



Communicative Competence of the Teacher

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ABSTRACT

Communicative competence as an important component of the general professional competence of a teacher is directly related to the effectiveness of interaction, communication of a person in accordance with the requirements of pedagogical problem situations that need to be resolved. Communication between people is an extremely complex and delicate process. Inefficiency in communication may be associated with the complete or partial absence of one or another communication skill, for example, the ability to navigate and behave in a particular situation. It can be caused by insufficient self-control, for example, due to the inability to cope with over excitation, impulsiveness, aggression.

Keywords:

ability, particular situation, insufficient self-control, impulsiveness, adherence, communication skills, facilitates, pedagogical interaction, contributes, level.

Introduction

Communicative competence acts as a necessary condition for personal, life success in the conditions of modern sociality. Teacher considering the communication skills of teachers, speaks of interrelated groups of perceptual skills, verbal communication skills, and skills and abilities of pedagogical technology. Perceptual skills consist in adequate perception and interpretation of information about signals from a communication partner (reading), penetration into the personal essence of other people, establishing a person's individuality, and determining the psychological characteristics of a person. Pedagogical communication skills involve the ability to carry out a communicative attack, establish psychological contact with another person, manage communication: distribute attention and maintain its stability, choose the most successful way of behavior, analyze the situation. The skills and abilities of pedagogical

technique involve the ability to choose the right style and tone of address, control of attention, one's own mental state, mastery of the intonation technique for expressing different feelings, which in turn greatly facilitates communication between the teacher and the student. This explains the relevance of the chosen topic. Analyzing the communicative skills of the teacher, identified in the psychological and pedagogical literature, we came to the conclusion that two groups can be distinguished among them: general communication skills and abilities (formed either spontaneously or purposefully - in the process of self-development or within the framework of training groups); special pedagogical communication skills and abilities (formed in the course of specially organized practical classes, as well as in pedagogical practice).

The purpose of this work is to study the communication skills of a teacher on the basis of literary sources.

Tasks of control work:

- to study the essence of the communicative skills and abilities of the teacher;
- to study the features of the application of the teacher's communication skills in communication.

1. The concept of the teacher's communication skills

The problem of productive communication and communication is relevant for pedagogy. It is no coincidence that the terms "communicative skills", "communicative skills", "communicative competence" are used in the psychological and pedagogical literature.

On the one hand, communication skills are understood as skills related to the correct alignment of one's behavior, understanding of human psychology: the ability to choose the right intonation, gestures, the ability to understand other people, the ability to empathize with the interlocutor, put oneself in his place, predict the interlocutor's reaction, choose in relation to each of the interlocutors, the most correct way of addressing.

On the other hand, communication skills are often characterized through the level of knowledge and skills in the field of some philological disciplines, such as, for example, linguistics, rhetoric (knowledge and ability to appropriately use various rhetorical techniques in speech, adherence to orthoepy, etc.). These skills relate, as a rule, to the skills of performing speech. Communication skills also include those that are necessary for a person to adequately express his thoughts or understand someone else's. For example, the ability to adhere to the topic of the statement, to reveal the main idea of the statement, to determine the topic and main idea of someone else's statement, to select arguments to prove one's thoughts.

It is the ability to organize long-term and effective interaction with students that is one of the important qualities of a teacher. This skill is usually associated with the communication skills of the teacher. Possession of professional and pedagogical communication is the most important requirement for the personality of a teacher in

that aspect of it, which concerns interpersonal relationships.

Cognition of a person by a person includes a general assessment of a person as a person, which is usually formed on the basis of the first impression of him, an assessment of individual traits of his personality, motives and intentions, an assessment of the connection of externally observed behavior with the inner world of a person; the ability to "read" postures, gestures, facial expressions, pantomime.

A person's knowledge of himself involves an assessment of his knowledge and his abilities, an assessment of his character and other personality traits, an assessment of how a person is perceived from the outside and looks in the eyes of others.

The ability to correctly assess the situation of communication is the ability to observe the situation, choose the most informative signs of it and pay attention to them; correctly perceive and evaluate the social and psychological meaning of the situation.

Communication, the process of communication is a broad and capacious concept. This is conscious and unconscious, verbal and non-verbal communication, transmission and reception of information, which is observed everywhere and always. Communication has many faces: it has many forms and types. Pedagogical communication is a particular type of communication between people. It has both the general features of this form of interaction and those specific to the educational process.

Pedagogical communication is a professional communication of a teacher with students in the classroom and outside of it (in the process of teaching and upbringing), which has certain pedagogical functions and is aimed (if it is full and optimal) at creating a favorable psychological climate, as well as at another kind of psychological optimization of the learning environment. activities and relations between the teacher and students within the student team.

