

**RESEARCH ARTICLE**

# General Pedagogical Process. Didactics Is The Theory Of Pedagogical Education

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## Abstract

The preparation of future teachers for mediation activities is becoming an important direction in modern pedagogical education, as educational institutions increasingly face situations requiring constructive dialogue, conflict prevention, emotional regulation, and cooperative problem-solving. This article examines the pedagogical conditions for preparing future teachers for mediation activities based on the communicative approach. The study interprets mediation not only as a legal or organizational procedure, but also as a pedagogical activity aimed at establishing mutual understanding, preventing destructive conflict, and creating a psychologically safe educational environment. The communicative approach is considered as the methodological basis for developing students' abilities in active listening, dialogic interaction, empathy, argumentation, negotiation, tolerance, and reflective communication. The article identifies the main pedagogical conditions necessary for effective preparation: the formation of communicative competence, integration of mediation content into professional training, use of interactive teaching methods, development of emotional intelligence, creation of a conflict-sensitive educational environment, and organization of reflective practice. The results show that preparing future teachers for mediation activities requires a systematic connection between theoretical knowledge, practical communication exercises, ethical values, and real pedagogical situations.

## KEYWORDS

Future teachers, mediation activity, communicative approach, pedagogical conditions, conflict resolution, communicative competence, active listening, empathy, dialogue, teacher training.

## INTRODUCTION

The modernization of higher pedagogical education requires the preparation of teachers who are able not only to transmit knowledge, but also to organize constructive interaction, manage communication processes, prevent conflicts, and support the emotional well-being of learners. In contemporary educational practice, conflicts may arise between students, between teacher and student, between parents and

educational institutions, or within pedagogical teams. Such situations require from the teacher not authoritarian pressure, but the ability to listen, understand, negotiate, and guide participants toward a mutually acceptable solution. Therefore, mediation activity is becoming one of the essential components of professional pedagogical competence.

Mediation in the educational context can be understood as a process of facilitating constructive communication between

conflicting parties in order to clarify interests, reduce emotional tension, restore cooperation, and find a solution acceptable to all participants. A teacher who possesses mediation skills does not simply punish or suppress conflict. Instead, the teacher helps participants express their positions, understand each other's needs, and transform conflict into a developmental situation. This is especially important in educational institutions, where interpersonal relations influence academic motivation, psychological comfort, classroom discipline, and the quality of the educational process.

The communicative approach provides an effective methodological basis for preparing future teachers for mediation activities. This approach is based on the idea that professional pedagogical activity is realized through communication. The teacher's ability to organize dialogue, ask open questions, interpret non-verbal signals, demonstrate empathy, provide feedback, and create a respectful communicative space directly affects the success of mediation. In this sense, mediation competence cannot be formed only through theoretical lectures on conflict resolution. It requires systematic development of communicative skills, practical exercises, role-playing situations, reflective analysis, and value-based preparation.

The relevance of this topic is also connected with the need to humanize the educational environment. Modern pedagogy emphasizes cooperation, learner-centeredness, inclusiveness, tolerance, and respect for individual differences. These principles cannot be implemented without a high level of communicative culture among teachers. Future teachers must learn to recognize early signs of conflict, understand the emotional states of participants, prevent escalation, and apply strategies of constructive dialogue. Thus, the preparation of future teachers for mediation activities becomes an important condition for improving the quality of pedagogical interaction.

The purpose of this article is to analyze the pedagogical conditions for preparing future teachers for mediation activities based on the communicative approach. The article focuses on the theoretical, methodological, and practical aspects of this preparation and identifies the conditions necessary for the development of mediation competence in students of pedagogical higher education institutions.

The study is based on theoretical and methodological analysis of scientific literature related to pedagogical communication, mediation, conflict resolution, communicative competence,

and teacher professional training. The research used analytical, comparative, interpretive, and modeling methods. The analytical method made it possible to study the essence of mediation activity in the educational context. The comparative method was used to distinguish traditional conflict management from mediation-oriented pedagogical interaction. The interpretive method helped to reveal the communicative nature of mediation activity. The modeling method was used to define the pedagogical conditions necessary for preparing future teachers for mediation activities.

