

PEDAGOGICAL CONDITIONS FOR THE FORMATION OF COMMUNICATIVE COMPETENCE IN STUDENTS

*Irgashova Maripat Abdinazarovna,
Senior Lecturer, Tashkent State Pedagogical University*

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

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

With the growth of intercultural contacts and social connections, society makes increasingly progressive demands on the communicative qualities of an individual, his or her ability to navigate in information flows; self-study, filling in 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 system of higher education. The State Educational Standard of Higher Professional Education emphasizes that each student should have developed the ability to communicate in real life with classmates.

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

This allows us to conclude that the study of the formation of communicative competence in students is relevant.

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

We carried out the objective prerequisites for studying this problem in the conditions of the modern pedagogical reality of higher education and their scientific search based on the works of national and foreign scientists. Various aspects of the competence-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.Norkuziev, S.Trenholm, V.Khutmakhera and others. A systemic analysis of psychological, pedagogical, educational and methodological literature and foreign advanced experience showed that, despite sufficient publications in communication, the process of forming 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 development 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 quality of personality; a model for the development of students' communicative competence in accordance with the identified components of its structure (motivational, cognitive, activity-based) is developed, scientifically substantiated and implemented in the educational process; students' communicative training is carried out according to an experimental program adequate to the objectives of the study; the levels of development of communicative competence are determined, the corresponding criteria and indicators are 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 have the very meaning for the development of his personality, for the acquisition of certain qualities and traits.

The above determines the special significance among the methods of cognition, the way of mastering the content of education through its experience. The personality lives, builds its attitude to life with thoughts and feelings in unity.

The means of expressing the diverse interactions of the personality and society, the student and the surrounding nature, as well as the student and his inner world, is the richest arsenal of emotional-expressive, figurative-expressive possibilities of the teacher's speech. They give the speech imagery, liveliness, special expressiveness, stylistic marking.

The close connection between the implementation of the main properties and functions of speech (communication, communication, transfer of thought content, self-organization) and emotions that situationally arise in communication, as well as stable emotional characteristics of the personality naturally appears as a unity of the intellectual and emotional, which is predetermined by the subject's passionate attitude to the thought object. Higher feelings express the spiritual world of the personality and reveal his personality. The objects of higher feelings are a

phenomenon of the social reality surrounding us. They are imbued with an intellectual principle, since they include our assessments, judgments, and understanding of the social meaning of the phenomenon as an obligatory element. They are of concern to every teacher who consciously strives to improve their professional competence, who wants to be ready and able to act in new socio-cultural conditions.

A significant part of teachers are focused on essential renewal, and not on the search for private innovations. A professional teacher determines himself in relation to ideas, technologies and consciously creates his own activity.

Cognitive competence:

- 1) self-development, implementation, cognitive activity in various forms based on the assessment of one's knowledge and the possibilities of its 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 course of the study, the communication goals at each stage of the experimental work were scientifically substantiated: planning, implementation, control and correction of communicative action, reflexive analysis.

A model for the development of students' communicative competence was developed in accordance with the identified components: structural (motivational, cognitive, activity-based) and functional (orientational, operational, reflexive).

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

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