

FORMATION OF COMMUNICATIVE COMPETENCE SKILLS FOR FUTURE TEACHERS

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ABSTRACT

The article highlights the types of competence, the stages of formation, as a form of training that will guide future teachers to use participatory methods of group psychology. The results of the analysis are shown.

Keywords: Competence, pedagogy, communication, formation, training, active method.

INTRODUCTION

The competence of the teacher is to organize all forms of pedagogical (educational and educational) process in the most comfortable and effective manner, to guide them towards the goals of personal development, to educate pupils, to develop skills and to motivate them in activities necessary for society. As a result of the competence of the teacher, theoretical knowledge of the professional skills acquired on the basis of experience gained through flexible skills and creativity in the field of teaching.

The versatility of the teacher, his or her ability, creativity and dedication, as well as the education of students as fully educated people, is one of the pressing issues at the level of public policy. Therefore, modern teachers must be able to adapt to their teaching competence.

A well-educated teacher capable of overcoming the challenges of parenting, understanding the spiritual world of the younger generation, feeling their feelings, and mastering the inner person with a subtle inner sense of wisdom, creative thinking, scientific analysis, imagination and fantasy. are individuals with a deep scientific understanding.

MATERIALS AND METHODS

The analysis of many pedagogical literature, the scientific researches of pedagogical scientists shows that pedagogical competence is the development of high level of pedagogical activity, acquisition of pedagogical techniques, as well as a manifestation of individuality in the personality, experience and professional activity of the teacher.

The terms "competence" and "competence" are mutually exclusive, and they appeared in Western scientific literature in the late 60's and 70's. The term "competence" has been used extensively in national pedagogy and psychology since the 1990s. The term "competence" is used to refer to the terms "pedagogical culture", "professional competence" and "qualifications".

Consequently, "competence" is the ability of a person to have knowledge, experience, responsibility and ability to deal with a particular problem or issue or event. In contrast, "competence" means being aware of events, issues, and having a certain amount of authority.

The concept of “competence” in specific scientific research began to be explored as a pedagogical phenomenon in the 1970s and devoted much of its research. The analysis of pedagogical and psychological literature has shown that the professional competence of a modern teacher is conditionally studied by the following types:

Professional competence of the teacher

Personal competence of the teacher

Universal and cultural competence of the teacher

Special competence of the teacher

Although the above types of competencies are closely related and interrelated, their essences differ from scholars. For example, a teacher's professional competence includes:

- Knowledge of pedagogy and psychology;
- continuous work on its own;
- planning, evaluating and re-establishing the learning process;
- to develop students' motivation;
- Knowledge of information and communication technologies (ICT);
- introducing innovation into the learning environment;
- have a good knowledge of their subject;
- knowledge of foreign languages, etc.

Competence does not appear as an individual's ability or virtue, and the genetic factors are insufficient, and the scientists enter the stages of his / her professional competence:

1. Self-analysis and understanding of what is needed;
2. Setting goals and objectives for self-development planning;
3. Self-expression and correction of flaws.

<p>In addition to professional competence, the personal competence of a teacher may include:</p> <ul style="list-style-type: none"> - Communication or tactfulness; - Tolerance; - Leadership; - Activity and initiative; - Flexibility; - Healthy lifestyle; - Responsibility; - Business; - Humanism and so on. 	<p>Composition of a teacher's universal and cultural competence is as follows:</p> <ul style="list-style-type: none"> - Education; - Culture; - universal values; - National culture; - Participation in the social life of the country; - Respect for the culture of other nations.
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In addition, the scholars also highlight the specific competences of the teacher:

- Special methods of science
- differentiation of education;
- Knowledge of student needs;
- Knowledge of different age characteristics;

RESULTS AND DISCUSSION

Our specific empirical research on the study of professional competence and factors of its development has been carried out in several stages. The main results obtained in the empirical phase of our research are our basic scientific hypothesis, that the professional competence of a teacher is not only dependent on the level of knowledge or professional ability of a future professional to perform a task or practice, but also with his / her relatives, colleagues,

colleagues and leaders. the level of effective communication and communication culture that is manifested as a consequence of such a culture proved that we are more dependent on their skills.

The obtained empirical results have shown that professional competence also develops in relation to complex psychological situations and processes. Because professional competence of a person in professional education depends primarily on his / her spiritual readiness, his emotional stability, the development of empathy, the need to activate his / her own abilities, free of any psychological stress and self-development and self-development. social and psychological factors are more likely to be affected.

