

## PEDAGOGICAL AND PSYCHOLOGICAL PHENOMENA OF THE DEVELOPMENT OF FUTURE TEACHERS COMMUNICATIVE COMPETENCE

D. Sh. Norgoziyeva,  
PhD, Kokan DPI

M. Q. Usmonova  
Master's degree Kokan DPI

### ABSTRACT

This article discusses the pedagogical and psychological foundations for the development of communicative competence of future teachers, the importance of increasing communicative competence when searching for solutions to professional problems, that is, the level of vocabulary, knowledge, skills and qualifications, factors of the pedagogical situation self-cognitive, emotional, volitional control is described with readiness for effective assessment and activity.

**Keywords:** communicative competence, skills and competencies, cognitive, emotional, volitional, value-semantic management.

### INTRODUCTION

Today, special attention is paid to the effective and comprehensive use of traditional and innovative teaching methods in the formation and assessment of important competencies of future specialists. Therefore, the search for practical solutions to the problems of developing students' communicative competence remains relevant.

In this regard, significant practical results have been achieved in creating a scientific and methodological system for designing the educational process, based on an innovative approach, in prestigious research centers in developed countries, such as the USA, England, Germany, Russia, South Korea, based on the best international practices. Accordingly, the creation of a modern educational paradigm and the development of skills in applying theoretical knowledge in practice is of great importance in preparing healthy, competitive, qualified graduates.

In addition, improving communicative competence in finding solutions to professional problems in the activities of future teachers plays an important role. From this point of view, it is necessary to effectively organize a system for training specialists who are constructive, that is, they think creatively, are inquisitive, independently find the necessary information and can use it in their practical activities. This is determined by the need to pay special attention to one's communicative competence.

Competence is the intellectual and personally determined social and professional education of a person, considered as a real, formed personal quality based on knowledge. Competence is a set of interrelated characteristics (knowledge, skills, methods of activity) that are determined in relation to certain objects and processes and are necessary for high-quality production activities in relation to them. Thus, scientists, when defining these concepts, imply a specific, isolated, special need for preparing a student in the educational process. Competence, therefore, characterizes not only human activity, but also the person himself as a subject of activity.

Carrying out any professional activity within the framework of professional communicative competence.

This requires the following qualities:

- written and oral communication skills;
- ability to conduct business negotiations;
- ability to establish communication in accordance with work etiquette;
- ability to establish relationships with team members;
- the ability to establish constructive interpersonal relationships with colleagues, management and employees (communication with partners);
- ability to prevent and resolve conflicts;
- the ability to model and regulate your own behavior and the behavior of your interlocutor in various business situations;
- readiness to solve professional and personal problems (decision making, analysis, formulation, discussion and decision);
- the ability to listen and hear the interlocutor and some other skills.

For a teacher, the importance of communicative competence is of particular importance for his professional activity, since the interaction of the two main subjects of the educational process - teacher and student - is primarily communication, and this is carried out with the help of speech. The communicative competence of a teacher regulates the entire system of labor relations with colleagues, parents and other subjects of the educational process in order to achieve their goals in conditions of joint work with students. Communication in the pedagogical sphere is characterized by a number of features that determine the composition of a teacher's communicative competence. Firstly, the communicative competence of a teacher in everyday work life is manifested by the level of vocabulary, knowledge, skills and qualifications, readiness to objectively assess the pedagogical situation; in this regard, it is necessary to be able to present special pedagogical tasks. There are many such cases and they are very diverse. Here are some of them:

- 1) introducing teachers to students;
- 2) interpretation of the topic, explanation - understanding;
- 3) provision of basic scientific information;
- 4) assessment of student performance;
- 5) teacher error and other cases.
- 6) violation of behavioral norms (noise, loud speech, Each pedagogical situation requires the teacher to master certain speech genres. Thus, the first type1 Based on the author's research. he must master the genres of greeting, addressing and presenting situations in For the second group of situations - conversations, lectures, questions; for the third - orders, demands, orders, encouragements, advice, requests, persuasion; fourth - praise, compliment, approval, etc. At the present stage of development of society, the education system is undergoing serious changes associated with a change in the cultural and historical model of development. Whatever reforms are carried out in the education system, they will still be imposed on the participant - that is, the teacher. It is the teacher who is the main person in the introduction of various innovations. In order to successfully implement innovations (and one of the main ideas of modernization of

education is the development of competencies), to solve the tasks assigned to him in a new environment, a teacher must have the necessary level of professional skills.

