THEORETICAL AND METHODOLOGICAL FRAMEWORK FOR DEVELOPING ACADEMIC COMMUNICATION SKILLS IN FUTURE TEACHERS

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Abstract. This article examines the theoretical and methodological foundations of developing academic communication skills in future teachers. Scholarly approaches to academic literacy, academic discourse, communicative competence, and teacher education are analyzed and systematized. Academic communication skills are conceptualized through three interconnected components: cognitive-linguistic, interactive-operational, and motivational-value-based. The methodological potential of competence-based, discursive, and cognitive-constructivist approaches is also examined. The findings emphasize the need to integrate academic reading, writing, discussion, presentation, feedback, and reflection into the professional preparation of future teachers.

Keywords: academic communication, future teacher, academic literacy, academic writing, academic discourse, teacher education, communicative competence, higher education.

ТЕОРЕТИКО-МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ РАЗВИТИЯ НАВЫКОВ АКАДЕМИЧЕСКОГО ОБЩЕНИЯ У БУДУЩИХ УЧИТЕЛЕЙ

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Аннотация. В статье анализируются теоретические и методологические основы развития академических коммуникативных навыков у будущих учителей. Систематизированы научные подходы к академической грамотности, академическому дискурсу, коммуникативной компетентности и педагогическому образованию. Обосновано содержание академических коммуникативных навыков, включающее когнитивно-лингвистический, интерактивно-операциональный и мотивационно-ценностный компоненты. Раскрыты методологические возможности компетентностного, дискурсивного и когнитивно-конструктивистского подходов. Показана необходимость интеграции академического чтения, письма, дискуссии, презентации, обратной связи и рефлексии в процессе подготовки будущих учителей.

Ключевые слова: академическая коммуникация, будущий учитель, академическая грамотность, академическое письмо, академический дискурс, педагогическое образование, коммуникативная компетентность, высшее образование.

BO‘LAJAK O‘QITUVCHILARDA AKADEMIK MULOQOT KO‘NIKMALARINI RIVOJLANTIRISHNING NAZARIY-METODOLOGIK ASOSLARI

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Annotatsiya. Mazkur maqolada bo‘lajak o‘qituvchilarda akademik kommunikativ ko‘nikmalarni rivojlantirishning nazariy va metodologik asoslari tahlil qilingan. Akademik savodxonlik, akademik diskurs, kommunikativ kompetentlik va pedagogik ta’limga oid ilmiy yondashuvlar tizimlashtirilgan. Akademik kommunikativ ko‘nikmalarning mazmuni kognitiv-lingvistik, interaktiv-operatsion hamda motivatsion-qadriyatli komponentlardan tashkil topishi asoslangan. Shuningdek, kompetensiyaviy, diskursiv va kognitiv-konstruktivistik yondashuvlarning mazkur ko‘nikmalarni rivojlantirishdagi metodologik imkoniyatlari yoritilgan. Tadqiqot natijalari akademik o‘qish, yozish, munozara, taqdimot, fikr-mulohaza va refleksiyani yagona pedagogik jarayonda integratsiyalash zarurligini ko‘rsatadi.

Tayanch iboralar: akademik muloqot, bo‘lajak o‘qituvchi, akademik savodxonlik, akademik yozish, akademik diskurs, pedagogik ta’lim, kommunikativ kompetentlik, oliy ta’lim.

Introduction: The requirements placed on future teachers are changing together with the development of higher education and the growing importance of research-based professional activity. A university graduate who chooses the teaching profession needs more than knowledge of a particular subject and the ability to explain it to learners. During professional preparation, future teachers are expected to work with academic sources, understand scientific information, evaluate different viewpoints, prepare written assignments, present ideas, and take part in professional discussion. Many of these activities are connected with academic communication. Students encounter academic communication when they read research articles, write course papers, prepare presentations, discuss professional issues, or develop and defend their own arguments. In each of these situations, they need to select relevant information, organize it, express their position, and respond to the ideas of others.

