

**THE ESSENCE AND IMPORTANCE OF
COMMUNICATIVE ABILITIES AND SKILLS IN
THE PROFESSIONAL ACTIVITY OF A
TEACHER**

**МОҲИЯТ ВА АҲАМИЯТИ МАЛАКАИ
КОММУНИКАТИВӢ ДАР ФАӢОЛИЯТИ
КАСБИИ ОМӢЗГОР**

**СУЩНОСТЬ И ЗНАЧЕНИЕ
КОММУНИКАТИВНЫХ УМЕНИЙ И
НАВЫКОВ В ПРОФЕССИОНАЛЬНОЙ
ДЕЯТЕЛЬНОСТИ УЧИТЕЛЯ**

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The given scientific article is devoted to the essence and significance of communication skills in the professional activity of a teacher. Preparation and professional development of a teacher includes the acquisition of certain knowledge, skills and abilities. In pedagogy, a specific feature of a teacher's professional activity is that this process is essentially creative. A specific feature of the teacher's mental activity is its correlation with the mental activity of other people, students. Problems of educational activities must be solved based on actual knowledge of the educational process, and for this it is important to possess pedagogical skills, which are based on the skills and qualifications of the teacher. The problem of developing communicative skills is considered in the psychological and pedagogical literature in connection with preparation for communication along with communicative qualities and abilities that ensure its effectiveness. In the scientific article, we apply the term "communicative skills" to the skills that characterize the communicative components and communicative processes of educational activities. A teacher's communication skills are professionally significant in achieving effective results in teaching activities. Communication skills are necessary in teaching a foreign language in higher education.

Калидвожаҳо: педагогика, психология, муошират, дониш, маҳорат, таълим, натиҷа, ташаққул.

Мақолаи илмӣ мазкур ба моҳият ва аҳамияти малақаҳои муошират дар фаъолияти касбии омӯзгор бахшида шудааст. Тайёр кардан ва тақмили ихтисоси омӯзгор аз худ намудани дониш, малака ва маҳорати муайян иборат аст. Дар педагогика хусусияти хоси фаъолияти касбии омӯзгор дар он аст, ки ин раванд моҳиятан эҷодкорӣ мебошад. Хусусияти хоси фаъолияти равонии муаллим таносуби он бо фаъолияти равонии дигар одамон ва муҳассилин мебошад. Масъалаҳои фаъолияти таълимӣ бояд дар асоси дониши воқеии раванди таълим ҳаллу фасл карда шаванд ва барои ин соҳиби маҳорати педагогӣ, ки ба маҳорат ва таҳассуси омӯзгор асос ёфтааст, муҳим аст. Масъалаи ташаққули малақаҳои муоширатӣ дар адабиёти психологию педагогӣ дар баробари омодагӣ ба муошират дар баробари сифат ва қобилияти коммуникативӣ, ки самаранокӣ онро таъмин мекунад, баррасӣ карда шудааст. Дар мақолаи илмӣ истилоҳи «малақаҳои муоширатӣ»-ро нисбат ба малақаҳои истифода мебарем, ки ҷузъҳои коммуникативӣ ва равандҳои фаъолияти таълимиро тавсиф мекунад. Маънорати коммуникативии омӯзгор барои ба даст овардани натиҷаҳои муассир дар фаъолияти омӯзгор аз ӯқояти касби муҳим аст. Барои таълими забони хориҷӣ дар мактабҳои олии малақаҳои коммуникативӣ заруранд.

Ключевые слова: педагогика, психология, коммуникация, знание, умение, преподавание, результат, способность, формирование.

