



Formation Of Communicative Competence Characteristics Of Students In The Educational Process

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Abstract: The article discusses the current issues of achieving educational efficiency in the conditions of new Uzbekistan. Also, the advantages of using innovative methods in the formation of students' communicative competence characteristics, the content of using innovative methods are highlighted.

Keywords: competence , communicative competence , learning process, innovative technology, worldview, debate, brainstorming, cluster .

An important effect of the introduction of technologies used in the course of the lesson today is the importance of students' learning, the formation of independent thinking skills and independent work skills in them. The expected result of the main reforms in the field of education, first of all, the issue of training competitive personnel and forming a competent generation puts responsible tasks before each pedagogue.

The organization and management of innovative processes aimed at developing the professional competence of students in educational institutions requires the use of the most effective management methods based on scientific and technical achievements, new personal professional qualities, which in turn determines the need for strategic management.

In educational institutions, it is necessary to effectively manage innovative processes organized in the directions of developing students' professional competence, to develop students' interest in this process, and to design innovative processes in advance, taking into account the specific characteristics of innovations.

higher education institutions as a complex, multi-level process, a number of features should be considered as features of innovation: dialectic, periodicity, level of foundation, significance, risk-taking, leadership ability. such as manageability, the ability to differentiate people according to their interests, and the subject's acceptance of innovations.

Personality , socialization, behavior, communication, communication skills, communicative competence, its content and structure, interpersonal interaction. In psychology, communicative competence is understood as a complex personal characteristic, including communication abilities and skills, psychological knowledge in the field of communication, personal characteristics and psychological states accompanying the communication process.

In the methodology of teaching the mother tongue, "communicative competence is the ability and real readiness to adequately relate to the goals, areas and situations of communication, readiness for oral communication and mutual understanding" (2, p. 27). Its components, as noted by EA Bystrova, are knowledge of speech science concepts and communicative skills at the reproductive and productive levels.

These are the skills of consciously choosing linguistic tools for communication in accordance with the speech situation; to adequately understand oral and written speech and to repeat its content as necessary, to create unique coherent statements of various genres and typological connections.



Formation of communication skills, as noted by EA Bystrova, "is possible only on the basis of linguistic and linguistic competence."

Communicative competence, supports EI Litnevskaya, "learns all types of speech activities and the basics of oral and written speech culture, the basic abilities and skills of using language in areas and communication situations that are important for a certain age includes mastery" (p. 3, 39).

Communicative competence is the acquisition of complex communication skills and abilities, the formation of adequate skills in new social structures, knowledge of cultural norms and limitations in communication, knowledge of customs, traditions, etiquette in the field of communication, etiquette to observe the rules of morality, to observe good manners, orientation to the communicative means characteristic of the national, class mentality and expressed within this profession.

Communicative competence is a generalized communicative characteristic of a person, which includes communication abilities, knowledge, skills, emotional and social experience in the field of business communication.

Communicative competence is a holistic quality that synthesizes general culture and its specific manifestations in professional activity. One of the conditions of communicative competence is the fulfillment of certain rules and requirements. The most important of these rules are:

The most general rule is the rule that one cannot begin to express an opinion if it is unclear or not fully understood by him.

The rule "always be ready to understand". There are a large number of semantic and personal barriers that often lead to incomplete and incorrect understanding of messages.

The rule of uniqueness. Vague, ambiguous, ambiguous phrases and words should be avoided, unfamiliar or highly specialized terms should not be used unnecessarily.

The rule of thumb for managing non-verbal signals. It is not enough to just control your speech and the content of your message.

It is also necessary to control its form in the part related to its external "accompaniment" - facial expressions, gestures, intonation, posture.

The "own wrong" rule. It should always be accepted that personal views may be wrong during communication. This often warns of serious mistakes. The rule of "space and time". The effectiveness of any message increases dramatically if it is timely and the most appropriate situation is chosen for its implementation.

The rule of openness refers to the willingness to revise one's point of view under the influence of newly discovered circumstances, as well as the ability to accept and take into account the point of view of the interlocutor. One of the meanings of the vague word competence mentioned in dictionaries is in which field. has good education, knowledge and experience. has good knowledge.

Communicative competence consists of the following abilities:

1. Give a socio-psychological forecast of the communicative situation in which you communicate;
2. Social-psychological programming of the communication process based on the uniqueness of the communicative situation;
3. Implementation of socio-psychological management of communication processes in a communicative situation [2].

In modern methodological science, competence means a set of language knowledge, skills and abilities. In addition to the term competence, the term competence is also used.



These concepts are classified as follows: competence - "the knowledge, skills, set of skills acquired during the lesson constitutes a meaningful component of training", competence "determines the ability to perform activities based on personal characteristics, formed knowledge. competence" (1, p. 142).

The study of communicative competence was initially carried out in the context of the psychology of communication, the theory and practice of social-psychological training, as well as the practice-oriented technologies of communication improvement.

Work on this issue is mainly focused on the needs of practice and is carried out in different vectors:

- to education ;
- in a personal-active approach to education;
- in the theory of professional personality formation;
- from the theory of modernization of modern education;
- in the concepts of effectiveness, optimization and intensification of the pedagogical process.

