

THE MODEL OF THE DEVELOPMENT OF COMMUNICATIVE AND DIDACTIC COMPETENCE AMONG FUTURE TEACHERS

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ABSTRACT

This article discusses the importance of the model of the development of communicative and didactic competence among future teachers.

Keywords: Pedagogical activity, qualification, model of development process, communicative and didactic competence, teacher.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

At present, the problem of professional preparation of the future teacher is solved from the position of the system (VG Afanasyev, I. V. Blauberg, T. A. Ilyina, F. F. Korolev, Y. A. Konarzhevsky, E. G. Yudin and others .), professional and personal (V.A. Slastenin, etc.), activity (G. A. Bokareva, L. S. Vygotsky, P. Ya. Galperin, N. V. Kuzmina, A. N. Leontiev and others .), technological (V.P.Bespalko, M.V.Klarin, I.Kupisevich, V.M.Monakhov, V.I.Pityukov, etc.), integrative-modular (N.M. Yakovlev), culturological (V.I. Andreev, V.S.Bibler, E.I.Passov, V.A.Slastenin, etc.) and other approaches.

Considering the preparation of a future specialist as a complex, multifaceted process, we consider a systematic approach fundamental to our research. This is due to the fact that the systematic approach allows us to consider the process of developing communicative and didactic competence of future teachers as an integral system consisting of several interconnected and interdependent elements.

From a philosophical position in the framework of a systems approach, emphasis is placed on the cognition of the whole: its essence, quantitative and qualitative characteristics of its parts, structure (internal organization and interconnection of components), functions, integrative, system factors, mechanisms ensuring the integrity of the system, its communication with the external environment his stories [1, p. 17].

The concept of "system" (from the Greek. Systema - composed of parts of the whole) is interpreted differently by scientists. However, they all agree on the fact that the system is an integral complex of interconnected and interdependent functioning elements with diverse types of connections.

The structure is of great importance in determining the qualitative specificity of the system and its features, since the disclosure of the structure of the whole allows us to understand the specific place, role and value of the components in general. On the one hand, the structure determines the composition of its constituent elements, on the other hand, it allows the evaluation of each element in its relations and relationships with others and in determining its independent functional role.

The learning process is not only communication and learning, it is a complex, multi-level system of organizing and managing students' cognitive activities. Therefore, such a system requires a clear organization, methodological substantiation, and a deep analysis of the conditions for its effective functioning. The systems approach is widely used in various branches of science.

Using a systematic approach in pedagogical research considered in the works of S.I. Arkhangelsky, T.A. Ilina, Yu.A. Konarzhevsky, F.F. The Queen and other researchers.

In accordance with the dictionary data, the concept of "formation" comes from the verb "develop", which means "to acquire certain form, species as a result of development, growth, determine sustainability as a result of development, change, compiled, created" (128) or "give a certain form, completeness; produce" (91, p.756). Consequently, formation is the process of the emergence, formation, and acquisition by a subject of a certain completed form.

However, the formation is not a one-way process, involving the implementation of the impact on the object, and shows the feedback, consisting in the desire of the subject of activity (student) to self-knowledge and self-improvement. Therefore, the formation is also the creation in the educational activity of the pedagogical conditions of self-actualization of the student's personality, manifested in practical professional-pedagogical activity and in such personal characteristic as communicative-didactic competence.

We also view the formation as a process, "which is a system that is in dynamics and consists of parts (stages)", united by the goal of gaining communicative-didactic competence by students [2, p.53]. At the same time, by formation we do not understand any process, but only aimed at achieving a complete, mature form and integrity of an individual.

The basis of the activity approach (G.A. Bokareva, L.S. Vygotsky, A.N. Leontyev, V.A. Slavenin, etc.) laid the ideas about the formative and developing importance of activity. A.N. Leontyev points out that the activity of each individual person depends on his place in society, on social conditions. The real basis of personality is the totality of its diverse activities [2, p. 183]. The activity in this case is not only a change in external reality, but also a transformation of the inner world of a person, the disclosure of his inner creative potential [3, p. 17].

So, on the basis of considering the possibilities of the systemic and activity approaches in the framework of pedagogical research, we consider it expedient to use them as a theoretical and methodological basis for the process of developing communicative and didactic competence of future teachers of a foreign language.

As a scientific method of knowledge with a view to comprehensively review the development of communicative and didactic competence of future teachers as an integrated system, as well as its structural components, we use the modeling method in our work.

The model (from the Latin. "Modus" - image, measure, method) is an auxiliary object transformed by man for educational purposes, giving new information about the main object.

In a theoretical study, the modeling method serves the task of constructing a new one that does not yet exist in practice. Having studied the characteristic features of real processes, the researcher is looking for their new combinations, that is, "models the required state of the problem being studied" [4, p.137].

Thus, in our study, the modeling method will provide: identification of essential aspects and elements of the development process the type of competence under consideration; the possibility of obtaining information about the features and capabilities of the development of communicative and didactic competence.

The model of the development of the communicative-didactic competence of the future teacher is based on the fundamental principles and includes the targeted, substantive-procedural, organizational-technological, criterion-level components.

In the concept of "principle" (from the Latin. Principium - the basis, the beginning), scientists put different content. With reference to our research, the definition given by V.I. Zagvyazinsky, who understands the "principle" as an expression of the pedagogical concept given in the categories of activity, seems to be the most adequate; as knowledge of the essence, content, structure of learning, its laws and patterns, expressed in the form of activity standards.

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