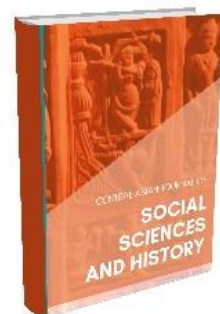




CENTRAL ASIAN JOURNAL OF SOCIAL SCIENCES AND HISTORY

Journal homepage: <https://cajssh.centralasianstudies.org>



SCIENTIFIC AND THEORETICAL BASIS OF DEVELOPMENT OF STUDENTS' COMMUNICATIVE COMPETENCE

B.Djalalov

Senior lecturer of Fergana State University,
Doctor of Philosophy (PhD) in Pedagogical Sciences

H.Djurayeva

Fergana State University 1st stage graduate student

Abstract:

In this article, the essence and content of the concepts of communication, competence, communicative competence, the definitions given by researchers on the problem are detailed.

ARTICLE INFO

Article history:

Received 19-Apr-23

Received in revised form 25-May-23

Accepted 17-Jul-23

Available online 19-July-2023

Key word: communication, competence, communicative competence, speech, behavior, pedagogue, psychologist.

In the world, special attention is paid to the development of interactive technologies for the development of communicative competence in students, to the improvement of pedagogical mechanisms of creating an integrative educational environment. At the same time, on the basis of the formation of communicative competence, priority is given to improving the socio-pedagogical mechanisms of ensuring personal and professional socialization of students. It is especially important to apply the linguistic, sociolinguistic and pragmatic components of the development of communicative competence to the content of higher pedagogical education, to develop a system of preparing students for effective communication.

The word "communication" is derived from the Latin word "communico", which means "to communicate, to relate, to communicate". "Communicable" which is cognative with the word "communication" means "having the able to communicate", "communicable" means "accessible" means

“hearty” as well as “communicative” related to communication[3,167].

Communication is, first of all, a method of activity, which manifests the adaptation of people to interaction[17,342]. Therefore, communication can be considered as a unique process of exchange of ideas, as a result of which mutual support and coordination of actions at different levels of complexity are ensured. Also, communication can be defined as the quality of one of the components of communication.

According to Y. N. Zaretskaya, communicative activity is a system of consistent actions performed in a certain order, each of which is aimed at solving specific tasks and can be considered as a unique "step" towards the goal of communication[5, 287].

It is known that speech is the most universal means of communication, because when information is transmitted through speech, its meaning is less lost. It is with the help of speech that information can be encoded and decoded accordingly: the communicator decodes this information in the process of a speech message. It can only be clear to the communicator when the exchange of "communicative roles" takes place that the idea expressed in this is clearly understood by the listeners.

Speech can simultaneously act as a source of some information, and at the same time, it can appear as a way to influence the interlocutor. However, knowledge of the structure of the communicative act is insufficient to fully describe the process of interaction. It is necessary to carefully analyze the motives of both parties involved in the transaction, as well as their goals and tasks.

The term competence (lat.: *competentia* - relevant, relevant, related, suitable, compatible) means knowledge, skills and skills, experience in a certain field.

N.Sh. Turdiyev, Y.M. Asadov, S.N. Akbarova, D.Sh. of Temirov In the descriptions of the concepts of "competence", "competence", special attention is paid to the following situations:

- practical application of knowledge;
- education, characteristics, qualities of a person;
- measure of preparation for practical activity;
- the ability to solve problems, to achieve the necessary results in practice;
- integrity of knowledge, skills qualifications that ensure the professional activity of a person;

Set of activated (applied in practice) training, knowledge, experiences;

- goal-directed emotional willpower of a person"[14,8].

The opinion of A.V. Khutorsky in differentiating the concepts of "competence" and "competence" is noteworthy. "Competence" is complex of interrelated qualities (knowledge, abilities, qualifications and skills, methods of activity) of a person formed in relation to a certain range of subjects and processes, and has qualitative and effective education in relation to them means to show a secret. Competence means having the appropriate competence by a person, and includes the communication of a person in relation to him and the subject of activity[15, 58].

It seems that "competence" refers to the possession of qualities associated with certain types of professional activity in the psychology and pedagogy literature. In the explanatory dictionary of S.I. Ojegov, "awareness, knowledge means gaining prestige in a field[8, 234]. Also, L. Hell and D. Ziegler define competence as "a psycho-sociological quality that expresses strength and confidence, is a feeling that comes from the fact that one's work is successful and useful, and means that a person can act

effectively in cooperation with others"[16, 209].

