

Innovative Technologies for Developing Mediation Competence in Future Teachers Based on The Communicative Approach

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Abstract: This article examines the essence and essential structural components of developing mediation competence in future teachers based on the communicative approach, as well as innovative pedagogical technologies aimed at enhancing this competence. The paper also highlights the significance of mediation activity in the educational process and proposes practical methods for developing mediation competence in the training of modern pedagogical professionals.

Keywords: mediation competence, communicative approach, pedagogical communication, conflictology, interactive methods, cooperative pedagogy.

Authenticity. In the context of globalization and the rapid development of the information space, the educational process should not only focus on transmitting a specific body of knowledge to learners but also serve their personal, social, and cultural development. In particular, the formation of skills in effective communication, management of social relations, and the ability to maintain balance in conflict situations within the personality of a future teacher is one of the most pressing tasks facing today's education system. The ability to constructively resolve various social and psychological conflicts that arise in the educational process and to ensure mutual agreement while considering the interests of all parties is reflected in the concept of mediation competence.

Mediation competence manifests itself as an important professional quality in a teacher's activity and is closely connected with the teacher's communicative culture, psychological stability, level of empathy, and ability to establish cooperative relationships within a team. From this perspective, the communicative approach has particular methodological significance in the formation of mediation competence. The essence of the communicative approach lies in viewing dialogic interaction, equality, partnership, and mutual understanding as core principles of the educational process. Such an approach not only optimizes the exchange of knowledge and skills but also helps future teachers develop an understanding of the nature of conflicts, the ability to resolve them constructively, and communicative strategies oriented toward cooperation.

In academic literature, mediation competence is interpreted as a multi-component professional and pedagogical quality. Its main structural components include the following:

1. Communicative literacy – the ability to express one's thoughts clearly, logically, and culturally; to engage in active listening; to demonstrate empathy; and to maintain a neutral position in communication.
2. Conflictological preparedness – possessing knowledge about the causes and dynamics of conflicts, as well as methods of managing them.
3. Emotional intelligence – the ability to regulate one's own emotions, understand the

emotional states of others, and provide communicative responses appropriate to the situation.

4. Negotiation and cooperation skills – the use of techniques aimed at achieving agreement while considering the interests of all parties involved.
5. Reflective competence – the ability to analyze the results of one's own activity, recognize mistakes, and define strategies for self-development.

The integrated development of these components ensures the effectiveness of professional communication in future teachers.

The issue of developing mediation competence in modern pedagogy is directly linked to the principles of the communicative approach, and academic sources extensively examine the psychological, social, and didactic factors of this process. In particular, L. S. Vygotsky's ideas concerning the acquisition of social experience through communication can serve as a key methodological foundation for the formation of mediation competence. According to the scholar's theory of the zone of proximal development, when the educational process is based on collaborative and active interaction, higher levels of cognitive and communicative activity develop in the individual. This, in turn, contributes to the formation of such qualities as empathy, active listening, and constructive expression of one's thoughts, which constitute the core of mediation activity.

A. Bandura's social learning theory also occupies an important place in explaining the mechanisms underlying the formation of mediation competence. Bandura emphasizes the necessity of imitation of models, observational learning, and the development of an individual's ability to regulate their own behavior within the educational process. In mediation activity, social and psychological observance, the ability to provide situation-appropriate communicative responses, and the harmonization of the interests of all parties are of particular importance.

In his research, J. Hattie demonstrates that effective teaching is closely associated with open communication between teachers and students, reflection, and the evaluation of learning outcomes. The scholar's principles of visible learning serve as an important methodological foundation in the process of developing mediation competence in future teachers, particularly through the implementation of feedback mechanisms and mutual analysis.

Among conflictologists, the model of interest-based negotiation developed by R. Fisher and W. Ury reveals the practical essence of mediation competence. According to their view, an effective mediation strategy should focus not on the positions of the parties but on their underlying interests. This model enables teachers to reduce emotional tension in conflict situations, maintain a neutral stance, and establish constructive dialogue aimed at reaching mutual agreement.