Academic communication differs from everyday communication in several ways. It is usually connected with a specific academic purpose and requires greater attention to logic, evidence, terminology, structure, and ethical responsibility. A person participating in academic communication should not only state an opinion but also explain how that opinion is connected with available knowledge and evidence.

For future teachers, the importance of academic communication is not limited to university assignments. The ability to read and interpret academic information can support professional development throughout a teacher's career.

Teachers are expected to follow developments in their field, evaluate educational materials, exchange professional experience, and, in some cases, participate in research. Therefore, the ability to communicate in academic contexts can be considered an important part of their continued professional growth. At the same time, academic communication should not be reduced to academic writing alone. Writing is one of its important forms, but students also need to communicate orally, participate in discussion, present research-based ideas, give and receive feedback, and interact with other members of academic and professional communities. Existing research provides different perspectives for understanding these abilities. Studies of academic literacy emphasize the social and institutional dimensions of academic participation. Research on academic discourse and genre focuses on the conventions that shape communication within particular communities. Studies of communicative competence and teacher education highlight the role of communication in professional activity. However, these perspectives are often discussed separately. For the preparation of future teachers, it is necessary to consider how knowledge of academic conventions, practical communication abilities, and value-based attitudes can be connected within one system. The purpose of this article is to examine the theoretical and methodological foundations for developing academic communication skills in future teachers.

Literature review: Academic communication has been studied through several related theoretical traditions. Among them, research on genre and discourse has played an important role in explaining how communication is organized within academic communities. Swales (1990) examine the relationship between communication and discourse communities. His work demonstrates that academic communication is shaped by shared purposes and accepted conventions. From this perspective, students need to understand not only the language used in academic settings but also the expectations associated with particular forms of communication.

The study of academic discourse has also developed the understanding of writing as a social activity. Hyland (2007) draws attention to the ways writers interact with readers and position their ideas within disciplinary contexts. Academic texts are therefore not simply collections of information. They are produced for particular

audiences and follow conventions that may vary across fields. The concept of academic literacy provides another useful perspective. Lea and Street (1998) argue that participation in academic writing involves more than learning technical rules. Students also encounter institutional expectations and different ways of constructing and presenting knowledge. This idea is relevant to the preparation of future teachers because university students are expected to learn how to participate in academic practices while developing their professional identity.

Jordan (1997), in discussing English for Academic Purposes, identifies a range of abilities required for successful participation in academic study. Academic reading, writing, note-taking, presentation, and discussion are closely connected activities. This suggests that academic communication should be understood as a broader process involving different forms of interaction with knowledge. Research in pedagogy also provides an important basis for the study of communication. The professional activity of a teacher is closely connected with interaction, explanation, cooperation, and the organization of learning. Slastenin, Isaev, and Shiyanov (2002) discuss communication as an important part of pedagogical activity. The competence-based perspective has also influenced the understanding of educational outcomes. Zimnyaya (2004) considers communication among the important competencies that support an individual's effective activity in different contexts.

In Uzbek pedagogical research, the professional preparation of future teachers has been associated with the development of professional knowledge, practical abilities, personal qualities, and communication culture. Muslimov (2013) emphasizes the importance of professional development in teacher preparation, while Nishonaliyev (2001) addresses issues related to the improvement of pedagogical education. The analysis of these approaches shows that academic communication is a complex phenomenon. It includes linguistic knowledge, but its content is broader than language proficiency. A student may know academic vocabulary and grammatical rules but still experience difficulty when organizing an argument, interpreting a research text, responding to another viewpoint, or following academic conventions. For this reason, the development of academic communication skills in future teachers should be approached as an integrated pedagogical task.

