

CRITERIA FOR ASSESSING THE COMMUNICATIVE COMPETENCY DEVELOPMENT LEVELS OF MANAGERS OF THE PROFESSIONAL EDUCATION SYSTEM

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ABSTRACT

This article addresses issues such as the content of the criteria and indicators of communicative competence of leaders of vocational education in assessing the level of development of communicative competence of managers of vocational education system, criteria-level description of the development of communicative competence of managers of vocational education.

Keywords: Professional education, pedagogical process, communicative competence, evaluation criteria, manager, modern research, model.

INTRODUCTION

In traditional pedagogical practice, the most common approach to assessing the effectiveness of education is for students to study the learning material and perform relevant tasks. However, within a competent approach, a different approach is used to form assessment criteria and diagnose learning outcomes. As an expected result in the implementation of the model, the level of development of communicative competence is determined by its criteria and assessment block, which includes criteria, indicators and levels of development of communicative competence and diagnostic tools for their detection.

According to T.A. Strokova, the criteria for evaluating a pedagogical event or process should reflect the main content of the evaluated event [3, p. 11]. In this regard, the previously listed content components of communicative competence (motivational, reflexive, cognitive and active) are the basis for setting its development criteria, taking into account the professional requirements for managers of the professional education system. Thus, the assessment mesonitic of the communicative competence development model is four-component and includes motivational, reflexive, cognitive, and activity criteria.

MATERIAL AND RESEARCH METHODS

A.A. Ignatenko uses a four-level approach to assess the level of development of communicative competence:

- low level: inability of listeners to understand the components of communication orally or in writing and to demonstrate their communicative and verbal knowledge and skills in communication with acquaintances;

- minimum level: the listener is able to process the individual components of the message, verbally or in writing, and perform communicative actions in certain learning activities;

- sufficient level: ability to apply communicative knowledge, skills and abilities in a standard communicative situation, to develop a specific communication plan orally or in writing, to perform certain communicative actions in accordance with the established rules;

- high level: the ability of the listener to independently create messages and texts, the creation of new objective information, along with the demonstration of their research and creative potential [2, p. 166].

RESEARCH RESULTS AND DISCUSSION

There is no single approach to assessing the level of development of communicative competence in modern pedagogical research. The explanation for this change may be objective differences on the research topic: communicative competence varies among students majoring in pedagogy or leadership, their competency requirements vary objectively, and are different for prospective teachers and leaders of educational institutions.

In our study, the development of criteria and a model of the unit of assessment for the development of communicative competence of managers of the vocational education system in the context of intersectoral cooperation was carried out through the following recommendations of T.A. Strokova:

- Criteria should reflect the characteristic or important feature of the pedagogical event or process justifying the assessment process;

- is determined by a sufficiently complete and capacitive system of indicators that reflects the necessary aspects of the complex criterion, and if necessary, the level of indicators that define it should be clear;

- Traditionally, in the process of research, first the evaluation criteria are determined, then the indicators and levels that reveal each criterion are determined, and then an idea of the level of development of the evaluated event is formed;

- evaluation criteria and evaluation level are not the same concepts [3, pp. 12-13].

The following requirements are set for the selection of assessment criteria for pedagogical research:

- objectivity: allows to evaluate each criterion in terms of description, does not allow different assessments;

- adequacy, authenticity: each criterion accurately reflects the characteristics that the experimenter wants to evaluate;

- neutrality [1, pp. 20-24].

The criteria and hierarchical level in the evaluation block of the model of development of communicative competence of managers of the professional education system are selected indicators in accordance with the following requirements:

- indicators correspond to certain criteria characterized by them and reveal certain specific features of the studied event or process;

- indicators should be adjacent to each other, complete, adequate and balanced;

- Indicators should comprehensively and fully describe the pedagogical phenomenon being evaluated and reflect its structural and structural integrity;

- the minimum set of indicators should be as sufficient and informative as possible;

- in the formation of the indicator, its semantic accuracy and clarity should be ensured, which allows to avoid ambiguous interpretation [3, p. 13].