Dr. John Raven, professor of psychology at the University of Edinburgh (Scotland), says that competence is defined as "specialized knowledge, specific skills and abilities, ways of thinking, and the ability to effectively perform concrete actions in a specific field. "did[11, 8] defines it as "a unique ability that encompasses the understanding of responsibility for one's actions". it was determined that it implies the development of the ability to perform the task.

N.A. Muslimov and others defined competence as follows: "... the effective use of theoretical knowledge in activities, the ability to demonstrate high-level professional skills, skills and talents"[7, 93].

In the "Explanatory Dictionary of the Russian Language" S.I. Ojegov and N.Y. Shvedova give the following definition: "competence is is sufficient level of a certain person the scope of the questions of awareness"[9, 261].

The well-known American researcher R. Meyers concept of competence means "not only conforming to certain activity categories, but also to demonstrate the formed competence in the production process implies [1,15].

According to the researcher A.A. Bodalyov, "the communicative side of communication consists of sharing information between people, the interactive side of communication consists of organizing mutual cooperation between individuals, that is, not only exchanging information with knowledge and ideas, but also with actions. ..., the perceptive side of communication consists in the process of accepting each other as a partner in communication and, therefore, a relationship of solidarity.

A person should be oriented to create psychological conditions for the full expression of his thoughts, worldview, ideas of his communicating partners, to organize a rich and diverse palette of tools, to master all perceptive, communicative, interactive aspects of adequacy[2, 71].

Also, one of the most important aspects of the professional activity of any field specialist is to observe the principle of moral and ethical professional competence. The professional competence of a future teacher consists of a number of specific components, including effective and useful activities.

Communication competence has a special place in providing. Thus, a specialist who is competent in a certain field must also possess the appropriate competencies in order to effectively apply his actions in matters related to the field. In addition, professional competence is understood as an individual-psychological structure, which includes knowledge, professional experience and psychological readiness of the pedagogue.

It should be noted that the concept of "communicative competence", according to the definition given by linguists, "is a system of speech ethics in various communicative events and situations formed by a person based on knowledge of language and speech culture. This system includes the acquisition of communicative roles (speaker and listener), as well as social roles, speech strategies and tactics, ethical and moral rules, in which a person accepted in this culture interacts with representatives of different social groups for different reasons and in different situations. methods are expressed"[13, 89].

According to M.Sh. Rozmetova, "communicative competence of speakers of another language is the

willingness of students to use the knowledge, skills and abilities acquired in the process of learning another language to solve vital, practical and theoretical tasks"[12, 724].

The development of competence communication in modern social and professional conditions may require a number of principle-important directions of its harmonization. However, for practice, it is important to "limit the service-related or role-related, as well as other personal types of communication for the full development of communicative competence. Usually, the basis for the difference is the psychological distance between partners, which is "I - you - contact". As long as , when it comes to not only "external" information, but also an exemplary (typical) task related to the service that must be solved together, the person shows himself to his partner, his inner world, in which he gives the partner the status of "close person", communication and it will be reliable in the literal sense" [4, 243].

Also, competence in communication is different from the person psychological distance may require the willingness and skill to create the connection he needs. But the difficulties themselves may be related to the fact that "the position is based on the phenomenon of inertia - the partner occupies one of them and implements it everywhere, despite the character, nature and specificity of the situation. In general, competence in communication, usually, it depends not on the fact that they occupy a certain position as the best, but on their appropriate inclusion in the spectrum. Flexibility in changing psychological communication is one of the important indicators of competent communication"[10, 38].

Communicative competence is "not an innate ability, but an ability that is formed by a person in the process of acquiring social-communicative experience. Communicative-social experience is manifested, first of all, in the use of speech in stylistically different options, including the mechanism of changing relations. Such a change is based on the change of role dialogue between the participants of the dialogue[6, 61].

Communicative competence can be expressed in the style of communication chosen by the educator and in the role positions in communication, which are provided by the goals of leading interaction, stable expressive features, as well as communicative actions in the process of the communication situation.

