

PSYCHOLOGICAL AND PEDAGOGICAL OPPORTUNITIES FOR THE FORMATION OF COMMUNICATIVE COMPETENCE IN FUTURE TEACHERS

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ABSTRACT

This article covers the content of the use of practical psychological training in the formation of communicative competence of future teachers.

Keywords: communicative competence, communication, competency, communication, communicative competence, communicative competence.

INTRODUCTION

The content of the use of practical psychological training in the formation of communicative competence of future teachers

While social psychological training aims to achieve healthy relationships between people, one of the key factors in ensuring the effectiveness of the activity is the person who organizes it and his / her perfect knowledge of his / her work. One of the main conditions and requirements for a trainer is; it is the ability to apply all aspects of the communication process directly and professionally to the training process.[3,46]

"Practical psychological training program for the formation of communicative competence in future teachers"

This program describes the organizational and methodological basis of practical psychological work aimed at developing professional qualities in the personality of the teacher. The exercises and activities that form the core of the program are designed to introduce educators to the professional profile of the profession and to develop professionally important psychological traits and processes.

The program is designed for 1 month of 1 hour per week with teachers for 2 months and has an integrated structure. Each session consists of 3 exercises, the first of which introduces the professional profile of the pedagogical profession, the second two - the development of professionally important psychological qualities and processes. Classes are recommended for small groups of 12-15 people.[1,146]

Activity 1

Pedagogical profession

Objective: to give educators an understanding of their profession, the requirements for their activities, to strengthen knowledge, to develop voluntary attention and memory.

Exercise 1

The main activities of the teacher

Exercise: The facilitator covers the right side of the following words written on a pre-prepared sheet of paper with the paper, and students are asked to answer the questions on the left. The educators then compare the ideas with the actual feedback and learn the correct answer.

The group mentors educators with the following guide. Handbook: "What types of activities do you know as a teacher?" Students take turns writing the teacher's main activities on the board. Their answers are checked to see if they match the pre-prepared answers and how well the teachers are familiar with the main activities of their profession. [4,6]

as the educator becomes more familiar with the main activities, his perceptions of the profession and his professional orientation increase.

Main types of activities

- Development of programs and work plans for specific stages of educational work;
- analysis, systematization, collection, processing of data on a specific topic;
- conduct experiments, analyze and summarize the results;
- create reports on the received data;
- participation in the implementation of developed projects;
- preparation of reports on completed research and projects. [6,89]

Exercise 2

"Attention"

The purpose of the exercise: to develop in teachers voluntary attention and voluntary recall of professionally important cognitive processes.

Content of the exercise: One teacher is selected in the exercise. He is told the numbers alternately. He has to return those numbers. When all is returned, the time passes to another participant. In this way, teachers develop voluntary attention and voluntary memory.

Activity 2

Qualities that ensure the success of the pedagogical activity

Purpose: to acquaint with the qualities necessary for the pedagogical profession, to expand their knowledge and imagination in this area, to develop creative imagination and imagination.

Exercise 1

Find the antonym

Objective: To develop observation, perception and thinking.

Content of the exercise: Participants are given a sheet of paper with a series of words denoting different qualities and characteristics. Examples include:

- 1) hot -
- 2) hard-
- 3) large-
- 4) high -
- 5) shirin -
- 6) many - and h

Then you are given the task of composing a sentence with these qualities. The student who writes the most and completes the task correctly wins. [8,125]

Exercise 2

"What would happen then?"

Objective: to develop creative imagination.

Content of the exercise One of the educators tells the most fantastic story, and the others have to think of a situation that goes beyond it:

For example:

1. "How life on earth would change if everyone was born with the ability to read other people's dreams."
2. "What would happen if gravity were lost all over the world and people and things lost their size?"
3. "What would happen if everyone lost the ability to speak?"
4. "What if puppies learned to talk?"