Research methodology: This article is theoretical in nature. The research is based on the analysis, comparison, systematization, and generalization of scholarly sources related to academic literacy, academic discourse, communicative competence, and future teacher education. The analysis method was used to examine the main characteristics of academic communication described in the literature. Comparative analysis made it possible to identify similarities and differences between approaches to academic literacy, discourse, and communication. The method of systematization was used to organize the identified characteristics into

interconnected components. Generalization was applied to formulate a theoretical understanding of academic communication skills in the context of future teacher preparation. The proposed structure of academic communication skills is therefore based on the theoretical synthesis of the reviewed approaches. The article does not present the results of an experimental study. The conclusions are limited to the theoretical analysis conducted within the framework of the research.

Analysis and discussion: The analysis of scholarly approaches suggests that academic communication skills in future teachers should be viewed as an integrated system. These skills are connected with the ability to understand academic information, use appropriate forms of communication, interact with others in academic situations, and follow the ethical principles of scholarly activity. On the basis of the theoretical analysis, three interconnected components can be identified.

Cognitive-Linguistic Component: The first component is cognitive-linguistic. It is related to the knowledge and intellectual abilities that allow students to understand and produce academic communication. Future teachers need to understand how academic texts are organized and how ideas are developed within them. They should be able to identify the main point of a text, distinguish between a claim and supporting evidence, recognize logical connections, and understand how conclusions are formed. This component also includes familiarity with academic terminology and the linguistic features of academic communication. However, the use of academic language should not be understood as the use of complicated vocabulary for its own sake. The purpose of academic language is to express ideas accurately and clearly. The cognitive-linguistic component is also connected with academic reading and writing. When students work with research articles or other scholarly texts, they need to interpret information, compare ideas, and identify relevant evidence. In writing, they need to organize their own ideas and present them in a way that can be followed by the reader. The development of this component may involve the analysis of academic texts, guided reading activities, work with different academic genres, and writing tasks that require students to develop arguments on the basis of evidence.

Interactive-Operational Component: The second component is interactive-operational. It refers to the ability to use academic communication skills in practical situations. Academic communication involves interaction with other people and with existing academic knowledge. Students may present their ideas, take part in discussions, answer questions, provide feedback, or respond to the arguments of others. For this reason, future teachers need experience in different forms of academic interaction. They should learn how to explain their position, support it with relevant information, listen to alternative viewpoints, and respond appropriately. The ability to provide and receive feedback is also important. Feedback can help students revise their ideas and improve their work. At the same time, providing feedback

requires the ability to evaluate another person's work according to clear academic criteria. Activities such as academic discussions, presentations, collaborative writing, peer review, and simulated conference sessions may create opportunities for students to practice these abilities. The interactive-operational component is particularly important in teacher preparation because professional teaching activity itself requires continuous interaction. The experience of communicating in structured academic situations may therefore contribute not only to students' academic development but also to their future professional communication.

Motivational-Value-Based Component: The third component is motivational-value-based. Academic communication requires not only knowledge and practical abilities but also a responsible attitude toward academic activity. One of the central elements of this component is academic integrity. Students need to understand the importance of acknowledging the work of other researchers, using sources responsibly, and avoiding the presentation of another person's ideas as their own. Academic communication also requires responsibility for the accuracy of information. When students make claims or present conclusions, they need to consider the evidence on which their statements are based. Another important aspect is openness to feedback and reflection. Academic development involves revising ideas and reconsidering earlier conclusions. Students should therefore be prepared to evaluate their own work and respond constructively to criticism. Motivation for continued learning also belongs to this component. The professional development of a teacher does not end with graduation. The ability and willingness to continue working with new information and professional knowledge can support further growth. These qualities may be developed through discussions of academic ethics, reflective writing, collaborative research tasks, and activities that require students to make responsible decisions about the use of academic information.