An analysis of the conducted scientific research and studies shows that the problems of speech development of future specialists and the development of pedagogical and psychological aspects of “competence”, “competence”, “basic competencies” and “communicative competence” in professional activities. ", issues of studying the content and essence of such concepts and research, formation, development and diagnosis, theoretical and practical foundations for the formation of communicative competence, sociocultural, psychological and linguistic aspects of the formation of communicative competence are disclosed.etc.).

In particular, the term “Communicative Competence” was introduced by the American sociolinguist and anthropologist D. Hymes, who first used it in the book “On Communicative Competence” (1972). According to D. Hymes, communicative competence is based on an internal understanding of the correspondence of language to the situation [1].

In Russian science, the term “communicative competence” was first used by M. N. Vyatutnev to denote a person’s ability to communicate, satisfying his intellectual needs in work or study. Initially, this term was used in the methodology of teaching foreign languages, then representatives of other fields of science began to use it in their scientific activities. As one of the translations of the word competence, along with the term “competence”, the term “competence” appeared. Ya. In her works, Zimnaya examines this issue in detail and emphasizes the “practical, effective side” of the competency-based approach, which includes relevant personal qualities (motivational, motivational-volitional, etc.), while the competency-based approach is broader, defines it as an approach related with humanistic values of education [4].

In studies of communicative competence, the communicative direction is largely related to the effectiveness of communication, interpersonal aspects of communication and problems of the psychological culture of the individual, as well as the emergence of social behavior in the context of its effectiveness, that is, in the Effects leading to social maladjustment, it is emphasized that they are determined by self-management skills [ 5, 6].

M. Canale, [Canale, 1980] stated that the composition of the model of communicative competence is based on the nature of the following four components:

- 1) grammar;
- 2) sociolinguistic;
- 3) strategic (strategic)
- 4) discursive competence.

The model of communicative competence proposed by M. Celce-Murcia, Z. Dorney and S. Turrell [Celce-Murcia, 1995] also has a multi-level structure and includes five main components:

- 1) linguistic;
- 2) strategic;
- 3) sociocultural (sociocultural);
- 4) action
- 5) discursive competence.



A feature of this model is, on the one hand, detailed information about the components of QC, and on the other hand, certain relationships between these components. Thus, discursive competence is hierarchically interpreted as follows.

In relation to linguistic, sociocultural and practical skills, strategic competence, in turn, has a significant impact on the other four components, since it represents a model focused on communication strategies.

The description of communicative components includes the following various features, in particular: knowledge, rules, skills, abilities, strategies, lexical units, etc.

In turn, communicative competence from a psychological point of view has the following complex nature, i.e. cognitive, emotional, behavioral and value-semantic (self-awareness in social relationships, emotional experiences, management of cognitive and volitional processes, etc.), defined as regulation of levels) requires aspects [7, 3].

Based on the analysis, N. A. Vorobyova identifies 4 main components in professional communication: 1) motivational and need-based; 2) educational; 3) active; 4) reflective. The motivational-need component reflects a person's desire for professional communication with colleagues and participation in professional teams, based on external (social requirements for the professional activity of a teacher) and internal (self-development and self-awareness) motives.

The cognitive component is manifested in knowledge of various aspects of professional communication (types, means and methods of communication; the role of communication in professional activity; communication strategies); methods of information interpretation, etc.). The activity component includes various skills (search and orientation, constructive, organizational, gnostic). The reflective component is said to describe a person's ability to reflect on their experiences [2].

In conclusion, it is worth saying that the development of students' communicative competence can be considered as one of the methods of development and self-expression of participants in the educational process. Thus, communicative competence becomes one of the main components of personal success, competitiveness and personal satisfaction, as well as a high professional level, which depends on the quality of education. Active and effective listening is one of the main conditions for constructive communication.

## REFERENCES

1. Atamanova Inna Viktorovna formation of professionally oriented foreign language communicative competence as a psychological phenomenon 00.19.13 – Developmental psychology, acmeology. Tomsk-2014 37-38 p.
2. Эркабоева, Нигора, et al. "Педагогик маҳорат: схема ва расмларда." Т.:“Наврӯз (2012)
3. Vorobyova, N. A. Structure of professional communication in the field of education [Electronic resource] / N. A. Vorobyova // Letters to Offline Issue. – 2009. – No. 3. – Access mode: <http://www.emissia.org/offline/2009/1314.htm>
4. Z. Dörnyei, S. Thurrell // Issues in Applied Linguistics. – 1995. – V. 6. – No. 2. – P. 5-35., 3.
5. Zimnyaya I. A. Key competencies as a result-target basis of the competency-based approach in education. M.: Research Center for Problems of Quality of Training of Specialists, 2004. – 42-p.

