

ISSUES OF FORMATION OF COMMUNICATIVE COMPETENCE, WHICH IS AN INTEGRAL PART OF PROFESSIONAL- PEDAGOGICAL TRAINING OF FUTURE TEACHERS IN THE EDUCATIONAL PROCESS

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ABSTRACT

This article deals with the formation of communicative competence in the training of future teachers. The main task of the educational process of teacher training is to address current issues aimed at the formation and development of communicative competence, which is an integral part of the professional and pedagogical training of future teachers. The article discusses the role of communicative competence in the professional activity of a teacher, the fact that communicative competence is seen as a multifunctional condition in communication between people, and thus fulfills educational, pedagogical and ideological tasks.

Keywords: Communicative competence, communication, competence, communication, Communicative competence, communicative skills.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The quality of communicative competence for future teachers, their ability for thinking freely, actively, independently, to model the educational process, in addition to the problem of increasing education through the independent creation of new ideas and technologies and the formation of competence to implement them are relevant in the socio-political, economic and cultural context for today. In this regard, the idea of President Shavkat Mirziyoyev is directly relevant to the purpose of our work that “Our young people have independent thinking, high intellectual and spiritual potential, we will mobilize all the forces and capabilities of our state and society for growing up to be peers around the world who are not idle in any field and for being happy”.

For developing of communicative competence of the teacher as a mature specialist should allows young people to find their place in the labor activity, have quality education, promote the formation of interpersonal socio-cultural dialogue, but the most important thing is to develop the person to the level that fully meets the demand and to create the necessary conditions for him to realize his potential.

That is why the main task of the educational process of teacher training should be aimed at the formation and development of communicative competence, which is an integral part of the professional and pedagogical training of future teachers.

Communicative competence - is a system of forming verbal ethics in the various communicative events and situations which is based on the person's knowledge of language and speech culture.

“This system includes communicative roles (speaker and listener), as well as social roles, speech strategies and tactics, and ethics and morals, they reflect the ways in which a person accepted in this culture interacts with members of different social groups for different reasons and in different situations ”(TV Matveeva).

Communicative competence can be expressed in the method of communication which is chosen by the educator and in the role of communication places, they are characterized by stable expressive features, as well as communicative actions in the process of communication situation, provided with leading interaction goals. The communicative position of the educator may reflect the ways in which he or she achieves the stated goals of communication and his or her attitude towards the interlocutor, as well as the specific requirements that the interaction may have in the process of a clear communication style.

A careful study of the meaning and structure of communicative competence has allowed us to distinguish between two levels, interdependent and interrelated: the first level determines the manifestation of communicative competence in direct communication itself, i.e. in the communicative behavior of a person; the second, the specific features and orientation of the teacher's professional motivation, the introduction of pedagogical-communicative values through his special need for communication. The role of communicative competence in modern society, in everyday life, in professional activities is very important. Thanks to it, the data obtained are regularly collected, analyzed and organized. Verbal and nonverbal methods of communication are used to transmit this information qualitatively. However, effective communication must imply in any case that people are able to understand each other in interpersonal communication. The researcher L.P. Grimak writes about the importance of communication for the full formation of man not only as a person, but also as a subject of activity, “another reason why a person is a human being is that he is in active communication with others like him ..., constant communication with people from the first days of birth is a prerequisite for full development of the individual ..., communication helps to maintain somatic and mental balance, alleviates conflicts and disputes, relieves stress, increases the role and prestige in social life.

It is so difficult to distinguish between the concepts of "communication" and "communication" that the researcher V.M. Kurbatov offers the following two definitions:

- “Communication is an act of communication, a interaction between two or more individuals, the transmission of information from one person to another. In the narrower sense, it is the process of transmitting information from the sender to the receiver (from the communicator to the recipient)”.
- “Communication is a process of interaction and cooperation between people, in which there is an exchange of activities, information, emotions, skills, abilities, the result of work”.

At the same time, it can be observed even in a communicative-domestic situation. Among key roles include a “role for all” or show.

The process of formation of communicative competence of the future teacher can be carried out through the content of education and it includes:

- A separate list of academic disciplines;
- Professional competencies of students formed in the process of mastering academic disciplines;
- The active role of the student in the socio-cultural life.

