

PEDAGOGICAL CONDITIONS FOR FORMING COMMUNICATIVE COMPETENCE IN STUDENTS

Irgashova M. A.

Senior Lecturer at Tashkent State Pedagogical University

ABSTRACT

The article reveals the pedagogical conditions for the formation of communicative competence among students.

Keywords: communication, condition, pedagogy, student, teacher, competence, quality, specialist, information.

INTRODUCTION

With the growth of intercultural contacts and social connections, society places increasingly progressive demands on the communicative qualities of an individual, his ability to navigate information flows; educate yourself, filling in the missing knowledge; be competitive and mobile; solve non-standard communicative problems and strive for self-actualization in communicative activities. This fact emphasizes the task of developing the communicative competence of each participant in the educational process, which implies the need for qualitative changes in the higher education system. The State Educational Standard for Higher Professional Education emphasizes that every student must develop the ability to really communicate with fellow students.

The concepts of a number of national and foreign authors have updated the need to master the communicative competence of an individual. At the same time, research materials in recent years emphasize that the majority of university students are poorly prepared for effective communication. This fact is confirmed by the results of our diagnostics in experimental groups of students, 79% of whom, during interviews and conversations, confirmed that they experience difficulties in communication and public speaking. Students noted that they do not know how to use a set of verbal and nonverbal means as communication strategies to compensate for missing communicative knowledge. Moreover, these results coincided in the students' answers regarding business and interpersonal communication activities, which indicates the general pedagogical context of this problem.

The above allows us to draw a conclusion about the relevance of research into the formation of students' communicative competence.

Theoretical material has been accumulated in national and foreign literature, and in the higher education system there is sufficient experience in communicative training of students. At the same time, in the existing theoretical and methodological base on the problems of developing the communicative competence of students, there remain significant contradictions between: the social demand for competent specialists prepared for active communication, and the predominance of didactic forms that emphasize the "knowledge" component in learning, due to the high normativity of the educational process; the framework of educational standards in a higher educational organization; the need of students for communicative success and insufficient motivation for purposeful activities for self-development of communicative

competence; expectations of high-quality training using innovative approaches, modern educational technologies and the unwillingness of some teachers to provide organizational and methodological conditions for the formation of the professional and competence level of students in communicative activities.

Objective prerequisites for studying this problem in the conditions of modern pedagogical reality of higher education and their scientific search were carried out by us based on the work of domestic and foreign scientists.

Various aspects of the competency-based approach in professional and communicative education represent the sphere of scientific interests of many specialists: D.I. Abduvalieva, D.S. Dzhalilova, I.A. Zimney, D.M. Malikova, M.M. Makhamadzhonova, Z.K. Norkuzieva, S. Trenholm, V. Hutmakhera and others.

A systematic analysis of psychological, pedagogical, educational and methodological literature and foreign innovative experience showed that, despite numerous publications in communication, the process of developing students' communicative competence remains insufficiently studied. That is why it is very important to analyze communicative competence as a phenomenon in pedagogy, to substantiate the boundaries of the conceptual field of the category under study in the pedagogical context.

The formation of students' communicative competence will have positive dynamics if: this competence is identified as an independent category in the structure of communicative competence, theoretically substantiated and in demand as an integrative personality quality; a model for the formation of students' communicative competence has been developed, scientifically argued and introduced into the educational process in accordance with the identified components of its structure (cognitive, motivational, interactive-activity); communicative training of students will be carried out according to an experimental program adequate to the objectives of the study; the levels of development of communicative competence have been determined, and the corresponding criteria and indicators have been identified.

Based on the above, a characteristic feature of a student is his feelings, emotions, which not only constitute an integral part of his personality, but also the very significance for the formation of his personality, for his acquisition of certain qualities and traits. The above determines the special significance among the methods of cognition, the way of mastering the content of learning through its experience. A person lives, builds his relationship to life with thoughts and feelings in unity. The means of expressing the diverse interactions of the individual and society, the student and the surrounding nature, as well as the student and his inner world is the rich arsenal of emotional, expressive, figurative and expressive possibilities of the teacher's speech. They are the ones who give speech imagery, liveliness, special expressiveness, and stylistic markings.

The close connection between the implementation of the basic properties and functions of speech (communication, communication, transmission of mental content, self-organization) and emotions that arise situationally in communication, as well as stable emotional characteristics of a person, naturally acts as a unity of the intellectual and emotional. This is predetermined by the subject's biased attitude towards the conceivable object. And such an attitude is "materialized" in the mind by linguistic units with emotional overtones. Higher feelings express the spiritual world of the individual and reveal his personality. Objects of

higher feelings are a phenomenon of the social reality surrounding us. They are permeated with an intellectual principle, since they include, as an obligatory element, our assessments, judgments, and understanding of the social meaning of the phenomenon. Work is the basis of a student's existence, therefore a positive emotional attitude towards it, which forms the new educational needs of teachers, occupies an important place.

These problems concern every teacher who consciously strives to improve their professional competence and wants to be ready and able to act in new sociocultural conditions.

A significant part of teachers are committed to deep, essential renewal, and not to the search for private innovations of a cosmetic nature. A professional teacher is self-determined in relation to ideas, technologies and consciously creates his own activities.

Cognitive competence:

1) self-development, implementation, cognitive activity in various forms based on an assessment of one's knowledge and the possibilities of their implementation in practice, as well as readiness to solve current professional problems;

2) theoretical practical preparation for professional activity, its constant improvement, the ability to make creative decisions in certain conditions.

In the process of research, the goals of communication at each stage of experimental work were scientifically argued: planning, implementation, control and correction of communicative action, reflective analysis.

A model for the development of students' communicative competence has been developed and demonstrably presented in accordance with the identified components: structural (cognitive, motivational, interactive-activity) and functional (indicative, operational, reflective).

A promising direction remains the systematization of communicative abilities, scientific substantiation of methods and forms of their development, in-depth study of the repertoire of competencies depending on communicative situations and the specifics of students' professional activities. In general, the results of the dissertation research allow us to conclude that communicative competence is a predictor of a subject's professional success in communicative activities, and its formation can be considered as one of the resource aspects of pedagogical activity.

REFERENCES

1. Абдувалиева Д.И. Кредит модуль тизими асосида бўлажак ўқитувчиларнинг коммуникатив методик компетенцияларини такомиллаштириш: Пед. фанл. фалс. д-ри (PhD) ... дис. Автореф. – Т., 2022.
2. Джалилова Д.С. Интерфаол таълим муҳитида талабаларнинг коммуникатив нутқини ривожлантириш: Пед. фанл. фалс. д-ри (PhD) ... Дис. Автореф. – Т., 2022.
3. Trenholm S., Jensen A. Interpersonal communication. – Oxford: University Press, 2004. – 434 p.