Данная научная статья посвящена сущности и значению коммуникативных умений и навыков в профессиональной деятельности учителя. Подготовка и повышение квалификации профессиональной деятельности учителя, включает в себя приобретение определённых знаний, умений и навыков. В педагогике специфической особенностью профессиональной деятельности педагога является то, что данный процесс по существу выступает как творческий. Специфической особенностью мыслительной деятельности учителя является её соотнесённость с мыслительной деятельностью других людей, учащихся. Проблемы учебно-воспитательной деятельности необходимо решать, опираясь на действительное знание воспитательного процесса, а для этого важно владеть педагогическим мастерством, которое основывается на умении и квалификации воспитателя. Проблема формирования коммуникативных умений рассматривается в психолого-педагогической литературе в связи с подготовкой к общению наряду с коммуникативными качествами, способностями, обеспечивающими его эффективность. В научной статье термин «коммуникативные умения» мы применяем к умениям, характеризующим коммуникативные компоненты и коммуникативные процессы учебной деятельности. Коммуникативные умения преподавателя являются профессионально значимыми в достижении эффективных результатов педагогической деятельности. Коммуникативные умения необходимы в преподавании иностранного языка в высшей школе.

1. Introduction

It is known that the professional development of educators encircling both initial and continuing training, necessitates the acquisition of specific knowledge, abilities, and skills. Within the framework of contemporary pedagogy and psychology, these elements - knowledge, abilities, and skills are understood to exist in a complex, dialectically unified interaction. While skills may rely on knowledge primarily during their formative stages transitioning to stereotypical execution that minimizes cognitive demands, abilities inherently require the ongoing application of knowledge during their operational phase.

Within general psychology, “skill” is defined as a mastered method of performing an activity, or a method of action execution underpinned by acquired knowledge and abilities. “Ability”, in contrast, should be understood as a capacity to consciously pursue a defined objective within a given activity, adapting to changing conditions, based on both knowledge and skills.

The formation and nature of abilities constitute a central concern within educational psychology. Abilities are not only characteristic of human activity but are also developed through the integration of prerequisite knowledge and skills. Consequently, abilities can be conceptualized as the mastery of a repertoire of techniques enabling the successful execution of a specific activity. Furthermore, ability can be defined as the learned capacity to apply knowledge and skills purposefully and creatively within practical contexts.

2. Theoretical frameworks

The corpus of our study situates its consideration within the context of established pedagogical and psychological theories regarding skills and abilities. A central tenet, articulated by Milerian posits that skill represents “knowledge in action”. This perspective underscores the emphasis within post-Soviet educational psychology on the development of skills as an integrative synthesis of knowledge and abilities, forming a critical component of professional competence [9, p. 78].

The creative nature of pedagogical practice necessitates adaptability and nuanced decision-making. Sharifzoda [15, p. 89] highlights the inherent creativity of teaching requiring educators to respond appropriately to diverse student needs and changing circumstances. This adaptability hinges on the ability to think critically and select effective actions, particularly when interacting with students exhibiting varying psychological and typological characteristics. Zasobina [4, p. 89] further emphasizes the complexity of pedagogical influence, noting that teachers' actions are but one factor among many, and that students' responses to pedagogical interventions are highly individualized.

Consequently, a teacher's efficacy is contingent upon a clearly defined pedagogical goal and a conceptual “program” for fostering desired personality traits and character development. These capacities underpin well-structured professional pedagogical activity, with the quality of instruction directly related to the level of their development.

The importance of structured pedagogical skill development, beyond innate talent, was prominently advocated by Makarenko [8, p. 56]. He argued that effective education must be grounded in a thorough understanding of the educational process, requiring educators to possess specific pedagogical skills rooted in ability and qualifications. Makarenko explicitly emphasized the necessity of mastering the “technique” of pedagogical skills, asserting that teaching, like any other profession (e.g., musician, physician, agronomist), requires specialized training.

The notion of “skill” itself holds a central position within pedagogy and educational psychology,

intricately linked to numerous concepts across philosophy, psychology, and pedagogy (e.g., thinking, activity, ability, emotions, personality, creativity). This interconnectedness positions “skill” as a key, unifying concept within psychological and pedagogical scholarship.

As a result, the study of skill has been approached from diverse perspectives, including philosophical, physiological, sociological, cybernetic, technical, and art-historical lenses.

