

**THE LINGUO-PEDAGOGICAL SIGNIFICANCE OF COMMUNICATIVE
DISCOURSE IN TECHNICAL COLLEGE EDUCATION**

**TEXNIKUM TA'LIMIDA MULOQOT DISKURSINING LINGVOPEdagogIK
AHAMIYATI**

**ЛИНГВОПЕДАГОГИЧЕСКОЕ ЗНАЧЕНИЕ КОММУНИКАТИВНОГО ДИСКУРСА
В ОБРАЗОВАНИИ ТЕХНИКУМОВ**

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Annotation. The main aim of this article is to examine the linguo-pedagogical significance of communicative discourse, particularly dialogic discourse, in teaching foreign languages in technical colleges. In contemporary education, language learning is not limited to mastering grammatical structures but focuses on developing students' ability to communicate effectively in real-life situations. This issue is especially relevant for technical college students, whose future professional activities are closely connected with practical communication. The article analyzes the role of dialogic discourse in the language learning process and its effectiveness in professionally oriented education. It also highlights the consistency of dialogic discourse with the educational reforms and initiatives promoted through the decrees and policies of the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, which emphasize practice-oriented and communicative approaches in education. The findings of the study demonstrate that dialogic discourse serves as an effective linguopedagogical tool for enhancing students' communicative competence, professional skills, and readiness for real professional interaction.

Keywords: communicative discourse, dialogic discourse, technical education, linguo-pedagogy, professional communication.

Annotatsiya. Ushbu maqolaning asosiy maqsadi texnikum ta'limida xorijiy tilni o'qitish jarayonida muloqot diskursining, xususan dialogik diskursning lingvopedagogik ahamiyatini yoritishdan iborat. Zamonaviy ta'lim tizimida til o'rganish grammatik bilimlarni egallash bilangina cheklanmay, balki talabalarining real kommunikativ vaziyatlarda samarali muloqot qila olish kompetensiyasini shakllantirishga qaratilmoqda. Texnikum talabalari uchun bu masala alohida dolzarblik kasb etadi, chunki ularning kelajakdagi kasbiy faoliyati bevosita amaliy muloqot bilan bog'liqdir. Maqolada dialogik diskursning til o'rganish jarayonidagi o'rni, uning kasbiy yo'naltirilgan ta'limdagi samaradorligi tahlil qilinadi. Shuningdek, O'zbekiston Respublikasida ta'lim tizimini takomillashtirishga qaratilgan, Prezident Shavkat Mirziyoyev tomonidan ilgari surilgan farmon va qarorlarda belgilangan amaliy va kommunikativ yondashuvlar bilan dialogik diskursning uyg'unligi asoslab beriladi. Tadqiqot natijalari dialogik diskurs texnikum talabalari nutqiy va kasbiy kompetensiyalarini rivojlantirishda muhim lingvopedagogik vosita ekanini ko'rsatadi.

Kalit so'zlar: muloqot diskursi, dialogik diskurs, texnikum ta'limi, lingvopedagogika, kasbiy kommunikatsiya.

Аннотация. Основной целью данной статьи является раскрытие лингвопедагогического значения коммуникативного дискурса, в частности диалогического дискурса, в обучении иностранным языкам в системе образования техникумов. В современных условиях языковое образование направлено не только на усвоение грамматических знаний, но и на

формирование у обучающихся способности эффективно взаимодействовать в реальных коммуникативных ситуациях. Для студентов техникумов данная проблема имеет особую актуальность, поскольку их будущая профессиональная деятельность напрямую связана с практическим общением. В статье анализируется роль диалогического дискурса в процессе изучения языка и его значение в профессионально ориентированном обучении. Особое внимание уделяется соответствию диалогического дискурса образовательным реформам и инициативам, реализуемым в рамках указов и решений Президента Республики Узбекистан Шавката Мирзиёева, направленных на практико-ориентированное и коммуникативное обучение. Результаты исследования подтверждают, что диалогический дискурс является эффективным лингвопедагогическим средством развития коммуникативной и профессиональной компетентности студентов техникумов.

Ключевые слова: коммуникативный дискурс, диалогический дискурс, образование техникумов, лингвопедагогика, профессиональная коммуникация.

Introduction

In recent years, dialogue has been increasingly recognized as a core component of effective pedagogy and meaningful learning. Contemporary educational approaches emphasize learner-centered instruction, where knowledge is constructed through interaction rather than transmitted in a one-way manner. Within this framework, **dialogic discourse** has emerged as a key pedagogical mechanism that promotes active participation, critical thinking, and mutual understanding between teachers and students.