All this represents a unique complex, through which the future teacher's personality is formed and developed at a high level, which allows him to master the methods of further development and maturity, which allows the future teacher to work more effectively as a professional entity in the “man - society – world” system.

It is well known that a teacher's professionalism must be ensured through his or her successful career. In turn, this activity is not possible without certain skills, communicative qualities of the individual, because they depend on both the activity itself and the social approach and environment in decision-making. The above-mentioned communicative skills are present in the system of professional skills and play an important role in shaping the communicative competence of the future teacher, which can even be the basis of a teacher's professional activity.

“Communicative abilities can be seen as traits or qualities that ensure the success of an individual's activities, for example, individual qualities that distinguish one person from another and are seen in successful activities”.

The development of a person's communication skills should be “improved through communicative skills, which are the basis for the development of professional activity. Irregular development of communicative skills often leads to authoritarian behavior, frequent conflicts, tensions between teachers and students, decreased desire to learn and study, mental trauma and irreparable losses in moral education, and in most cases, it leads to antisocial (social indifference) behavior of students”.

Communicative competence can also be understood as a complex description of a person, which includes communicative competencies, psycho-pedagogical competencies, the mental states of a person that appear in communication with other people - all of which are reflected in a person's communicative behavior.

It is communicative behavior that encompasses the specific psychological and pedagogical competencies required for communication. However, the leading role is to determine direction in pedagogy and for representing the respondent's need to communicate in order to identify and justify direction in the educator. In addition, communicative competence is necessary for the qualitative and useful organization of communicative actions in certain situations, also it is considered as a separate system that communicative competence is necessary for the qualitative and useful organization of communicative actions in certain situations in the scientific and pedagogical literature.

Perfect acquisition of communicative competence means “readiness to enter the process of communication in accordance with the real communicative situation”. It should be noted that the main indicator of the formation of competence is the ability to express ideas fluently, coherently and logically, using the ability to understand and respond appropriately to any type of communicative activity of partners in expressive and clear communication.

The study of the special role of communicative competence in the professional activity of a teacher allows us to conclude that communicative competence can also be seen as a multifunctional condition in communication between people, and thus perform educational, pedagogical and ideological tasks.

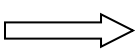
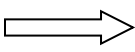
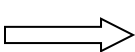
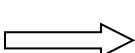
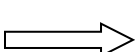
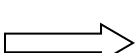
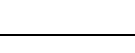
The content and depth of communication depends on the level of knowledge of the partners, their awareness of the topic of communication, including the ability to self-regulate emotionally and psychologically. It is represented by “the ability to communicate abruptly, actively respond to changes in circumstances, re-establish communication”.

Modern society is able to be competent in all matters related to professional activity, requires a modern qualified educator, as well as qualitative changes in the field of higher professional education.

It is known that the primary task of the university is to develop the personality of the future teacher, which can be widely reflected in the communicative aspects of education and upbringing. Thus, communicative competence is one of the most important characteristics, and the formation of this competence is a special task of the formation and development of the personality of the future teacher in accordance with the requirements.

Communicative competence requires the teacher to have the following competencies. (Figure 1).

Figure 1

The skill of the educator in communicative competence	
	Communicate the content of information to students in an understandable language
	Present critical information in a positive and constructive way
	In communication, people follow all accepted the values and principles in society
	Be considerate of your partners in communication, without compromising their dignity or showing aggression towards them
	Reasonable and convincing defense of one's point of view on the subject of discussion
	Not to talk about the personal qualities of the interlocutor, but to focus all attention on the content of the information, the topic of discussion
	Controlling communication time, allowing your partner to respond to information received

In conclusion, the presence of communicative competence in the future teacher can determine not only the effectiveness of the delivery of any information, rich vocabulary, speech culture, the right choice of language tools, but also it is possible to emphasize the ability to manage communication in different social situations, as well as in the process of communication with other people, the regulation of their personal spiritual and moral state.

The cognitive activity of the future teacher is determined in many respects by the complexity, dynamics, non-standardity of the things being studied, the influence of the boundaries that separate social phenomena, their search, uncertainty which implies observation, the ability to model the interlocutor’s inner world. In this case, the characteristics of self-regulation is characterized by the need to constantly improve their knowledge and skills, the ability to strictly coordinate their actions toward other people.

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