Milerian [9, p. 74] further supports this holistic view, suggesting that skill mastery contributes to the development of not only sensorimotor skills but also intellectual, volitional, emotional, and other professionally relevant personality traits. Babansky distinguishes between “skill” as the conscious mastery of an activity method and “habit” as a skill automatized to the highest degree. Kuzmina [6, p. 24] observes that the formation of pedagogical skills induces significant changes in a teacher's relational system, volitional traits, and overall character.

There are numerous studies on the formation and development of pedagogical skills. The psychological aspects of skills are considered in the works of such scientists as E.I. Boyko, G.S. Kostyuk, E.A. Mileyan, D.F. Nikolenko, A.V. Petrovsky, K.K. Platonov, S.L. Rubinstein, V.V. Chebysheva and others. The essence of various pedagogical skills is considered in the studies of O.A. Abdullina, A.P. Akimova, I.M. Viktorov, G.A. Zasobina, V.K. Elmanova, N.V. Kuzmina, V.A. Slastenin, L.F. Spirin, A.I. Shcherbakov and others.

3. Main results and discussion

The multifaceted nature of skill necessitates a nuanced understanding of its formation and characteristics. Some scholars within pedagogical science equate skill with personality qualities or character traits. Spirin attributes this conflation to the inherent connection between skill and the individual's emotional-volitional sphere dwelling on aspects like focus, knowledge, attention, and creative thinking – essentially, the individual's psychological profile.

The notion of skill is polysemous, encompassing both rudimentary levels of action performance and the attainment of expertise within a specific domain. Skill development is not instantaneous but rather progresses through distinct stages. Platonov [12, p. 76] delineates these stages as: (1) initial skill acquisition; (2) performance characterized by insufficient skill; (3) the consolidation of specific, generalized skills; (4) highly developed skill; and (5) mastery.

Spirin further elaborates that skill formation is intrinsically linked to the application of a system of knowledge and abilities within a particular field. Through skill development, individuals gain access to new knowledge and refine existing abilities. Skill, as an indicator of mastery, signifies a creative command of the subject matter, cultivated *in*, *through*, and *for* the purpose of activity. Given the diversity of human activities, the investigation of the essence, conditions, and methodologies of skill formation spans various disciplinary perspectives.

Crucially, the process of skill acquisition extends beyond the mere accumulation of knowledge; it also fosters the development and refinement of professionally relevant abilities and qualities.

The theoretical and practical dimensions of contemporary pedagogical science, including the principles and patterns governing teacher development, have been significantly advanced by numerous Russian scholars. Notable contributions have been made by Babansky, Gonobolik, Klebanose, Kumkov, Kovalev, Kuzmina, Levitov, Ogorodnikova, Slastenina, Strakhova, and Shcherbakova.

Within this body of research, the cultivation of teachers' professional skills occupies a prominent position. These scholars emphasize that while pedagogical skills are continuously refined throughout a teacher's career, the foundational knowledge and skills are acquired during pre-service education within pedagogical institutions.

The relative importance of specific skills within pedagogical activity varies depending on the context and the educator's stage of professional development. Communicative and organizational skills are of paramount importance during the initial phase of mastering the teaching profession.

A high level of proficiency in these skills can mitigate a novice teacher's lack of experience in implementing effective teaching strategies, fostering confidence in their ability to address pedagogical challenges and achieve competence in their work.

Thus, pedagogical skill acquisition, alongside subject matter expertise, plays a critical role in enabling teachers to achieve high levels of performance.

In this context, skills are conceptualized as purposeful actions grounded in knowledge, abilities, and creative thinking.

Within the framework of this study, communicative skills are defined as the ability to establish and maintain effective interpersonal relationships with students, adapting these relationships as necessary throughout the course of practical instruction. This definition builds upon existing conceptualizations of communicative skills in psychological and pedagogical literature, which often interpret "communicative skills" through the lens of "communication knowledge" and "communication abilities". These aspects are frequently grouped together under the umbrella term "communicative competence".

Existing research has examined the development of communicative skills both in the context of general preparation for communication and in relation to specific professional or educational activities. Anikeeva, Liimets, and Mudrik have investigated methods for preparing "students" for effective communication.