At the policy level, educational reforms initiated by the President of the Republic of Uzbekistan, **Shavkat Mirziyoyev**, strongly support dialogic and practice-oriented approaches to education. In particular, **Presidential Decree PF-5712 (2019)** “*On the Approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030*” emphasizes the transition to competency-based education and the development of students’ communicative skills. Moreover, **Presidential Decree PF-60 (2022)** “*On the Development Strategy of New Uzbekistan for 2022–2026*” highlights the importance of improving foreign language education and preparing competitive specialists capable of effective professional communication. In addition, **Presidential Resolution PQ-1875 (2012)** “*On Measures to Further Improve the System of Learning Foreign Languages*” underscores the need to introduce communicative and interactive teaching methods at all levels of education, including vocational and technical institutions.

Pedagogical dialogue is not merely a method of communication but a fundamental principle of teaching and learning. As noted by Agababyan, Yarasheva, and Toshnazarova (2022), modern education requires interactive forms of communication that foster cooperation, reflection, and the intellectual development of learners. Dialogic interaction enables students to engage deeply with learning content and supports the formation of communicative and professional competence.

The theoretical foundations of dialogic pedagogy are further elaborated by Skidmore (2016), who emphasizes that dialogue transforms learning into a collaborative process of meaning-making. Similarly, Vithal and Vithal (2003) argue that dialogic pedagogy plays a crucial role in addressing diverse perspectives and developing learners’ critical awareness through constructive interaction.

In this context, the integration of dialogic discourse into language teaching in technical colleges aligns closely with national education policy objectives. Dialogic discourse serves as an effective linguo-pedagogical tool for developing students’ communicative competence, professional adaptability, and readiness for real-life interaction, thereby contributing to the training of competitive and socially active specialists.

One of the key aspects of pedagogical communication is its orientation toward interaction. Unlike traditional approaches, in which the teacher transmits knowledge and students passively

receive it, pedagogical communication involves discussion, analysis, and critical understanding of learning material. This interactive process enables students to develop a deeper understanding of the subject matter, ask questions, and form their own opinions. Consequently, pedagogical communication serves as a foundation for active and dynamic learning.

The significance of pedagogical communication in the educational process cannot be underestimated. It not only facilitates the acquisition of knowledge but also contributes to the development of students' social skills. Through dialogue and discussion, learners improve their communicative abilities, learn to listen to different viewpoints, and develop the capacity to understand and respect diverse perspectives. These skills are essential not only in academic contexts but also in real-life situations, as modern society requires individuals to work collaboratively, consider others' opinions, and reach compromises.

In contemporary education, organizing the learning process requires teachers to possess not only deep subject knowledge but also strong pedagogical competence. This includes mastery of various teaching methods, continuous professional development, and the ability to adapt instruction to changing educational demands. Since economic activity forms the basis of human life, individuals are increasingly expected to develop economic thinking skills. With the transition to a market economy, this demand has become even more pronounced. As a result, the foundations of economic education are introduced from secondary school, while students in higher education institutions—especially those in economics-related fields—are expected to go beyond basic economic thinking. They must be able to identify and analyze complex economic problems, evaluate development trends, and anticipate the possible outcomes of economic changes. Achieving these objectives requires a deep understanding of economic disciplines and the use of effective teaching methodologies.

The choice of appropriate teaching methods plays a decisive role in achieving educational outcomes. Even a high level of subject knowledge does not guarantee success if unsuitable methods are applied. Effective organization of the educational process becomes possible only when a teacher's knowledge is combined with pedagogical skill. In this regard, pedagogical communication also functions as a diagnostic tool within the learning process. By engaging in dialogue and discussing various aspects of instruction, teachers can better understand students' needs, motivations, and learning difficulties. This understanding allows educators to adapt teaching strategies to learners' specific conditions and interests, making flexibility a key factor in successful learning and interaction.

Building on the interactive nature of pedagogical communication, many scholars emphasize that **dialogic discourse** represents a qualitative shift in the understanding of teaching and learning. From a dialogic perspective, learning is not viewed as the transmission of ready-made knowledge but as a process of joint meaning-making between participants in communication. This idea is closely associated with the theoretical views of Bakhtin, who argued that meaning emerges through dialogue and that understanding is inherently social and relational (Bakhtin, 1981). In educational contexts, this implies that students construct knowledge through interaction with teachers and peers rather than through passive reception.

Expanding this view, Alexander emphasizes that dialogic teaching encourages learners to articulate ideas, justify opinions, and engage critically with alternative viewpoints (Alexander, 2008). According to him, dialogic discourse promotes higher-order thinking skills because it requires students to reason, reflect, and respond thoughtfully within a shared communicative space. This aligns with the principles of pedagogical communication, where interaction, questioning, and critical analysis form the foundation of effective learning.

Similarly, Mercer introduces the concept of *exploratory talk*, highlighting that dialogue enables learners to develop reasoning skills through collaborative discussion (Mercer, 2000). Mercer argues that when students are encouraged to explain their thinking, challenge assumptions, and negotiate meaning, learning becomes deeper and more sustainable. From this perspective,

pedagogical communication functions not only as a means of interaction but also as a cognitive tool that supports intellectual development.