A careful study of the nature and structure of communicative competence allowed us to distinguish two, interrelated and interacting levels:

- the first level determines the manifestation of communicative competence in direct communication itself, that is, in the communicative behavior of a person;
- the second one should introduce pedagogical-communicative values through the specific characteristics and orientation of the teacher's professional motivation, his special need for communication.

All of the considered components are communicative manifests the certain essence of competence and forms the most complex qualities of a person that are interdependent and mutually demanding.

In short, communicative competence is one of the important professional characteristics of a future pedagogue, and the development of this competence is a task of higher education.

References:

1. Development and implementing local educational standards / Ed. by Meyers R. ERIC. – Clearing House on Assessment and Evaluation, 1998. – P. 15.

2. Бодалев А.А. Психология общения. - М.: Изд-во Воронеж: НПО «МОДЭК», 1996. – С. 71.
3. Гойхман О.Я., Надеина Т.М. Речевая коммуникация: учебник. - М.: ИНФРА-М, 2001 – С. 167.
4. Жуков Ю.М., Петровская Л.А., Соловьёва О.В. Введение в практическую и социальную психологию. - М.: Смысл, 1996. – С. 243.
5. Зарецкая Е.Н. Риторика: теория и практика речевой коммуникации. - М.: Дело, 2001. – С. 287.
6. Казарцева О.М. Культура речевого общения: Теория и практика обучения. - М.:Флинта-наука,1999. – С. 61.
7. Муслимов Н.А., Усмонбоева М.Х., Сайфуров Д.М., Тўраев А.Б. Педагогик компетентлик ва креативлик асослари – Тошкент, 2015. – Б 93.
8. Ожегов С.И. Толковый словарь русского языка: 100 000 слов и фразеологических выражений // Российская академия наук. Институт русского языка им. В.В. Виноградова. – 4-е изд., дополненное. – М.: А ТЕМП, 2007. – С. 234.
9. Ожегов С.И., Шведова Н.Ю. Толковый словарь русского языка. 80000 слови фразеологических выражений. – 4-е изд., дополненное, - М.: Азбуковник, 1999. – С. 261.
10. Петровская Л.А. Компетентность в общении. – М.: Изд-во МГУ, 1989. – С. 38.
11. Равен Дж. Компетентность в современном обществе: выявление, развитие и реализация Пер. с англ. В.И. Белопольского. – М.: Когито-Центр, 2002. – С. 8.
12. Рузметова М.Ш. О деятельностном содержании компетентностного подхода в обучении иностранному языку учащихся общеобразовательных школ // Молодой учёный. – 2013. - №6. – С. 724.
13. Т.В. Матвеева Учебный словарь: русский язык, культура речи, стилистика, риторика – М.: Флинта: Наука, 2003. – С. 89.
14. Турдиев Н.Ш., Асадов Ю.М., Акбарова С.Н., Темиров Д.Ш. Умумий ўрта таълим тизимида ўқувчиларнинг компетенцияларини шакллантиришга йўналтирилган таълим технологиялари. – Т.: Т.Н. Қори Ниёзий номидаги Ўзбекистон педагогика фанлари илмий-тадқиқот институти, 2015. – Б. 8.
15. Хуторской А.В. Дидактическая эвристика. Теория и технология креативного обучения– М.: Изд-во МГУ, 2003. – С. 58.
16. Хьелл Л., Зиглер Д. Теории личности. — СПб.: Питер, 1999. – С. 209.
17. Шибутани Т. Социальная психология.- Ростов н/Д:Феникс, 1999. – С. 342.
18. Abdullajonovna, Y. K. (2022). FACTORS IN THE FORMATION OF COMMUNICATIVE COMPETENCE IN A FUTURE TEACHER.
19. Abdullajonovna, Y. K. (2023). ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS OF DEVELOPING SOCIAL COMPETENCE IN FUTURE SOCIOLOGISTS. *Horizon: Journal of Humanity and Artificial Intelligence*, 2(5), 38-45.