Liimets identified abilities crucial for effective communication readiness, including:

- accurate perception and understanding of others;
- capacity to perceive and internalize group norms, and regulate behavior accordingly;
- ability to function both as a leader and as a subordinate;
- skill in resolving conflicts and managing tensions within collaborative contexts.

Mudrik conceptualizes communication preparation as fostering mental and social readiness for effective participation in communication, including mastery of practical strategies to enact this readiness. This involves:

- providing students with essential theoretical knowledge;
- developing students' verbal fluency;
- cultivating socially desirable attitudes towards communication;
- developing communication skills: the ability to assess communication partners, adapt to relational dynamics, and respond appropriately within a given communication context [11, p. 26].

Kuzmina [6, p. 123] identified a set of key communication skills integral to effective participation in educational settings, including the ability:

1. to formulate relevant and targeted questions to instructors or about textual content;
2. to actively engage with, analyze, and evaluate oral communication from peers and instructors;
3. to participate effectively in seminar discussions, articulating ideas coherently and persuasively;
4. to communicate learned information effectively to peers and acquaintances;
5. to construct logically sound messages with clear introductions, conclusions, and supporting evidence;
6. to express and defend value judgments and personal perspectives on facts and events;
7. to integrate visual aids strategically to enhance message clarity and impact.

Elmanova's research focused on the factors influencing the development of communicative skills in students pursuing philological studies, identifying prerequisites for successful skill acquisition:

1. proficiency in literary language, characterized by a broad vocabulary, vivid imagery, grammatical accuracy, and accessibility;
2. rapid and accurate comprehension of oral and written communication;
3. ability to extract essential information from complex sources;
4. skill in formulating effective and probing questions;
5. ability to provide concise and accurate answers.

Elmanova's work underscores the critical link between a teacher's communicative proficiency and their overall effectiveness. This aligns with the broader understanding that competence in communication is a key determinant of success in pedagogical settings.

While acknowledging the centrality of task-oriented communication in pedagogical contexts, this study posits that a teacher's communicative activity encompasses a more complex interplay of relationships, extending beyond purely transactional interactions to include trust-based, interpersonal, and even playful connections. This perspective challenges a solely instrumental view of teacher communication, suggesting that relational aspects play a crucial role in fostering effective learning environments.

Orlova categorized communicative skills into three levels: general communicative skills (essential for all types of professional and interpersonal communication), pedagogical communicative skills (necessary for teaching in any pedagogical system), and specialized pedagogical communicative skills (required for teaching specific subjects, such as foreign languages in higher education). This hierarchical framework provides a useful taxonomy for analyzing the different dimensions of communicative competence in educational settings.

Effective pedagogical practice necessitates strong communication skills in educators. The organization of collective cognitive activity and the overall educational process rely heavily on teacher-student and student-

student communication. Education, as a socially-mediated and bidirectional process, involves the intertwined activities of teachers and students, ultimately aiming to impart knowledge, skills, and foster development. Prior research has identified a set of key communication skills considered professionally significant for educators.

Strazdas [13] categorized the following communication skills as essential components of pedagogical proficiency, formable through didactic game systems:

1. **Nonverbal Presentation:** Maintenance of appropriate posture, facial expressions, and classroom movement.
2. **Verbal Articulation:** Clarity, expressiveness, and emotionality in speech delivery.
3. **Vocal Control:** Effective use of voice modulation.
4. **Motivational Engagement:** Ability to instill positive learning motivation by conveying personal engagement with the subject matter.
5. **Behavioral Modeling:** Capacity to cultivate a culture of appropriate behavior in students.
6. **Authentic Communication:** Facilitation of natural and genuine verbal interaction among students.
7. **Evaluative Competency:** Application of rational assessment and self-assessment techniques.
8. **Fostering Evaluative Skills:** Encouraging students to develop evaluative judgments and self-assessment of their academic progress.