Skidmore also underlines the importance of dialogue in pedagogy, stating that dialogic interaction transforms the learning process into a collaborative activity in which students actively participate in constructing knowledge (Skidmore, 2016). Likewise, Vithal and Vithal stress that dialogic pedagogy helps learners confront differing perspectives and develop critical awareness, particularly in complex and problem-oriented learning environments (Vithal & Vithal, 2003).

In vocational and technical education, dialogic discourse gains particular significance due to its close connection with real-life professional communication. Continuous dialogic interaction allows teachers to better identify students' needs, motivations, and learning difficulties, thereby enhancing the diagnostic function of pedagogical communication (Agababyan, Yarasheva, & Toshnazarova, 2022). This flexibility in instructional approach contributes to the creation of inclusive, learner-centered, and effective educational environments.

Pedagogical communication grounded in dialogic discourse is widely regarded by scholars as a powerful diagnostic and developmental tool in education. From a dialogic theory perspective, **Mikhail Bakhtin** emphasizes that meaning is inherently relational and emerges only through interaction. He states that "*understanding comes to fruition only in the response*" (Bakhtin, 1981, p. 282). This idea suggests that students' verbal responses, questions, and participation in dialogue reveal their level of comprehension and engagement. In pedagogical contexts, such responses enable teachers to diagnose learners' cognitive states and adjust instruction accordingly.

Supporting this view, **Robin Alexander** argues that dialogic teaching makes students' thinking visible and accessible to teachers. He notes that "*dialogue enables teachers to hear how children think, not just what they know*" (Alexander, 2008, p. 47). This highlights the diagnostic value of pedagogical communication, as dialogue provides continuous feedback about learners' reasoning processes. According to Alexander, such interaction allows teachers to respond flexibly to students' needs, thereby enhancing the effectiveness of instruction.

Similarly, **Neil Mercer** underscores the role of dialogue in revealing learners' understanding through collaborative talk. He asserts that "*through talk, learners make their reasoning explicit and available for joint consideration*" (Mercer, 2000, p. 141). Mercer's concept of *exploratory talk* demonstrates that when students explain, justify, and challenge ideas, teachers can identify misconceptions and support deeper learning. This reinforces the argument that dialogic pedagogical communication functions as a diagnostic mechanism within the learning process.

In addition to its diagnostic role, dialogic discourse contributes significantly to the creation of a safe and supportive learning environment. Bakhtin's notion of dialogism implies respect for multiple voices, as he emphasizes that "*the word in dialogue is oriented toward an answer*" (Bakhtin, 1981, p. 280). In educational settings, this orientation fosters mutual respect and psychological safety, encouraging students to express ideas without fear of judgment. As a result, pedagogical communication not only enhances learning outcomes but also supports students' emotional and social development.

Taken together, these scholarly perspectives demonstrate that pedagogical communication grounded in dialogic discourse serves as a multifaceted educational tool. By enabling diagnostic insight, adaptive teaching, and a supportive learning environment, dialogic pedagogical communication plays a crucial role in improving the quality and humanistic nature of contemporary education.

In conclusion, pedagogical communication plays a crucial role in creating a supportive and inclusive learning environment in which students are encouraged to test, develop, and refine their ideas without fear of judgment or negative evaluation. Such an environment fosters trust between teachers and learners, which in turn increases students' engagement, participation, and motivation in the educational process. When learners feel respected and heard, they are more likely to take an active role in learning and contribute meaningfully to classroom interaction.

However, effective pedagogical communication does not occur automatically and requires careful consideration of multiple factors. These include the level of preparedness of both teachers and students, cultural characteristics of the learning context, and the selection of appropriate teaching methods. The teacher plays a central role in this process, as they are responsible for guiding dialogue, encouraging discussion, and sustaining students' interest in the subject matter. Successful teachers employ a variety of strategies—such as group discussions, project-based learning, and role-playing activities—to actively engage learners and promote meaningful interaction.

In modern educational systems that increasingly emphasize interactive and learner-centered approaches, pedagogical communication has become an indispensable component of effective teaching. It integrates critical thinking, collaboration, and creativity, equipping students with skills that are essential in contemporary society, where adaptability and interaction are highly valued. Furthermore, pedagogical communication is closely aligned with constructivist learning theory, which views knowledge as actively constructed through interaction and prior experience. Dialogic pedagogy supports this perspective by enabling students not only to acquire information but also to generate their own interpretations and ideas about the learning material.

Overall, pedagogical communication can be regarded as a powerful educational tool that supports both cognitive and social development. By fostering open and honest dialogue between teachers and students, it contributes to the creation of a more effective, inspiring, and successful learning experience that prepares learners for both academic achievement and real-life challenges.

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