

RESEARCH ARTICLE

The Significance of Suggestive Competence in The Process of Pedagogical Communication

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Abstract

This article analyzes the significance of suggestive competence in the process of pedagogical communication from a scientific and pedagogical perspective. The study examines the theoretical foundations, structural components, and educational significance of suggestive competence. It also substantiates the methodological opportunities for developing suggestive competence in teacher education and its role in ensuring effective pedagogical interaction. Furthermore, the relationship between emotional intelligence, reflection, communicative culture, and suggestive competence is explored within the context of pedagogical communication.

KEY WORDS

Suggestive competence, pedagogical communication, future teacher, communicative competence, emotional intelligence, reflection, pedagogical mastery, professional training.

INTRODUCTION

The modernization of education systems throughout the world has significantly increased the requirements placed on teachers' professional competencies. Contemporary teachers are expected not only to possess profound subject knowledge and methodological skills but also to establish productive communication with learners, create a positive psychological environment, and support students' personal development through effective pedagogical interaction.

Pedagogical communication is one of the fundamental mechanisms through which educational goals are achieved. It serves as a medium for transmitting knowledge, organizing learning activities, developing social relationships, and fostering students' intellectual and emotional growth. The effectiveness of teaching largely depends on the quality of communication established between teachers and learners. Consequently, communication competence has become one of the key indicators of professional teacher readiness.

Within the framework of pedagogical communication, suggestive competence occupies a special position. This competence reflects the teacher's ability to exert positive educational influence through verbal and non-verbal communication, emotional support, motivational encouragement, and constructive interpersonal interaction. Suggestive competence enables teachers to inspire learners, strengthen their confidence, create favorable learning conditions, and promote active participation in educational activities.

Modern pedagogical research emphasizes that successful educational communication requires not only information exchange but also psychological influence based on trust, empathy, mutual respect, and emotional engagement. In this regard, suggestive competence functions as an integrative quality combining communicative culture, emotional intelligence, reflective thinking, and pedagogical mastery.

The relevance of this study is determined by the growing need to prepare future teachers capable of establishing effective pedagogical communication in increasingly complex educational environments. Understanding the significance of suggestive competence and identifying effective ways of its development can contribute to improving teacher education programs and enhancing the quality of pedagogical practice.

The purpose of this study is to investigate the significance of suggestive competence in pedagogical communication and to determine its role in the professional preparation of future teachers.

METHODS

The research was conducted using theoretical methods aimed at analyzing scientific approaches to suggestive competence and pedagogical communication. The methodological basis of the study consists of competency-based, communicative, learner-centered, activity-based, and reflective approaches.

A comprehensive review of contemporary pedagogical and psychological literature was carried out to identify the essential characteristics of suggestive competence and its relationship with pedagogical communication. Comparative analysis was employed to examine different interpretations of communicative competence, pedagogical influence, and professional teacher development.

The study also utilized methods of synthesis, systematization, and pedagogical modeling to construct a conceptual understanding of suggestive competence within the context of educational communication. These methods enabled the identification of key components and conditions necessary for the development of suggestive competence among future teachers.

The analysis focused on several interconnected dimensions, including pedagogical interaction, communication culture, emotional intelligence, reflective activity, and educational influence. Particular attention was paid to the role of suggestive competence in supporting constructive teacher-student relationships and improving educational outcomes.

RESULTS

The analysis of scientific literature indicates that suggestive competence represents a multidimensional professional quality that enhances the effectiveness of pedagogical communication. It enables teachers to establish meaningful interactions with learners and to create conditions conducive

to successful educational experiences.

Pedagogical communication extends beyond the simple transmission of information. It involves a complex system of interpersonal interactions through which teachers guide, motivate, support, and influence learners. Within this system, suggestive competence functions as a mechanism that strengthens educational influence while preserving respect for learners' individuality and autonomy.

The study revealed that suggestive competence includes several interrelated components. The motivational component reflects the teacher's commitment to supporting student development and achieving educational goals. Teachers with a well-developed motivational component demonstrate enthusiasm, professional dedication, and a genuine interest in learners' success.

