



## PEDAGOGICAL COMPONENTS AND CONDITIONS FOR DEVELOPING THE TECHNOLOGY OF TRAINING FUTURE TEACHERS FOR MEDIATION ACTIVITIES ON THE BASIS OF A COMMUNICATIVE APPROACH

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### ABSTRACT

This article analyzes the content of the process of training future teachers for mediation activities on the basis of a communicative approach, as well as its pedagogical components and the conditions for its effective implementation. Mediation activity is presented as a professional competence that serves to resolve conflicts constructively in the educational process, to organize interaction effectively, and to improve the socio-psychological climate. The article also provides a scientific analysis of the role of the communicative approach in the educational process and the mechanisms for forming mediation competences in future teachers.

**KEYWORDS:** Communicative approach, mediation activity, pedagogical technology, professional training, reflection, pedagogical conditions.

### INTRODUCTION

The expansion of the global information space, the increasing complexity of social systems, and the growth of conflicts in interpersonal relations are placing new demands on the education system. A teacher is now required to act not only as a provider of knowledge, but also as a person capable of managing socio-psychological processes, shaping a culture of communication, and positively resolving conflicts. Therefore, preparing future teachers for mediation activities is recognized as one of the priority directions of modern teacher education. The theoretical and methodological basis of this process is formed by the communicative approach. This is because at the core of mediation activities lie communicative competences such as mutual understanding between people, active listening, empathic thinking, and maintaining a neutral position. Such an approach contributes to the development of not only professional, but also social and emotional maturity of the individual.

In modern education, the communicative approach is regarded as a methodological direction that places interpersonal communication at the center of the learning process. The main idea of this approach is to form an open, effective, empathic, and culturally appropriate system of communication between the subjects of education. Through this, competences such as social perception, self-expression, active listening, and the use of positive strategies in communication are developed.

For future teachers, the communicative approach serves to develop not only speech skills, but also social and emotional thinking. It creates the following professional opportunities: establishing constructive and open communication with students; choosing an objective position in conflict situations; creating a healthy psychological environment by managing one's own emotions and understanding the emotions of others. Thus, the communicative approach

strengthens the ability of the future teacher to express themselves professionally, to assume the role of mediator, and to feel social responsibility.

Mediation is a process of resolving conflicts without the use of force, through communication, and establishing trustworthy communication between the parties. As a mediator, the teacher balances the interests of students in conflict situations and encourages them toward mutual understanding and cooperation.

In the modern education system, the teacher is required to perform not only as a provider of knowledge, but also as a person who is communicatively active, capable of resolving conflicts peacefully, and ensuring psychological stability in the social environment. From this point of view, mediation activity is forming as an important professional field in pedagogical practice. In essence, mediation is a process of resolving conflicts between people without the use of force, on the basis of mutual communication and understanding, and of organizing constructive communication between the parties.

As a mediator, the teacher fairly and impartially analyzes various conflict situations that arise in the educational process and, by balancing the interests of each party, creates an opportunity to reach mutual agreement. In their activity, they adhere to the principles of empathy, patience, a culture of listening, and neutrality. In the mediation process, the teacher's spiritual maturity, communicative culture, and psychological stability play an important role.

The teacher as mediator performs the following main functional tasks:

They strengthen an atmosphere of mutual trust among students by resolving conflicts in the educational environment peacefully;

They create effective mechanisms of communication with students, parents, and colleagues;

They make decisions based on the principles of social justice and equality;

They contribute to the formation of a healthy psychological climate in the educational institution;

In addition, through their own behavior, they serve as a model of communication ethics for students as an exemplary communicator.

Thus, mediation activity is regarded as a type of activity that harmonizes the teacher's professional competences, deepens communicative culture, and strengthens personal responsibility. It brings into practice the principles of social stability, cohesion, and humanism in the educational process.

Preparing prospective teachers for mediation activities is a multi-stage pedagogical process that requires a systematic approach, at the center of which lie the principles of the communicative approach. This technology, as a complex pedagogical system, includes five main components that are organically interconnected with one another. Each component plays an important role in the formation of mediation competence.

When these components are applied in harmony, an integral mediation competence is formed in prospective teachers. This, in turn, strengthens their ability to correctly resolve conflicts not only in the educational process, but also in social life.

In the process of developing mediation competence, it is necessary to create certain pedagogical conditions in the educational environment. They include the following:

1. Formation of a communicative environment. An atmosphere of open exchange of opinions, mutual respect, and a culture of free communication should prevail in the educational



institution. Such an environment develops in students the skills to express their opinions freely, to be able to listen, and to participate in debates and discussions in a cultured manner.

2. Integration of training and simulation sessions. In shaping mediation competence, interactive methods such as trainings, role-playing games, case studies, and feedback sessions are of great importance. Through them, students gain practical experience in real conflict situations.

3. Introduction of a mentoring system. Mentoring practice carried out under the guidance of experienced teacher-mediators allows young teachers to learn mediation experience in practice.

4. Use of digital technologies. Online mediation platforms, virtual conflict simulators, and electronic reflection journals support mediation training in a modern format.

5. Creation of a reflexive analytical environment. Through analytical conversations, round-table discussions, and seminars, students' self-assessment, mutual exchange of views, and culture of critical thinking are developed.

These conditions activate the person-centered, interactive, and empathic self-awareness process of the prospective teacher and make the educational environment more humanistic.

Preparing prospective teachers for mediation activities on the basis of a communicative approach is an effective way to humanize modern education, optimize interpersonal communication, and resolve conflicts in a constructive manner. When the proposed system of pedagogical components and implementation conditions is applied in an integrative way, professional-mediation competence is stably formed in future teachers.

As a result, the teacher's personality becomes a mature specialist who, in his or her activity, practically embodies the principles of social justice, empathy, communication culture, and tolerance. Such an approach not only increases the quality and effectiveness of education, but also serves to ensure psychological stability and social harmony in the educational environment.

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