The methodological basis of the study includes the communicative approach, competence-based approach, activity-based approach, humanistic pedagogy, and reflective approach. The communicative approach considers communication as the central mechanism of professional pedagogical activity. The competence-based approach makes it possible to describe mediation readiness as an integral professional quality consisting of knowledge, skills, values, and personal attitudes. The activity-based approach emphasizes the importance of practical exercises, simulations, and real communicative tasks. Humanistic pedagogy highlights respect, empathy, tolerance, and cooperation as the ethical foundation of mediation. The reflective approach focuses on students' ability to analyze their own communicative behavior and improve it.

In this article, mediation readiness is understood as the future teacher's ability and willingness to prevent, analyze, and constructively resolve conflicts in the educational environment through communication-based strategies. It includes theoretical understanding of conflict, practical skills of dialogue and negotiation, emotional self-regulation, empathy, ethical responsibility, and reflective analysis. Pedagogical conditions are interpreted as a set of educational, methodological, organizational, psychological, and communicative factors that ensure the effective formation of mediation readiness.

The first important pedagogical condition for preparing future teachers for mediation activities is the systematic formation of communicative competence. Mediation is impossible without developed communication skills. Future teachers must learn to express thoughts clearly, listen attentively, ask clarifying questions, summarize the positions of participants, identify hidden interests, and maintain a respectful tone even in emotionally tense situations. Communicative competence also

includes the ability to understand non-verbal behavior, such as facial expressions, gestures, posture, pauses, and tone of voice. In mediation situations, these elements often reveal emotional states and unspoken concerns. Therefore, the educational process should include purposeful training in active listening, dialogic speech, feedback, and conflict-sensitive communication.

The second condition is the integration of mediation content into professional pedagogical training. Mediation should not be presented as an isolated topic studied only within one lecture or one short module. It should be connected with courses on pedagogy, psychology, classroom management, educational work, inclusive education, ethics, and pedagogical communication. Such integration allows students to understand mediation as a natural part of the teacher's professional activity. For example, when studying classroom management, students can analyze how mediation prevents disciplinary conflicts. When studying developmental psychology, they can examine age-related causes of conflict. When studying inclusive education, they can learn how mediation supports respect for diversity and prevents discrimination.

The third condition is the use of interactive teaching methods. Since mediation is a practical communicative activity, it cannot be effectively developed through passive learning alone. Role-playing, case studies, simulation, group discussion, debate, problem-based learning, and communicative training are necessary. In role-playing activities, students may act as teacher-mediator, student, parent, or observer. Such exercises help them experience different positions in conflict and develop the ability to understand the interests of all parties. Case studies allow students to analyze realistic pedagogical situations, identify the causes of conflict, and propose mediation strategies. Communicative training develops practical skills such as paraphrasing, neutral questioning, emotional stabilization, and formulation of agreement.

The fourth condition is the development of emotional intelligence. Mediation activity requires the teacher to manage not only communication, but also emotions. Conflicts are often accompanied by anxiety, anger, fear, resentment, shame, or misunderstanding. A future teacher must be able to recognize emotional tension, regulate personal reactions, and help participants reduce emotional pressure. Emotional intelligence includes self-awareness, self-control, empathy, social

awareness, and relationship management. In mediation, emotional intelligence helps the teacher remain neutral, patient, and supportive. It also allows the teacher to avoid impulsive judgments and to focus on the needs of participants rather than on external expressions of conflict.

The fifth condition is the formation of ethical and value-based readiness for mediation. A mediator-teacher must be guided by principles of impartiality, confidentiality, respect, responsibility, fairness, and voluntary participation. If the teacher imposes a solution, ignores one participant's opinion, or uses mediation as a form of hidden punishment, the process loses its pedagogical value. Therefore, future teachers should understand that mediation is based on trust and human dignity. Ethical readiness also includes tolerance toward different opinions, cultures, family backgrounds, and communication styles. In multicultural and socially diverse classrooms, this condition is especially important.