20. Bakhromjan, D. (2023). Preparing Future Teachers for Innovative Activity is an Important Pedagogical Need. *World of Science: Journal on Modern Research Methodologies*, 2(6), 27-30.
21. Evatov, S. S. (2021). FORMATION OF STUDENTS COMMUNICATIVE COMPETENCE IN THE PROCESS OF CONTINUOUS EDUCATION. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 2(05), 13-19.
22. SAIDKULOVICH, S. B., & UGLI, T. J. U. The Social Pedagogical Necessity of Developing Students' Aesthetic Culture in the Process of Globalization. *International Journal of Innovations in Engineering Research and Technology*, 8(1), 75-77.
23. Shermuhammadov, B., & Baratov, B. (2023). УСЛОВИЯ РАЗВИТИЯ ДУХОВНО-КУЛЬТУРНЫХ КАЧЕСТВ В ПРОЦЕССЕ НЕПРЕРЫВНОГО ДУХОВНОГО ВОСПИТАНИЯ БУДУЩИХ УЧИТЕЛЕЙ. *Farg 'ona davlat universiteti ilmiy jurnali*, (1), 18-21.
24. Shermuhammadov, B., & Namozova, D. (2023). МОДЕЛЬ РАЗВИТИЯ КРЕАТИВНОЙ КОМПЕТЕНТНОСТИ БУДУЩЕГО УЧИТЕЛЯ МУЗЫКИ. *Farg 'ona davlat universiteti ilmiy jurnali*, (1), 13-17.
25. Shermuhammadov, B., & Raxmatov, O. (2023). ПЕДАГОГИЧЕСКАЯ СИСТЕМА РАЗВИТИЯ ИНФОРМАЦИОННОЙ КУЛЬТУРЫ БУДУЩИХ ПЕДАГОГОВ В ЦИФРОВОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ. *Farg 'ona davlat universiteti ilmiy jurnali*, (1), 1-1.
26. Shermukhammadov, B. (2022). Creativity of a Teacher in an Innovative Educational Environment. *Journal of Higher Education Theory & Practice*, 22(12).
27. Siddikov, B., & Djalalov, B. (2020, December). MODERNIZATION OF EDUCATION-THE FUTURE INNOVATIVE COMPETENCE OF TEACHERS AS A MAIN FACTOR OF FORMATION. In *Конференции*.
28. Ugli, T. J. U. (2022). The role of aesthetic education in the preparation of future fine art teachers for professional activity. *Asian Journal of Multidimensional Research*, 11(12), 60-64.
29. Yulbarsova, K. A. (2021). Conceptual model of development communicative competence of the future teacher in the innovative educational space. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(9), 784-791.
30. Yusufovich, A. A. (2020). ISSUES OF FORMATION OF COMMUNICATIVE COMPETENCE, WHICH IS AN INTEGRAL PART OF PROFESSIONAL-PEDAGOGICAL TRAINING OF FUTURE TEACHERS IN THE EDUCATIONAL PROCESS. *European Journal of Research and Reflection in Educational Sciences Vol*, 8(7).
31. Ахмедов, Б. А. (2020). Сиддиков Бахтиёр Саидкулович, Джалалов Бахромжон Бегмурзаевич МОДЕРНИЗАЦИЯ ОБРАЗОВАНИЯ-ОСНОВНОЙ ФАКТОР В ФОРМИРОВАНИИ ИННОВАЦИОННОЙ КОМПЕТЕНЦИИ БУДУЩИХ УЧИТЕЛЕЙ. *Academy*, 9, 60.
32. Ахмедов, Б. А., Сиддиков, Б. С., & Джалалов, Б. Б. (2020). МОДЕРНИЗАЦИЯ ОБРАЗОВАНИЯ-ОСНОВНОЙ ФАКТОР В ФОРМИРОВАНИИ ИННОВАЦИОННОЙ КОМПЕТЕНЦИИ БУДУЩИХ УЧИТЕЛЕЙ. *Academy*, (9 (60)), 20-22.

-
33. Джалалов, Б. Б. (2018). РАЗВИТИЕ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ ПЕДАГОГИЧЕСКИХ КАДРОВ В УСЛОВИЯХ ГЛОБАЛИЗАЦИИ КАК ПЕДАГОГИЧЕСКАЯ ПРОБЛЕМА. In *INTERNATIONAL SCIENTIFIC REVIEW OF THE PROBLEMS AND PROSPECTS OF MODERN SCIENCE AND EDUCATION* (pp. 53-55).
34. Джалалов, Б. Б. (2019). ВАЖНЫЕ АСПЕКТЫ ФОРМИРОВАНИЯ ИННОВАЦИОННЫХ КОМПЕТЕНЦИЙ У БУДУЩИХ УЧИТЕЛЕЙ. In *EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY* (pp. 43-44).