Activity 3

Personal qualities of the teacher

Purpose: to acquaint teachers with the personality of the teacher, the qualities that hinder the professional activity of the teacher, the history of the profession and to develop their imagination and imagination.

The "I want to, I can" game

The purpose of the exercise: the development of individual states of self-confidence and desire, commitment and commitment in the teacher, the formation of self-awareness and specific qualities in pedagogical activity.

The group of teachers is told to sit in a semicircle. Two chairs are empty. If desired, two teachers can come to the center and sit in a group. One teacher is the listener and the other is the beginner. The last one says 3 things, the first part is the same and the second part is different. For example, he says, "I have to believe in myself, I can believe in myself, I want to believe in myself."

People say what they think, that is, they can say the first thought that comes to mind. The first of these three statements is to discuss who was influential. The first of these questions is given to the second participant. The listener will then address the entire group.[7,65]

Changes in the intonation of the speaker, facial expressions, etc. are taken into account. According to the law, women live in the audience on the principle of "I have to, I have to do." There is neither time nor energy for the personal desire of 'I want'.

The psychologist should try to maintain optimism and show the group that he or she is "living for yourself, life is for you" at some point.

A psychologist should show that a teacher's behavior at school is not only the basis of his or her pedagogical activity in relation to other teachers, but also his or her individual characteristics. Bir o'qituvchi talabchan hissiyotga beriluvchan va muomilada qo'pol boshqasi muloqotga kirishuvchan bo'ladi. Muhimi o'zingizni inkor qilmang.[5,98]

"My colleague exercises"

Purpose of the exercise: to develop effective means of communication with teachers' colleagues at work, the psychologist invites the group to play the next situation, one teacher asks his colleagues not to express their position for a day or two. The situation will be discussed after the game and what communication tools will be used to express the teacher's request. Why one teacher doesn't have another.

Each participant can recall such situations from their own experience. The psychologist does not interfere in this situation, it can only help. At the end of the exercise, in this situation, "how to behave, the situation will be discussed so that your colleagues can help you sincerely."

"My professional role"

The purpose of the exercise is to effectively address the teacher's communication with the classroom and their internal situations.

The group sits in a circle, and the psychologist hands out role cards to each participant, indicating their professional communicative qualities.

The cards may contain the words, "Assistant mother, educator, captain, ideal teacher, mediator between parents, friendly game, intellectual judge, observer teacher."

Each participant receives a card describing their position and tells them their position. When challenging a given role position, the position should be stated in communication with younger students. The situation will be discussed, with a special emphasis on the role of primary school students.

The discussion can take the form of a circle within the group or in turn. In the group discussion, the psychologist draws the teachers' attention to the next situation; each teacher should try to teach the personal inner role of the relationship with the students to be sincere and open in communicating with them.[5,63]

"My first teacher"

The purpose of the exercise: to assess and analyze the consequences of personal educational impact on the development of pedagogical reflection skills in teachers. The psychologist asks the group to tell how their first teacher explained the lesson to the children.

In the general discussion, the psychologist group should focus on repeating the style and discussion of the first teacher in their work, or striving for a better section for him or her in something more fair and polite to others.

It is important for teachers to plan how children can feel based on the recollection of personal childhood memories.[4,236]

"Intonation" (tone) exercise

Purpose of the exercise: to expand the range of communicative abilities of teachers.

Each member of the group is invited to say a word of praise to the student. For example, "ball! Everything will be fine with you." The participants discuss how well the words were uttered by the participant in 5 different tones. The psychologist helps each teacher find a more expressive tone for communicating with students.

Exercise "Mirror"

Objective: To develop teachers' communication skills.

The group members are selected in pairs, with one starter selected in each pair. The other will be his window. The beginner must make unexpected moves with the slave. The second participant should repeat these actions synchronously in the mirror. Players discuss the difficulties that arise in verbal communication.

The psychologist draws the participants' attention to what individual dynamic differences exist between people and how important it is to the interviewee to correctly explain and feel it. This is important for understanding students.[2,4]

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