The sixth condition is the creation of a conflict-sensitive educational environment in higher pedagogical education. Students cannot develop mediation readiness if the educational environment itself is authoritarian, closed, or indifferent to dialogue. University teachers should model respectful communication, constructive feedback, and democratic interaction. The learning environment should encourage students to express their opinions, discuss difficult questions, analyze disagreements, and search for cooperative solutions. In such an environment, students experience the communicative principles that they will later apply in their professional practice. The hidden curriculum of the university, including the communication style of teachers, plays a significant role in shaping future teachers' mediation culture.

The seventh condition is the organization of reflective practice. Mediation skills are strengthened when students analyze their own communicative behavior. Reflection helps future teachers understand how they respond to disagreement, whether they listen carefully, how they react to criticism, and whether they can remain neutral in conflict situations. Reflection can be organized through written diaries, discussion after role-playing, peer feedback, video analysis of communication exercises, and self-assessment questionnaires. Through reflection, students become aware of their strengths and weaknesses and develop an individual path for improving mediation competence.

The eighth condition is the connection between theoretical knowledge and real pedagogical practice. During pedagogical

practice in schools or preschool institutions, students encounter real communication difficulties and conflicts. These situations should be analyzed not only as disciplinary problems, but also as opportunities for mediation learning. Supervisors and university teachers should help students observe conflicts, identify their causes, choose communication strategies, and evaluate the results. If mediation training remains only theoretical, students may have difficulty applying it in real situations. Therefore, practical experience is a necessary component of professional preparation.

The ninth condition is methodological support for university teachers who prepare future pedagogues. In order to teach mediation effectively, university instructors themselves must possess mediation culture and communicative competence. They need methodological materials, diagnostic tools, case collections, role-play scenarios, assessment criteria, and recommendations for organizing communicative training. Without methodological support, mediation preparation may become fragmentary and dependent only on individual teachers' experience. A systematic approach requires curriculum development, teaching resources, and institutional support.

The tenth condition is the assessment of mediation readiness. The development of future teachers' mediation competence should be diagnosed through clear criteria and indicators. These may include the ability to identify conflict causes, listen actively, remain neutral, ask constructive questions, formulate common interests, reduce emotional tension, organize dialogue, and support agreement. Assessment should not be limited to written tests, because mediation readiness is expressed in practical communicative behavior. Therefore, observation, simulation tasks, reflective reports, peer assessment, and expert evaluation should be used together.

The analysis shows that preparing future teachers for mediation activities based on the communicative approach requires a holistic transformation of professional training. Mediation competence is not a separate technical skill that can be formed quickly. It develops gradually through the combination of knowledge, communication practice, emotional maturity, ethical values, and reflective experience. Therefore, pedagogical universities should treat mediation readiness as an important component of teacher professional competence.

The communicative approach is particularly effective because it corresponds to the essence of mediation. Mediation is built

on dialogue, active listening, mutual understanding, and cooperative decision-making. A teacher who has mastered communicative strategies can prevent conflict escalation and create conditions for constructive interaction. This is especially relevant in modern educational environments where students differ in temperament, learning needs, cultural background, family experience, and social behavior. The teacher-mediator must be able to transform these differences into a basis for cooperation rather than a source of confrontation.

One of the key issues is the distinction between traditional disciplinary response and mediation. In many educational situations, conflict is still perceived mainly as a violation of order. As a result, teachers may rely on punishment, prohibition, or administrative pressure. Such methods may temporarily stop conflict, but they often do not solve its deeper causes. Mediation, in contrast, aims to restore communication and help participants understand each other. This does not mean that discipline becomes unnecessary. Rather, discipline is supported by dialogue, responsibility, and conscious agreement. Future teachers should be trained to combine pedagogical authority with communicative flexibility.