In Western psychology of the 20th century, the study of the problem of communicative competence was mainly of a pragmatic nature in connection with the need to improve the practice of business relations and develop all kinds of growth institutions (Shcherbakova TN).

Thus, the theory of communicative competence (Wiemann) prioritizes the structure of communicative competence of interacting partners in the study of effective interpersonal communication.

Communicative competence is defined here as the appropriate pragmatic use of social knowledge and social skills in a relational context. According to this concept of communicative competence, the following characteristics can be distinguished:

- conformity of behavior to the context of the interactive situation;
- compliance of communicative actions with the nature of relations between partners;
- to know the principles and rules of establishing the necessary communication and the ability to effectively implement them in practice;
 - the ability to consciously regulate the level of competence of relations with a partner in accordance with the subjective purpose of communication;
 - the ability to maintain desired relationships for a long time.

Empowerment relationships can be qualified if their participants are sufficiently satisfied with the content, measurement, form, and relevance of supervision, as well as if they are able and psychologically ready to work on changing them or constructively disconnecting. This theory focuses on the study of relationships formed in dyads. A measure of relational competence is the degree of affiliation and control.

Foremost is the challenge of balancing the competing demands of affiliation, control, and controllability. Success in communication depends on a person's ability to adapt to the communicative environment from these resources and at the same time preserve his individuality.

R. Selman proposed his model of interpersonal negotiation and communicative competence, focusing on the process of adopting social views. From his point of view, cognitive, emotional and motivational components should be taken into account in order to evaluate and classify strategies for adopting social attitudes.

Thus, communicative skills are implemented in two ways: subjective communicative skills or the communicative skills of the receiver of information and non-subjective communicative skills



or the communicative skills of the author who produces the information. In the Russian language program, developed communication skills are unmatched:

Oral representation is given to the communicative skills of productive types of speech activity, which are based on the production of oral and written consistent statements of various genres, stylistic and typological connections. In this case, there is a misconception about communicative abilities, which are only related to the mechanism of creating coherent speech.

Communication skills are important for communication subjects in the receptive types of speech activity, and its effectiveness depends on a person's ability to perceive and understand the oral and written speech of other people, to react adequately to it, to correct the received information. depending on the ri change. to use to solve their communication problems

In this regard, it is possible to achieve the formation of professional knowledge and skills in the cases of organizing educational processes aimed at developing students' communicative competence in educational institutions and using innovations. Consistent and systematic organization of organizational and educational activities in the use of interactive methods in the formation of communicative competence characteristics of students is desirable.

Scientific and technical innovation and practical application of innovations are considered to be its necessary features. Based on this, it is necessary to consider the results of innovation together with the innovation process. In the literature, there are three specific interrelated characteristics of innovations: application, implementation, scientific and technical innovation are recognized. In practice, the concepts of "innovation", "updating", "innovation" are often equated, but there are some differences between them. Innovation can be a new order, a new style, a new method, new inventions. Professional competence of teachers develops mainly in innovative processes.

In this regard, it is possible to apply the type of debate and problem-based lesson to cover practical seminar lessons in teaching students.

During the course of the lesson, in recent years, special attention has been paid to the organization of the educational process with the help of various information media (computer, television, radio, copier, slide, video and audio tape recorders). Teachers have the task of appropriate, purposeful and effective use of various media in teaching.

In this regard, when using the "Video task" strategy, the following actions are performed: several video clips are shown without comments, which help students to visualize the essence of the topic being studied, and explain what process is shown in each clip.

The student records the essence of the process, events or realities shown in the videos in his notebooks. The student answers the questions asked by the teacher and gets the necessary understanding. After showing the videos, students are required to observe what kind of process, event or reality is reflected in the video, which character of the work of art or historical figure is represented

. By finding the answer to the video puzzle, students will get an idea of the new topic to be studied.

In strengthening the topic, it is strengthened using the teach-everyone method, each student is given a handout with an opinion on a certain topic, and the students get to know each other.

If the following are followed during training :

- Clarity of the problem ;
- Subject accuracy of content;
- Effectiveness of interactive methods ;
- Effective use of technical tools in the educational process ;
- Individual characteristics of students are taken into account in the educational process;



- Ensuring students' freedom during the educational process ;

It is to determine the degree to which students have mastered the subject during the educational process.

the incentive (motivation) of the educational process can be increased due to the active application of pedagogical technology to the educational process .

Summarizing the results of research on the problem of communicative competence, we can say that this psychological phenomenon includes two component blocks: the first is his knowledge of the subject that forms the basis of communicative interaction (object ective component), the second - certain mental characteristics of a person. as a participant in this interaction (subjective component). Pedagogical technologies, which are widely used in the course of the lesson today , are consciously mastered by our students and create opportunities for independent exchange of ideas between the teacher and the student and the formation of competence characteristics.

Therefore, the activities carried out on the basis of innovative technology are based on the formation of cooperative activities based on the communication of students and teachers in the educational process . This lesson moves from a manological process to a diological process. As a result, it ensures that the lesson is interesting and effective

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