their professional communication experience. Such experience helps to deeply understand the practical significance of theoretical knowledge. In addition, the use of digital communication tools develops the communication process in accordance with modern requirements. Through online platforms, electronic presentations, blogs, and media materials, students acquire skills of distance communication, expressing information in visual and digital forms, and effectively using pedagogical technologies. This not only increases their digital literacy but also takes their communication competence to a new level. The credit-module system aimed at forming communication competence in primary education yields effective results in close connection with the learner-centered orientation of the educational process, students' independent activity, the expansion of mutual communication, the systematic organization of modules, and objectivity in assessment. The establishment of interactive communication during lessons and the availability of real pedagogical practice further strengthen this process. At the same time, in the process of implementing this system, certain problems are also observed. The low level of students' readiness for independent learning, the insufficient number of practical classes related to communication, the weakness of reflective analysis activities, and the inadequate formation of technological literacy may hinder the full achievement of the expected results. In order to overcome these problems, it is advisable to increase communication-oriented trainings, more widely integrate communicative tasks into the module content, systematically organize practical role-based activities in classrooms, and further expand the use of media and digital communication tools.

In conclusion, the educational process organized on the basis of the credit-module system effectively forms students' communication competence when pedagogical mechanisms are applied correctly and harmoniously. This serves to improve the professional training of future primary school teachers and to shape them as communicatively competent and competitive specialists who meet modern educational requirements. The credit-module

system creates broad opportunities for developing the communication competence of students studying in the field of primary education. The specific mechanisms of the system—module-based instruction, rating assessment, independent learning, interactive methods, and a reflective approach—ensure the development of communicative skills.

The results show that:

students' culture of communication is formed;

speech activity increases;

professional competence develops; the quality of education improves.

Thus, the effective organization of the credit-module system can become a decisive factor in enhancing the quality level of communicative competence in the process of training primary school teachers.

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