In the block of evaluation criteria of the model, it is expedient to use a holistic approach to evaluate the results of the implementation of the model of development of communicative competence of managers of professional education system in pedagogical practice. To do this, it is necessary to disclose the relationship between the functional components of communicative competence and their evaluation criteria, which allows to determine the main indicators of evaluation (Table 1).

Table 1: Criteria and indicators of communicative competencies of leaders of professional education system

Criteria components	Motivational	Reflexive	Cognitive	Active
Informative	Motivational desire to communicate their ideas to others	Ability to use non-verbal means of communication, tolerance and self-control, constructive strategies of reflection in conflicts	Knowledge of the basic principles of public speaking, the requirements for written communication, persuasion and debate technologies and algorithms	Ability to make maximum use of verbal, nonverbal and technical capabilities in conveying their ideas to others
Analytical-explanatory	A motivational desire to understand and tolerate the point of view of others	Ability to understand and interpret the manifestations of nonverbal communication	Normative-legal communication, knowledge of the basics of nonverbal communication, conflict management	Willingness and ability to identify controversial and ambiguous aspects of communication.
Instrumental	Motivational desire to maximize the use of modern ICT in business communication	Be able to identify the best way and means of communication in a particular situation	Knowledge of the basics of practical programming in the management of education, the organization of the educational process	Willingness and ability to use the capabilities of modern ICT in business communication

The motivational criterion of the assessment criteria block of the communicative competence development model reflects the motivational characteristics of professional education system managers to actively listen in terms of active communication and understanding of their personal character traits, their needs and goals in communication.

The selection of control and measurement materials to check the level of competence development should therefore focus on the development of identifiers that allow the identification of a certain level of competence being developed. While cognitive and activity criteria used to assess communicative competence can be diagnosed using methods traditional to vocational education pedagogy, tools and methods are used to assess motivational and reflexive criteria in a communicative situation that is primarily psychological in nature.

Given the dynamics of the development of communicative competence in the process of professional formation of leaders of educational institutions in the context of sectoral cooperation in vocational education, we use a three-level assessment of competencies in the criteria and assessment block of the developed model. Each level describes a step-by-step process of developing professional training and competence.

The characteristics of the levels of development of communicative competence according to

the evaluation criteria are shown in Table 2. The main difference between intermediate and low level is the robustness of knowledge, successful experience in solving typical communicative tasks and the ability to make decisions in non-standard communicative situations.

Table 2: Criteria-level description of the development of communicative competence of managers of the professional education system

Level	Motivational	Reflexive	Cognitive	Active
1	2	3	4	5
Low level	Weakly expressed motives and the use of various means and methods of communication, vague expression of personal goals of communication	Passive role in communication, lack of gestures and emotions in communication, destructive strategies of behavior in conflict; solving communication problems based on skills formed in daily life	Fragmented, superficial knowledge of the basics of communication theory and business communication Superficial knowledge of the basics of communication theory and business communication	Preferential use of oral or written communication; low level of knowledge of modern ICT, multimedia technologies and application software
Intermediate level	Active and responsible attitude to communication, interest in solving communication problems	Active participation in communication, consideration of alternative scenarios for communication and experience in solving non-standard tasks, analysis of communication situations in relation to professional goals	Adequate knowledge of communication theory and basics of business communication, conflict management and personnel management	Solving typical communicative problems through the use of modern ICT and applications in educational management for beginners
High level	High level of motivation for professional communication activities, the formation of personal qualities for good behavior, resilience, constructive communication and confidence in their point of view	Independence in the choice of tasks and ways to solve them in communication, focus on complex situations, gain experience in solving non-standard creative communication tasks, constructive conflict resolution strategies	Knowledge of the basics of communication theory and business communication; understand the principles of creating a favorable communication environment; perform an independent search for information to optimize communication	Adequate communication, independent development and the use of modern ICT, multimedia technologies

The highest level of development of communicative competence is characterized by an understanding of the principles of creating a comfortable communication environment in the educational organization, successful and systematic experience in solving non-standard communicative tasks based on a creative approach.

CONCLUSION

Since the diagnosis can be made at different stages in the context of cross-sectoral interaction according to the model of development of communicative competence of managers of vocational education system, it is expedient to use the monitoring method to compare the level of development of this competence. It should be noted that today various diagnostic methods are used to determine the level of development of communicative competence.

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