6. Mikhailova, O. V. Features of communicative competence of students in a multicultural environment: abstract. dis. ...cand. psychol. Sciences: 19.00.05 / Mikhailova Olga Vasilievna. – St. Petersburg, 2009. – 22 p.
7. Muravyova, O. I. Communication strategies in the structure of communicative competence: textbook / O. I. Muravyova. – Tomsk: Tomsk State University, 2003. – 118 p.
8. Rakhmonov O. Salieva D. and G. B. Nietbaeva. "Psychological aspects of directing students to professions in the educational process." вестник казипу имени абая серия «специальная педагогика» 71.4 (2022): 126-130.
9. Abdullayevna, Saliyeva Dilorom. "Psychological possibilities of studying the influence of popular culture on adolescent education and its elimination." confrencea 7.1 (2023): 74-83
10. Feruza, Teshabaeva, Mahmudova Madina, and Yuldasheva Dilbar. "The essence of inclusive education in developed countries." European Journal of Research and Reflection in Educational Sciences Vol 8.1 (2020).
11. Rakhimovna, Teshaboeva Feruza. "Teaching subjects in higher education on the basis of innovative technologies." Science Promotion 1.2 (2023): 98-104.
12. Teshaboeva, Feruza Raximovna. "Literacy education of speech impaired children as a pedagogical psychological problem." Confrencea 5.05 (2023): 299-302.
13. Feruza, Teshaboyeva. "INKLYUZIV TA'LIMNING O'ZBEKISTONDAGI RIVOJLANISHI." QO 'QON UNIVERSITETI XABARNOMASI (2023): 546-548.
14. Rakhimovna, Teshaboeva Feruza, and Sadiqova Munavvarkhan. "PECULIARITIES OF THINKING OF CHILDREN WITH SPEECH DEFECTS." (2023).
15. Sobirkhanovna, Makhmudova Madinakhan. "PECULIARITIES OF WORKING WITH CHILDREN WITH MENTALLY RELATED IN THE CONDITIONS OF INCLUSIVE EDUCATION." (2023).
16. Shahnigor, Rakhimova Khurshidakhon Sadikovna Khomidova. "FORMATION OF KNOWLEDGE, SKILLS AND COMPETENCES IN THE PROCESS OF TRAINING CHILDREN WITH HEARING DEFECTS TO WORK." Confrencea 3.03 (2023): 188-192.
17. Sadikovna, Rakhimova Khurshidakhon. "COCHLEAR IMPLANTATION: AN INNOVATION IN THE DEVELOPMENT OF TECHNOLOGY, MEDICINE, DEAF PEDAGOGY AND SPEECH THERAPY." Open Access Repository 4.2 (2023): 321-330.
18. Sadikovna, Rakhimova Khurshidakhon, and Rustamova Feruzabanu. "CONTRIBUTION OF CHARLES MIKHAIL EPE TO THE EDUCATION OF DEAF CHILDREN." Galaxy International Interdisciplinary Research Journal 11.3 (2023): 563-566.
19. O'ghiloy, Rakhimova Khurshidakhon Sadikovna Kurbanuva. "CHILDREN WITH LOCAL MOVEMENT DEFECTS." Confrencea 3.03 (2023): 226-230.
20. Raximova, Xurshidaxon. "NATIONAL AND FOREIGN ADVANCED TRENDS IN HIGHER EDUCATION EFFICIENCY IMPROVEMENT." JOURNAL OF NORTHEASTERN UNIVERSITY (2022).
21. Almagul, Kalykbayeva, and Rakhimova Khurshidakhon Sadikovna. "PRELIMINARY CONSIDERATIONS ABOUT CHILDREN IN NEED OF SPECIAL HELP." Academia Science Repository 4.7 (2023): 35-39.