The following tests were selected for the diagnostic study:

1. Communication Availability Test. V.F Ryakhovsky
2. Are you listening to your partner? Test

These tests were conducted with the following students of Namangan State University:

1. 4th year students of NamSU, Preschool education
2. NamSU, 2 nd year students
3. 1 month teacher training courses at NamSU

Communication Skills Test Before Training Indicators identified

Table №1

Points scored 3	13 points 14	24 points 25	31 points
Communication	is low	to medium	high
Preschool Education Level 4 - 25 people			
Before Training	5	11	9
Masters 2nd year students - 25 people			
Before Training	12	9	4
Teachers of the refresher course - 24 people			
Before Training	3	7	14
Total:	20	27	27

The following indicators were identified in the pre-training test according to Table 1: Level 4 students of pre-school education received a total of 25 students, with a high level of communication - 5 high, 11 middle and 9 students.

Graduate level students received a total score of 25 students: 12 high, 9 middle and 4 students. The total number of teachers of the refresher courses was 24 people, with the highest rate of communication: 3 higher, 7 middle, and 14 students had lower results.

Indicators of pre-training test “Can you listen to your interviewer”?

Table №2

Points scored	62 points	55 points	54 or less
The listener's listener	is high	to medium	low
Preschool Education Level 4 - 25 people			
Before Training	6	7	12
Masters 2nd year students - 25 people			
Before Training	16	4	5
Teachers of the refresher course - 24 people			
Before training	7	7	8
Total:	29	18	25

Table №2 before the training "Can you listen to your interviewer?" The following parameters were identified by the test: The total number of students of the 4 th course of preschool education was 25 people, of which 6 were high, 7 middle and 12 lower students.

Master's Level 2 students have a total of 25 students, 16 of them in high school, 4 in middle and 5 in low. The total number of teachers of the refresher courses is 24 people, of whom the level of listening is: 7 high, 7 middle, 8 low.

Based on the above test results, a total of 32 low-performing students were identified (13 preschoolers, 5 undergraduates, 14 undergraduate teachers) and we implemented a communicative training program. The training was divided into 16 groups of 16 and 2 separate training sessions. After the training, repeated tests were conducted and the following results were obtained

Communication Skills Test after training Indicators identified

Table №3

Points scored	3-13 points	14-24 points	25-31 points
Communication	is low	to medium	high
Pre-school education Level 4 - 13 people			
After Training	-	13	-
Grade 2 students- 5 people			
After training	-	5	-
Teachers of the refresher course - 14 people			
After training	-	12	2
Total:		30	2

The indicators are presented in Table №3, where 2 training groups of 16 people were established. There are 16 students in the pre-school education and 5 undergraduate students. A total of 16 train- ing teachers formed a second training group and conducted training.

Based on the repeated tests, the following were identified: 13 students of pre-school education increased their communication skills to a moderate level.

Communication skills in 5 students of the master's degree increased to medium level.

The total number of teachers of the refresher courses was 16 people, with a low level of communication skills: 14 middle and 2 students.

Indicators of the test "Can you listen to your interviewer" after the training?

Table №4

Points scored	62 points	55 points	54 or less
The listener's listener	is high	to medium	low
Preschool Education Level 4 - 13 people			
After the training	4	9	-
Grade 2 students - 5 people			
After the training		5	-
Teachers of the refresher course - 14 people			
After the training	6	7	1
Total:	10	12	

After the training on Table №4, "Can you listen to your partner?" The results of the test were as follows: 13 students in the education area increased their listening skills - 4 higher and 9 - average.

In 5 Master's degree students, listening in communication increased to moderate level. Of the 14 teachers of the refresher course, the listening level in communication increased by 4 and 9 on the average.

Formation of communicative competence can be accomplished by the preparation of future teachers with adequate feedback. The essence of the educational process is inextricably linked to it. The acquisition of special skills helps teachers to treat students as objects of learning, not as objects of learning, but rather as participants in their ideas.

CONCLUSION

The goal of developing reflexive skills in future teachers is to provide communicative competence without the help of psychologists in interacting with students. The training has a particular effect on the method of situational modeling. It is conducted for diagnostic and correction purposes and aims at the formation of specific personal qualities.

In the modeling of difficult pedagogical situations (conflicts) special prizes are used:

1. Include in the group a disadvantageous participant (s) for a particular role.
2. Uneven distribution of the work area.
3. The long-awaited event, the delay of events.
4. Inadequate evaluation of the work done.

The experience of analyzing non-standard solutions to difficult pedagogical situations (conflicts) can help future educators to collect facts, images, and develop professional memory. Situation situations and interdisciplinary teachers help the skills to adapt to different situations and to quickly change the way they act. Communication partners show performances and learn from each other patterns of relationships, feelings of sympathy, empathy, sympathy and antipathy.

As a result of the training, the students learned a deeper, more comprehensive analysis of the pedagogical situation, increased the number of solutions, increased the evidence base, increased integration of knowledge from pedagogy and psychology, increased psychological knowledge.

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