The development of emotional intelligence deserves special attention. In real conflict situations, the teacher's emotional reaction can either calm the situation or intensify it. If the teacher responds with irritation, sarcasm, or accusation, students may become defensive and the conflict may deepen. If the teacher demonstrates calmness, empathy, and fairness, participants are more likely to engage in dialogue. Therefore, emotional self-regulation should be included in teacher training programs. Students should learn not only what to say during mediation, but also how to maintain internal stability and psychological balance.

Interactive methods are highly effective for mediation preparation because they reproduce real communication dynamics. Role-playing and case analysis allow students to practice mediation strategies in a safe educational environment before facing real conflicts. However, these methods should be carefully designed. The teacher should not only organize the activity, but also guide analysis after it. Students need to discuss what communication strategies were successful, what mistakes occurred, how emotions were managed, and whether the proposed solution was fair. Without reflection, interactive methods may remain superficial.

The ethical dimension of mediation is also central. A teacher-

mediator has influence over students and must use this influence responsibly. Neutrality, confidentiality, respect, and fairness are not formal principles; they determine whether participants trust the mediation process. If students feel that the teacher has already chosen a side, they will not speak openly. If they fear that their words will be used against them, mediation will fail. Therefore, future teachers should be trained in professional ethics and should understand the moral responsibility of mediation activity.

The implementation of mediation preparation in higher pedagogical education may face certain difficulties. Some curricula may already be overloaded with theoretical subjects, leaving little space for practical communication training. Some university teachers may lack experience in mediation technologies. Students may also initially perceive mediation as a soft or secondary skill compared to subject knowledge. These difficulties can be overcome by showing the direct connection between mediation, classroom management, educational quality, psychological safety, and teacher professional success.

Another important issue is the adaptation of mediation to national educational values and cultural context. In Uzbekistan, respect for elders, collective responsibility, family participation, and moral education are important social values. These values can support mediation if they are interpreted through dialogue, mutual respect, and responsibility. At the same time, mediation requires that every participant's voice be heard, including the voice of the child or student. Therefore, mediation training should harmonize national educational traditions with modern communicative and humanistic approaches.

The findings of this theoretical study indicate that mediation preparation should be organized as a continuous process. It should begin with the formation of basic communicative competence, continue through the study of conflict theory and mediation principles, and then move into practical training, reflection, and pedagogical practice. Such continuity ensures that future teachers develop not only knowledge about mediation, but also readiness to apply it in real professional situations.

Preparing future teachers for mediation activities based on the communicative approach is an important task of modern pedagogical education. The teacher of the twenty-first century must be able to organize constructive communication, prevent destructive conflicts, support emotional safety, and guide

learners toward mutual understanding. Mediation activity allows the teacher to transform conflict from a destructive event into a pedagogical opportunity for dialogue, responsibility, and personal development.

The main pedagogical conditions for preparing future teachers for mediation activities include the development of communicative competence, integration of mediation content into professional training, use of interactive teaching methods, development of emotional intelligence, formation of ethical readiness, creation of a conflict-sensitive educational environment, organization of reflective practice, connection with real pedagogical experience, methodological support for instructors, and assessment of mediation readiness. These conditions are interconnected and should be implemented systematically.

The communicative approach provides the methodological foundation for this process because mediation is realized through dialogue, listening, empathy, feedback, argumentation, and negotiation. When future teachers master these communicative tools, they become more capable of managing pedagogical interaction humanely and effectively. As a result, the educational environment becomes more cooperative, psychologically safe, and development-oriented.

Thus, the preparation of future teachers for mediation activities should become an integral part of teacher education programs. It contributes not only to conflict resolution, but also to the development of professional culture, pedagogical responsibility, communicative competence, and humanistic values. Further research may focus on developing diagnostic tools for measuring mediation readiness, designing experimental training programs, and evaluating the effectiveness of communicative mediation technologies in pedagogical higher education institutions.

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