ISSN 2195-1381 Volume- 3 April 2025
https://journal-index.org/index.php/ajasr

THE METHODOLOGY OF DEVELOPING FUTURE TEACHERS' COMMUNICATION CULTURE BASED ON INTERDISCIPLINARY INTEGRATION

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Abstract This article explores a pedagogical methodology aimed at enhancing future teachers' communication culture through interdisciplinary integration. Effective communication is a core competency in modern education, and developing this skill requires an innovative approach that transcends single-subject boundaries. The study examines theoretical underpinnings, proposes an interdisciplinary model, and evaluates its effectiveness through qualitative and quantitative analysis. Results show that a well-structured, interdisciplinary methodology significantly improves communicative competence among future educators.

Keywords: Communication culture, interdisciplinary integration, teacher education, pedagogical methodology, communicative competence.

Introduction In the 21st century, the educational landscape demands that teachers possess not only subject-matter expertise but also well-developed communication skills. Communication culture encompasses verbal and non-verbal elements, empathy, clarity, and responsiveness—critical components in creating inclusive, effective learning environments. Traditional methods often treat communication training in isolation. However, integrating communication development across various disciplines can produce more holistic and lasting outcomes. This paper aims to present a methodology for developing the communication culture of future teachers through interdisciplinary integration.

Methodology The research employed a mixed-methods approach. First, a theoretical framework was established through literature review. Then, a pilot program was implemented at Tashkent State Pedagogical University involving 80

third-year pedagogy students. The program integrated communication-focused activities into four core subjects: psychology, pedagogy, literature, and ICT. Data were collected through pre- and post-program questionnaires, classroom observations, and student interviews.

1. **Phase 1: Needs Analysis** – Identified specific communication skill gaps among participants.
2. **Phase 2: Curriculum Design** – Created interdisciplinary modules with embedded communication outcomes.
3. **Phase 3: Implementation** – Conducted a semester-long intervention.
4. **Phase 4: Evaluation** – Compared initial and final assessment results to measure progress.

Discussion The integration of communication objectives into subject-based curricula encouraged contextual and meaningful use of communication strategies. For example, in psychology, students practiced active listening and empathy during peer-counseling simulations. In literature, interpretive reading and debate sessions fostered clarity and expressiveness. ICT classes used digital storytelling tools to enhance multimodal communication. Classroom observations indicated increased student engagement, confidence, and peer interaction.

Challenges included initial resistance from some faculty members unfamiliar with interdisciplinary teaching and time constraints for incorporating additional objectives. However, regular collaboration meetings and co-teaching strategies helped address these issues.

Results Students demonstrated a significant enhancement in their ability to engage in effective interpersonal communication. Specifically, 72% of the participants showed better verbal articulation, including appropriate tone, intonation, and coherence in expressing thoughts during group discussions and class presentations. Non-verbal communication also saw a positive shift; 68% of the students displayed improved posture, eye contact, and facial expressions, which were previously

underdeveloped. Furthermore, public speaking skills benefited notably—80% of the cohort reported increased confidence in speaking before an audience, attributing their progress to regular, structured speaking opportunities embedded in various subjects.

Beyond quantitative metrics, qualitative data collected through reflective journals and interviews indicated notable improvements in active listening and empathy. Students reported a greater capacity to understand peer perspectives, manage classroom dialogue more respectfully, and provide constructive feedback. Faculty evaluations supported these findings, with 85% of instructors noting improved clarity and engagement in student presentations and class participation.

In addition, interdisciplinary activities stimulated critical thinking and collaboration. Group projects that combined ICT tools with pedagogical theories required students to negotiate roles, communicate responsibilities, and synthesize diverse perspectives—skills essential for real-world teaching. The data suggest that embedding communication training across subjects promotes not only individual development but also collaborative competence, thus reinforcing the broader goals of teacher education.

Quantitative data analysis (paired sample t-tests) confirmed statistically significant improvement in communication skills across all measured categories ($p < 0.05$). These results underscore the value of a well-integrated, interdisciplinary approach to preparing effective and communicative educators.

Post-program assessments revealed a marked improvement in several areas:

- 72% of students demonstrated better verbal articulation.
- 68% showed improved non-verbal communication skills.
- 80% reported increased confidence in public speaking.
- Interview responses highlighted enhanced collaboration and empathy.

Quantitative data analysis (paired sample t-tests) confirmed statistically significant improvement in communication skills across all measured categories ($p < 0.05$).

Conclusion This study demonstrates that interdisciplinary integration is a viable and effective approach to developing future teachers' communication culture. Embedding communication training within subject-specific content not only enriches students' learning experiences but also aligns with the complex, integrated nature of real-world teaching environments. Teacher education programs should consider institutionalizing such methodologies to better prepare educators for contemporary classrooms.

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