The listed communication skills are crucial for the teacher's role in directing, systematizing, and optimizing the learning process. The constant interaction facilitated by these skills fosters the exchange of knowledge, mutual support, and the social evaluation of educational outcomes. It creates essential relationships, crucial for the exchange of knowledge. This highlights the interconnectedness of effective communication and successful pedagogical outcomes, where the teacher acts as a facilitator of both individual and collective learning. Further research could explore the specific didactic game systems most effective in cultivating these identified skills.

It is worth mentioning that the role of communication in the organization of collective cognitive activity of students by the teacher, in particular, and the educational process in general, is very great.

Education is a socially conditioned activity, a two-way process, which is a complex unity of the activity of the teacher and students, aimed at a common goal - equipping students with knowledge, skills, abilities, for their development and education. The teacher directs this process, systematizes, concretizes the content of the material, seeks the most rational ways of equipping his students with the skills needed for independent cognition, develops skills. The learning process occurs in constant communication between students and teachers, with peers. On this basis, relationships arise that influence learning due to the exchange of knowledge, support and mutual assistance in cognitive activity, public assessment of the results of educational work.

4. Conclusion

Thus, effective pedagogy necessitates fostering structured interaction and communication among students during collective cognitive activity (CCA). This collaborative framework, typically facilitated by the instructor, serves as the foundation for diverse in-class pedagogical approaches. The principles of CCA extend beyond formal classroom environments, encompassing extracurricular activities such as educational meetings, debates, thematic evenings, and subject-specific weeks.

The present analysis is based on a review of relevant pedagogical and psychological literature, focusing on the role of communication and interaction in collective learning settings.

Successful implementation of CCA is predicated upon the instructor's capacity:

1. **Strategic Design:** to develop meticulously structured content and tasks for collaborative activities, providing explicit instructions at each phase.
2. **Delegation and Empowerment:** to recognize the pedagogical value of, and effectively utilize, student assistants (e.g., consultants) to enhance both learning and developmental outcomes.
3. **Leadership and Oversight:** to exercise informed guidance and appropriate oversight of student leaders, ensuring alignment with overarching pedagogical objectives.
4. **Thorough Preparation:** to dedicate significant effort to the preparation of collective activities, guaranteeing a well-defined structure and purposeful student engagement.

5. Diagnostic and Influence: to study the state of the pedagogical process and influence on its functioning.

The organization of collective cognitive activity (CCA) provides a pedagogical framework for addressing inherent challenges within the learning process. The core principle of CCA lies in the structured interaction and communication among students, guided by the instructor. This approach transcends traditional didactic methods, requiring educators to possess not only subject-matter expertise but also a profound understanding of group dynamics and interpersonal communication.

The literature review substantiates the interconnectedness of communicative competence and effective pedagogical interaction. Psychological and pedagogical research consistently emphasizes the crucial role of communicative qualities and abilities in ensuring the efficacy of communication, particularly within educational contexts. Therefore, the instructor's role extends beyond mere information dissemination; it necessitates the creation of a learning environment conducive to meaningful student interaction, both with the instructor and among peers.

The analysis presented underscores that resolving contradictions inherent in the learning process, through the implementation of CCA, is contingent upon both the instructor's didactic training and their capacity for ongoing pedagogical reflection and adaptation. The instructor must be adept at monitoring the pedagogical process, identifying areas for improvement, and implementing strategies to optimize student engagement and learning outcomes.

Furthermore, the successful application of CCA principles is not limited to formal classroom settings. Extracurricular activities, when structured to promote collaborative learning, offer valuable opportunities to reinforce communication skills and foster a sense of shared intellectual inquiry.

In summary, the effective organization of CCA represents a powerful pedagogical tool. However, its efficacy hinges on the instructor's commitment to thorough preparation, strategic design, and the cultivation of a learning environment that prioritizes meaningful communication and collaboration. This approach not only enhances academic achievement but also fosters the development of essential communication skills, preparing students for success in diverse academic and professional contexts. Future research should continue to explore best practices for implementing CCA and to investigate its long-term impact on student development.

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