The communicative component encompasses the ability to express ideas clearly, listen attentively, use persuasive language, and maintain productive dialogue. Effective communication creates favorable conditions for mutual understanding and cooperation between teachers and students.

The emotional component is closely associated with emotional intelligence. It enables teachers to recognize and regulate their own emotions while understanding the emotional states of learners. Emotional competence contributes to the creation of a supportive classroom atmosphere characterized by trust and psychological comfort.

The reflective component involves self-analysis and critical evaluation of professional practice. Through reflection, teachers become aware of the effectiveness of their communication strategies and identify opportunities for continuous improvement.

The practical component refers to the application of suggestive influence techniques in authentic educational situations. Teachers who possess practical suggestive skills can effectively motivate students, manage classroom interactions, and address educational challenges through constructive communication.

The results also demonstrate that suggestive competence significantly influences several aspects of pedagogical communication. It facilitates the establishment of positive teacher-student relationships, strengthens learners' motivation, reduces communication barriers, and promotes

active participation in educational activities. Furthermore, suggestive competence contributes to conflict prevention and resolution by fostering empathy and mutual understanding.

The findings indicate that emotional intelligence and communicative culture play particularly important roles in the development of suggestive competence. Teachers who demonstrate empathy, emotional stability, and respectful communication are more likely to establish productive educational relationships and achieve positive learning outcomes.

Another important result concerns the role of reflective practice. Reflection allows future teachers to evaluate their communicative behavior, recognize strengths and weaknesses, and develop more effective strategies for educational interaction. Consequently, reflective activities should be considered an essential element of teacher education programs.

DISCUSSION

The findings of this study support the view that suggestive competence is a critical factor influencing the quality of pedagogical communication. Contemporary educational environments require teachers to perform multiple roles, including instructor, mentor, facilitator, and counselor. Successful performance of these roles depends largely on the teacher's ability to communicate effectively and establish positive interpersonal relationships.

The increasing emphasis on learner-centered education further highlights the significance of suggestive competence. Learner-centered approaches require teachers to understand students' individual needs, provide emotional support, and encourage active participation in learning processes. Suggestive competence enables teachers to fulfill these requirements by integrating communication skills with psychological and emotional awareness.

The study confirms that pedagogical communication cannot be reduced to technical communication skills alone. Rather, it involves a complex interaction of cognitive, emotional, motivational, and behavioral factors. Suggestive competence serves as a unifying framework through which these factors contribute to effective educational influence.

The analysis also demonstrates that the development of suggestive competence requires systematic educational efforts. Teacher preparation programs should incorporate

communication training, reflective practice, emotional intelligence development, and experiential learning opportunities. Such approaches can help future teachers acquire the competencies necessary for successful professional practice.

Furthermore, the integration of interactive learning methods can significantly enhance the development of suggestive competence. Activities such as role-playing, case studies, group discussions, microteaching, and reflective exercises provide valuable opportunities for practicing pedagogical communication in realistic contexts. The findings suggest that suggestive competence should be regarded as an essential component of professional teacher competence and should receive greater attention within contemporary teacher education curricula.

CONCLUSION

The study demonstrates that suggestive competence plays a significant role in the process of pedagogical communication and constitutes an important component of professional teacher competence. Through suggestive competence, teachers can establish positive educational relationships, motivate learners, support emotional well-being, and create favorable conditions for learning.

The results indicate that suggestive competence integrates motivational, communicative, emotional, reflective, and practical dimensions of professional activity. These components function collectively to enhance the effectiveness of pedagogical interaction and educational influence.

The development of suggestive competence requires the implementation of learner-centered approaches, communication training, reflective practices, and emotional intelligence development within teacher education programs. Such measures can contribute to preparing future teachers who are capable of meeting the complex communication demands of contemporary educational environments.

Further research may focus on empirical investigations of suggestive competence development and the design of innovative educational technologies aimed at strengthening pedagogical communication skills among future teachers.

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