22. Usmonalievna, Matmusaeva Nigora, and Raximova Xurshidaxon Sadikovna. "IMKONIYATI CHEKLANGAN BOLALARNI INKLYUZIV TA'LIMGA JALB ETISH." QO 'QON UNIVERSITETI XABARNOMASI (2023): 844-846.
23. Sadikovna, PhD Rakhimova Khurshidakhan, and Nabiyeva Umidakhan. "ORGANIZING SOCIAL WORK ACTIVITIES OF STUDENTS WITH HEARING PROBLEMS." (2023).
24. Sadikovna, PhD Rakhimova Khurshidakhan, and Odilova Rislig'oy. "PROBLEMS OF PREPARING HIGH SCHOOL STUDENTS WITH HEARING DEFECTS FOR FAMILY LIFE." (2023).
25. Sadikovna, PhD Rakhimova Khurshidakhan, and Sharafuddinova Zuhra. "FORMATION OF MATHEMATICAL CONCEPTS OF CHILDREN WITH HEARING DEFECT USING INNOVATIVE TECHNOLOGIES." (2023).
26. Komiljon, Raximova Xurshidaxon Sadikovna Sattarova Kamola. "PEDAGOGICAL AND EDUCATIONAL SYSTEM OF EDWARD SEGEN IN SPECIAL PEDAGOGY." *Confrencea 3.03* (2023): 63-67.
27. Sadikovna, Rakhimova Khurshidakhan. "CORRECTIONAL AND PEDAGOGICAL WORK SYSTEM OF AUDITORY-SPEECH REHABILITATION OF CHILDREN WITH COCHLEAR IMPLANTS." *International Journal of Early Childhood Special Education* 14.6 (2022).
28. Sadikovna, Raximova Xurshidaxon, and Abdalova Nodira Bahtiyarovna. "KOXLEAR IMPLANTATSIYADAN SO'NG OGZAKI VA YOZMA NUTQNI EGALLASHIDAGI MUAMMOLAR." *Conference Zone*. 2022.
29. Sabirovna, Shermatova Yaqutxon. "HARAKAT-TAYANCH APPARATINING MEXANIK SHIKASTLANISHLARI." *ILMIY TADQIQOTLAR VA JAMIYAT MUAMMOLARI* 1.2 (2023): 18-22.
30. Raximova, Xurshidaxon. "NATIONAL AND FOREIGN ADVANCED TRENDS IN HIGHER EDUCATION EFFICIENCY IMPROVEMENT." *JOURNAL OF NORTHEASTERN UNIVERSITY* (2022).
31. Sadikovna, PhD Rakhimova Khurshidakhan, and Nabiyeva Umidakhan. "ORGANIZING SOCIAL WORK ACTIVITIES OF STUDENTS WITH HEARING PROBLEMS." (2023).
32. Sadikovna, PhD Rakhimova Khurshidakhan, and Odilova Rislig'oy. "PROBLEMS OF PREPARING HIGH SCHOOL STUDENTS WITH HEARING DEFECTS FOR FAMILY LIFE." (2023).
33. Komiljon, Raximova Xurshidaxon Sadikovna Sattarova Kamola. "PEDAGOGICAL AND EDUCATIONAL SYSTEM OF EDWARD SEGEN IN SPECIAL PEDAGOGY." *Confrencea 3.03* (2023): 63-67.
34. Sadikovna, Rakhimova Khurshidakhan. "CORRECTIONAL AND PEDAGOGICAL WORK SYSTEM OF AUDITORY-SPEECH REHABILITATION OF CHILDREN WITH COCHLEAR IMPLANTS." *International Journal of Early Childhood Special Education* 14.6 (2022).
35. Sadikovna, Rakhimova Khurshidahon. "Objectives and tasks of cochlear implantation." *ACADEMICIA: An International Multidisciplinary Research Journal* 12.4 (2022): 671-675.



36. Рахимова, Хуршидахон Содиковна. "Factors in the formation of motivation for independence in children on the basis of auditory and speech rehabilitation after cochlear implantation." *Scientific and Technical Journal of Namangan Institute of Engineering and Technology* 2.10 (2020): 391-396.
37. Sodiqovna, Rakhimova Khurshidahon. "Preparation of preschool children with cochlear implants for independent learning." *European Journal of Research and Reflection in Educational Sciences* 8.8 (2020): 159-161.
38. Sadikovna, Rakhimova Khurshidakhon. "Hearing-speech rehabilitation of children with cochlear implants as a socio-pedagogical problem." *Asian Journal of Multidimensional Research* 11.11 (2022): 6-9.
39. Sadikovna, Rakhimova Khurshidakhon. "THE CONTENT OF PREPARING CHILDREN WITH COCHLEAR IMPLANTS FOR SCHOOL EDUCATION THROUGH CORRECTIVE-PEDAGOGICAL ACTIVITIES." (2023).