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PEDAGOGIKADA PERFORMATIV YONDASHUVNING MOHIYATI VA NAZARIY ASOSLARI

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Annotatsiya

Ushbu maqolada performativ yondashuv asosida pedagogik kollaborativ kompetensiyalarni rivojlantirishning samarali mexanizmlari ilmiy tahlil qilingan. Shuningdek, performativ yondashuvning nafaqat kasbiy mahoratni, balki ijtimoiy-hissiy aql, empatiya va tashabbuskorlikni ham rivojlantirishga xizmat qilishining nazariy asoslari ham ochib berilgan.

Kalit so‘zlar: performativ yondashuv, kollaborativ kompetensiya, psixolog, pedagog, hamkor, diagnostik bosqich, amaliy bosqich, refleksiv bosqich, motivatsion-fasilitativ funksiya, kommunikativ funksiya, koordinatsion funksiya va koordinatsion funksiya.

СУЩНОСТЬ И ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ПЕРФОРМАТИВНОГО ПОДХОДА В ПЕДАГОГИКЕ

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Аннотация

В данной статье на основе перформативного подхода научно проанализированы эффективные механизмы развития совместных компетенций. Также раскрыты теоретические основы исполнительского подхода, который служит развитию не только профессиональных навыков, но и социально-эмоционального интеллекта, эмпатии и инициативы.

Ключевые слова: перформативный подход, совместная компетентность, психолог, педагог, партнер, диагностический этап, практический этап, рефлексивный этап, мотивационно-фасилитационная функция, коммуникативная функция, координационная функция и координационная функция.

THE ESSENCE AND THEORETICAL FOUNDATIONS OF THE PERFORMATIVE APPROACH IN PEDAGOGY

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Abstract

In this article, based on the performative approach, the effective mechanisms of the development of collaborative competencies employees have been scientifically analyzed. Also, the theoretical basis of the performance approach, which serves to develop not only professional skills, but also socio-emotional intelligence, empathy and initiative, is revealed.

Keywords: performative approach, collaborative competence, psychologist, pedagogue, partner, diagnostic stage, practical stage, reflexive stage, motivational-facilitative function, communicative function, coordination function and coordination function.

The performative approach plays a significant role in shaping relationships between people and in improving the quality of these relationships. Although this approach has been widely

studied in literature and linguistics, it is also broadly applied in practical social spheres. From the perspective of the social sphere, the performative approach can be described as follows: ensuring the harmony between words used in the process of activity and actions, establishing the unity of word and action as a strict principle, and generalizing the rules, procedures, and norms that ensure the culture of communication, reflection, and negotiation through the demonstration of a high level of intellectual potential in both written and oral communication.

Literature Review. The advantage of improving the activities of specialists in the family and women's system through the performative approach lies in organizing the precise, purposeful, and consistent use of words and concepts applied in communication, based on the activities that need to be carried out [1; p. 26]. The performative approach is a characteristic that includes expressing direction, executing, determining, or striving to implement something through uttering a statement. The main principles of the performative approach include the following: it must be carried out by responsible persons, its content must be clear, and there must be specific conditions and systems for implementing activities based on this content.

The performative approach refers to making judgments, indicating, or shaping something through a type of utterance or action performed in language. It is usually applied to the legal time or state of language and appears alongside its explanatory statements. The performative approach differs in that it involves performing an action by uttering a statement, rather than creating a statement through the execution of an action. The professionalism of employees in the family and women's system plays a decisive role in ensuring the effectiveness of reforms being implemented in the field. On the other hand, like all sectors, the family and women's system is also considered an important system in the processes of globalization [2; p. 29]. In particular, the collaborative competence of system employees is of great importance in solving problems related to family and women, finding solutions, and making decisions.

The performative approach emerged in the mid-20th century at the intersection of the philosophy of language, sociology, semiotics, and pedagogy, emphasizing that the content and outcome of human activity are manifested through speech and social practices. The founder of this approach is considered to be the English philosopher J.L. Austin. In his work "How to Do Things with Words," he scientifically substantiated that language is not only a means of transmitting information but also a performative tool that carries out actions [3]. Later, J. Searle, J. Derrida, M. Foucault, and J. Butler further developed this approach within social and cultural contexts [4].