In national pedagogical scholarship, researchers such as Sh. T. Kholmurodov, A. R. To'ychiyeva, and M. Yo'ldosheva, among others, have examined the harmonization of interpersonal relations through the development of communicative culture and the practical implementation of the principles of cooperative pedagogy in the educational process. Their studies emphasize that education should be learner-centered, and that the communicative role of the teacher should be interpreted not as that of a controller, but rather as a partner who creates conditions for interaction and collaboration.

The analysis shows that the process of developing mediation competence is not limited to the formation of basic communicative skills, but also requires emotional stability, social and emotional sensitivity, and a conscious approach to each stage of communication. Therefore, it is essential to integrate the development of mediation competence based on the communicative approach with innovative pedagogical technologies. In particular, methods such as role-playing trainings, case studies, reflective discussion sessions, and facilitation-based activities contribute to the development of an individual's ability to manage interpersonal relations constructively.

The communicative approach presupposes the organization of intersubjective relations in the educational process on the basis of democratic principles. Its main characteristics are expressed as

follows: dialogue and the exchange of ideas occupy a central place in the learning process; relationships between teachers and students are grounded in the principles of partnership, cooperation, and mutual respect; a culture of free thinking, questioning, discussion, and debate is fostered; and conflicts are perceived as natural social processes, with constructive solutions being selected in response to them. Thus, the communicative approach orients future teachers not toward confrontation, but toward achieving agreement, ensuring social harmony, and harmonizing interpersonal relationships.

In the process of forming mediation competence in future teachers, the purposeful application of modern pedagogical technologies has significant methodological importance. In this regard, learning activities organized on the basis of interactive, role-based, and reflective approaches contribute effectively to the development of learners' practical experience, communicative culture, and negotiation strategies. The following technologies are recognized as the most effective tools in this process.

First, role-playing trainings are based on modeling conflict situations that may arise in real-life and pedagogical contexts. This approach enables students to practically analyze the causes and consequences of conflicts, propose multiple solution options for a given situation, and, most importantly, develop the ability to resolve problems constructively and without emotional tension.

The debate technology, in turn, is aimed at developing the culture of reasoned defense of opposing viewpoints, argumentation, and analytical thinking. During debates, students enrich their positions with logical explanations and demonstrate fluency and confidence in communication with the audience. As a result, they develop persuasive communication skills and a discussion culture that are essential for effective mediation.

The case-study (situational analysis) technology structures the learning process around real or simulated pedagogical situations. This method enables students to approach problems systematically, comprehend cause-and-effect relationships, and make well-reasoned decisions. During the analysis of situations, students engage in the exchange of ideas, collaborative evaluation, and the development of constructive thinking.

Mediation laboratories are organized through small-group activities in which students carry out specialized practical exercises aimed at achieving agreement, conducting negotiations, and integrating opposing interests. This technology fosters the development of collaboration skills, shared responsibility, and the ability to maintain cohesion within a team.

As a final stage of the process, reflective discussion sessions are implemented. In these sessions, students analyze the outcomes of their activities, identify their strengths and areas for improvement, and formulate strategies for self-development. This reflective approach enhances students' intrinsic motivation and strengthens their commitment to continuous professional growth.

The application of these technologies within the framework of the credit-modular system enhances the interactivity of the learning process and promotes the development of students' personal initiative, independent thinking, and ability to substantiate their positions. As a result, future teachers are shaped as mediators, acquiring communicative culture, conflict management skills, and the ability to engage in constructive collaboration. Based on the above, it can be argued that the communicative approach serves as an effective methodological foundation for developing mediation competence in future teachers. Through the judicious use of innovative educational technologies, teachers gain the capacity to manage conflict situations that arise during the learning process, foster social cooperation, and create an environment of mutual understanding. Therefore, the development of mediation competence constitutes an integral and priority direction in the preparation of modern pedagogical professionals.

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