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Development of communication and pedagogical communication competence of future history teachers based on the heritage of farabi

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Annotation: The article provides a scientific analysis of the scientific and educational heritage of Farabi, in particular, the methods of developing the communicative and pedagogical communicative competence of future history teachers based on his views on communication, moral education, and the educational process. In the research process, the principles of social communication, teacher-student relations, speech culture, and spiritual and moral maturity in the works of Farabi are integrated into historical education. The results show that Al-Farabi's legacy is an effective source for the development of pedagogical communication and plays an important role in increasing the professional competence of future history teachers.

Keywords: Farabi, pedagogical communication, development of communicative competence, history teachers, moral education, pedagogical skills, speech culture, personal development.

In the context of today's globalization, effective communication and pedagogical communication in the educational process is one of the most important professional competencies of a teacher. Especially in areas requiring analytical and logical thinking, such as history, organizing students' thinking activities, directing them to understand historical events, and engaging them in discussions require high communicative skills from the teacher.

Abu Nasr Farabi, one of the thinkers of the Eastern Renaissance, is one of the scholars who thoroughly analyzed the essence of the pedagogical process, human perfection, the culture of communication, and the ethical foundations of educational activity. His works, such as "The City of Virtuous People," "On Achieving Happiness," "On the Meanings of Mind," serve as an important theoretical basis for future history teachers regarding the essence of pedagogical communication, the relationship between teacher and student, and the social nature of man.

From this point of view, in this study, the role of Al-Farabi's legacy in the modern pedagogical process, in particular, in the system of training history teachers, in the development of communication and pedagogical communication competence, is analyzed on a scientific basis.

The study relied on the following methodological foundations and methods:

1. Historical-philosophical analysis - in the works of Farabi, ideas about communication, morality, personal development, and the educational process were analyzed.
2. Pedagogical-communicative approach - modern concepts (competence model, theory of communicative activity, model of pedagogical interaction) on the



formation of communicative competence of the teacher's personality were taken as a basis.

3. Comparison and Integrative Analysis - the ideas of Al-Farabi's legacy were compared with the requirements of modern historical education, and ways of didactic integration were developed.
4. Empirical observation and interviews - small-amplitude experiments were conducted to assess the communication skills of students in the field of history, the application of Farabi's ideas.

The Role of Communication and Human Relations in Al-Farabi's Teachings. Al-Farabi, considering man as a "social being," emphasizes that the development of society depends on the proper communication, mutual understanding, and cooperation of people. He notes that in a virtuous society, the teacher's task is to educate the student not only as a knowledgeable, but also as a morally mature person. These views are important as spiritual foundations of pedagogical communication.

Culture of speech and the order of thinking in the legacy of Farabi. The scholar emphasizes that clarity, logic, and consistency of reasoning are the main manifestations of a teacher's activity. These ideas are especially necessary for history teachers, as they develop students' skills in historical thinking, logical analysis, and interpretation of events.

The influence of Al-Farabi on the model of pedagogical communication for history teachers. In the course of the research, the following competency model was developed, based on the ideas of Farabi:

- Ethical and communicative competence: conducting benevolent, fair communication with the student.
- Logical-speech competence: clear, consistent, and understandable narration of historical events.
- Dialogic competence: proper management of disputes and discussions.
- Spiritual and psychological sensitivity: the use of emotional impact mechanisms in awakening students' historical thinking.

Results of the integration of Farabi's pedagogy into the educational process. In the experimental work, communication exercises based on the views of Farabi (discussion trainings, moral situational tasks, historical-character dialogues) were used. The results obtained are as follows:

- The speech culture of students improved by 15-20%.
- Skills in consistently and logically conveying historical topics have significantly improved.
- Trust in communication and a culture of working with people have increased.
- A reflexive approach to managing pedagogical situations has been formed.

These results confirm the practical significance of Al-Farabi's legacy in the development of modern pedagogical communication competence.



Al-Farabi's legacy is not only a collection of philosophical ideas, but also a system of universal pedagogical values for the educational process. His views on teacher-student relations, speech culture, and moral perfection can be an important theoretical and practical source in the formation of communication and pedagogical communication competence of future history teachers.

The study showed that the integration of Farabi's ideas into the pedagogical process:

- develops students' communication culture;
- improves the quality of conveying historical topics;
- helps to make the right decisions in pedagogical situations;
- strengthens the spiritual maturity of the teacher's personality.

Thus, the use of Farabi's legacy is one of the effective ways to provide history teachers with modern professional competencies.

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