According to the philosopher J.L. Austin, any speech expression is divided into two types: constative (descriptive of a state) and performative (action-performing). For example, expressions such as "I understand you" or "I consider you independent" change reality through the social role of the speaker. From this perspective, in the pedagogical process, the words, actions, and expressions of a women's activist or social worker also have specific socio-practical outcomes. This, in turn, has led to the emergence of the concept of socio-pedagogical performativity.

J. Butler analyzed performativity in the process of forming social identity and socio-cultural roles. According to the ideas presented in her work "Gender Trouble," a person continuously constructs their social "self" through performative acts. This approach reveals the mechanisms for consciously shaping and expressing the social roles of specialists working in the family and women's system—such as "advisor," "psychologist," "educator," and "partner" [5].

The integration of various disciplines into socio-humanitarian knowledge, along with a deeper differentiation of the categorical-conceptual apparatus, is a characteristic feature of this field. The phenomenon of performance was developed in the 20th century and is fully reflected in theories that serve as a reflection on social, political, technological, and other phenomena of everyday reality [6; p. 52]. Along with the linguistic and visual turns that defined research methodology and new methods, many areas of modern humanitarian knowledge are experiencing

the influence of the performative turn. The philosopher J.L. Austin identified the differences between performative and constative statements [7; p. 36].

By applying this approach to the activities of employees in the family and women's system, it becomes possible to strengthen teamwork, make prompt decisions in problematic situations, enhance the culture of communication, and introduce innovative approaches [8]. This is because performative activity integrates the levels of cognition, emotion, and action of an individual. In turn, this fosters mutual trust, initiative, and responsibility. In the socio-pedagogical context, the performative approach is implemented in the following three stages:

- diagnostic stage – assessing the communicative and collaborative competence of employees;
 - practical stage – exerting social influence through speech, communication, role-based, and emotional performances;
 - reflective stage – analyzing the social outcomes of the implemented performative actions.
- Based on these stages, the performative model performs the following functions:
 - motivational-facilitative function – creating a positive psychological climate within the team;
 - communicative function – establishing communication based on mutual trust;
 - coordination function – ensuring the unity of actions;
 - innovative function – developing new socio-pedagogical forms and methods.

Thus, the performative approach is recognized as an effective mechanism for developing collaborative competence in the activities of employees within the family and women's system. This approach serves not only to enhance professional skills but also to develop socio-emotional intelligence, empathy, and initiative. In this approach, human activity—particularly professional and social interactions—is interpreted as a process that manifests in practice.

In today's global educational landscape, it is important for employees to be not only knowledgeable but also capable of working in teams, adaptable, and open-minded. In particular, fostering a culture of collaboration among employees in the family and women's system has become a central focus of modern educational strategies. In contemporary social governance and social service systems, the effectiveness of working with families and women largely depends on specialists' ability to operate collaboratively with various institutions, organizations, and stakeholders. Therefore, in recent years, both foreign and national research and practice have paid special attention to developing employees' collaborative competence. Looking at international experience, collaborative competence among specialists working with families and women is primarily formed through inter-institutional and inter-professional cooperation. In European countries, particularly Spain, Germany, and the Scandinavian nations, family services are based on close collaboration between social services, healthcare, education, and law enforcement agencies. In these countries, employees are expected not only to fulfill their functional responsibilities but also to possess the skills to make joint decisions in problematic situations, distribute responsibility, and carry out activities oriented toward collective outcomes.

In foreign practice, the development of collaborative competence often takes place through practice-oriented trainings, case studies, role-playing, and reflective analysis mechanisms. Employees learn to work together, communicate, reach compromises, and reconcile opposing views based on real-life situations. Notably, in the experience of the United States and the United Kingdom, a team-based approach is prioritized in working with cases of domestic violence and women and children in socially vulnerable groups. In this context, collaborative competence is not considered an individual trait but is shaped as an element of institutional culture.

Additionally, international practice has established specific criteria for assessing and developing collaborative competence. These criteria serve to evaluate employees' participation in

collaborative activities, initiative, communication culture, and contribution to collective outcomes. This, in turn, enables the continuous improvement of collaborative competence.

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