The Relationship between the Components: The three components are closely connected. Knowledge of academic conventions alone does not guarantee that a student can communicate effectively. A student may understand how an academic text is organized but still have difficulty presenting an argument orally or participating in discussion. Similarly, practical communication skills need to be supported by an understanding of academic principles and ethical responsibility. Effective participation in academic communication therefore depends on the interaction of cognitive knowledge, practical activity, and value-based orientations. This relationship suggests that the development of academic communication skills should not be organized as the teaching of isolated abilities. Academic reading, writing, discussion, presentation, feedback, and reflection can be connected within a common learning process.

Methodological foundations: The theoretical analysis makes it possible to identify several methodological approaches that can be used when organizing the development of academic communication skills in future teachers.

Competence-Based Approach: The competence-based approach focuses on the ability to apply knowledge in practical situations. From this perspective, students should not only learn about academic communication but also perform activities that require them to use academic communication skills. For example, students may analyze an academic text, prepare a written argument, present a research-based idea, or evaluate the work of a peer. Such tasks provide an opportunity to connect theoretical knowledge with practical performance. The competence-based approach is useful because academic communication is developed through practice. Students need repeated opportunities to apply their knowledge in situations that have a clear academic purpose.

Discursive Approach: The discursive approach focuses on communication as a socially and contextually organized activity. Academic communication takes place within particular communities and is influenced by accepted conventions. Future teachers can therefore benefit from working with authentic examples of academic communication. Research articles, conference presentations, academic discussions, and other scholarly genres can help students understand how ideas are expressed in different contexts. This approach also draws attention to the role of audience and purpose. The same idea may need to be presented differently depending on the situation and the people involved.

Cognitive-Constructivist Approach: The cognitive-constructivist approach emphasizes active thinking and knowledge construction. In academic communication, students should not be limited to reproducing information from sources. They need to interpret information, compare viewpoints, identify problems, and develop their own arguments. Learning activities based on this approach can encourage students to ask questions, evaluate evidence, solve problems, and reflect on their own conclusions. Academic discussion and analytical writing can be particularly useful in this regard because they require students to explain not only what they think but also why they hold a particular position. The combination of competence-based, discursive, and cognitive-constructivist approaches can provide a broader methodological basis for the development of academic communication skills. Each approach emphasizes a different aspect of the learning process, while together they support the connection between knowledge, practice, context, and reflection.

Conclusion: The theoretical analysis conducted in this article shows that the development of academic communication skills is an important aspect of future teacher preparation. Academic communication is connected with a wide range of educational activities. Future teachers need to read and interpret academic

information, organize their own ideas, participate in discussion, present arguments, interact with others, and follow the ethical principles of academic work. For this reason, academic communication should not be understood only as the ability to write academic texts. It includes written and oral communication, interaction with academic information, participation in scholarly dialogue, and responsibility for the use and presentation of knowledge. The analysis makes it possible to describe academic communication skills through three interconnected components. The cognitive-linguistic component is related to the knowledge and abilities necessary for understanding and producing academic discourse. The interactive-operational component concerns the practical use of communication skills in discussions, presentations, feedback, and other forms of academic interaction. The motivational-value-based component includes academic integrity, responsibility, reflection, and motivation for continued development. The interaction of these components provides a theoretical basis for understanding academic communication as an integrated skill.

The study also shows the importance of combining different methodological approaches. The competence-based approach emphasizes practical application. The discursive approach draws attention to the social and contextual nature of academic communication. The cognitive-constructivist approach focuses on critical thinking and active knowledge construction. Based on the theoretical analysis, it can be recommended that the development of academic communication skills be integrated into different stages of future teacher education. Students should be given regular opportunities to work with academic texts, write evidence-based assignments, participate in structured discussions, present ideas, and evaluate their own and others' work. Academic integrity and responsible use of information should also be treated as integral elements of academic communication rather than as separate requirements. The proposed theoretical framework may serve as a basis for further research. Future studies can investigate the level of development of academic communication skills among future teachers and examine the effectiveness of particular pedagogical methods and learning technologies designed to develop the identified components.

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