Pedagogical communication is determined by a triple orientation: personal, social, subject. The teacher, working with one student on the development of any educational material,

always orients its result to all those present in the class, and vice versa, working with the class, influences each teacher. Therefore, we can assume that the originality of pedagogical communication, being the totality of these characteristics, is expressed in an organic combination of elements of personality-oriented, socially-oriented and subject-oriented communication.

The specificity of pedagogical communication is determined, first of all, by its teaching function, which includes the educational function, since the educational process has an educational and developing character. The teaching function of pedagogical communication is the leading one: part of the multilateral interaction of the teacher - students, students among themselves. At the same time, pedagogical communication reflects the specifics of the nature of human interaction.

When implementing the educational function, the teacher helps the student to express himself, the positive that is in him. The need for the teacher's interest in the success of the student, which facilitates pedagogical interaction, contributes to the self-actualization of the student and his further development.

The productivity of pedagogical activity is largely determined by the level of mastery of the technology of pedagogical communication by the teacher. Ignorance of such technology leads to the fact that communicative actions are carried out by trial and error.

The main difficulties that the teacher experiences in communicating with students are related to the inability to establish contact, manage student communication in the classroom, build relationships and rebuild them depending on the specifics of pedagogical tasks, with a lack of understanding of the student's internal psychological position. Finally, these are difficulties in verbal communication and the transfer of one's own emotional attitude to educational material, as well as the inability to manage one's own mental state in communication. The teacher's possession of the technology of pedagogical communication is also important because it determines the attitude of children towards the

teacher, which they often transfer to the subject he teaches.

To understand the essence of the technology of pedagogical communication, it is necessary to refer to the concept of "communicative task", since the process of professional and pedagogical communication can be represented as a system of communicative tasks.

The communicative task, being a derivative of the pedagogical task, has the same stages of solution: analysis of the situation, enumeration of options and selection of the optimal one, communicative influence and analysis of its results. At the same time, the communicative task, reflecting the pedagogical task, is auxiliary in relation to it. Therefore, organizing a specific pedagogical impact, it is necessary to present ways of its communicative implementation.

It is customary to distinguish between the general communicative tasks of the upcoming activity, which, as a rule, are planned in advance, and the current communicative tasks that arise in the course of pedagogical interaction. The general communicative task is reduced to narration (message) and motivation. The narration is represented by the following varieties: the actual narration, the message, the name, the announcement, the enumeration, the answer, etc. The motivation also has types, such as an order, a demand, a request, an invitation.

Thus, in the process of solving communicative tasks, the teacher realizes two main goals: to convey a message to students or to influence them, that is, to encourage them to act.

Four functional series of teacher's communicative actions have been identified: stimulating, responsive (evaluative and corrective), controlling, organizing.

For a teacher who manages the student's learning activity, it is important not only to clearly understand and differentiate the types of communicative actions that guide the student's learning activity, but also to determine which of these actions can solve pedagogical communication tasks.

The stages of solving a communicative task can be represented as follows:

Orientation in the conditions of communication;
 attracting the attention of the "object";
 implementation of verbal communication;
 Organization of feedback meaningful and emotional connection.

At the stage of orientation in communication conditions, a complex process of "adjusting" the general style of communication to specific communication conditions (lesson, event, etc.) takes place. Such adaptation is based on the following components: the teacher's awareness of the style of communication with students; mental restoration of the previous features of communication in a given team - communicative memory; clarification of the communication style in the new communicative conditions of activity, based on the situation in the classroom and current pedagogical tasks.

Here there is a concretization of the object of communication, which can be a class, a group of children or individual pupils.

The stage of attracting attention to oneself can be implemented in different ways: speech (verbal communication with students), a pause with an active internal demand for attention to oneself, motor-sign (using tables, writing on the board), a mixed version that includes elements of the three previous ones.

Productive professional and pedagogical communication requires careful "probing of the soul of the object" (the term of K. S. Stanislavsky). At this stage, the teacher clarifies the ideas that have developed at the previous stages about the conditions of communication and possible communicative tasks, tries to catch the level of readiness of the audience to start productive communication.

The main stage in solving a communicative task is the implementation of verbal communication. The success of such communication presupposes that the teacher has a good verbal memory: the ability to correctly select language means that provide vivid, expressive speech, logically build a presentation of the transmitted information, orient speech to the interlocutor; high level (anticipation).

The final stage of solving a communicative task is the organization of meaningful and emotional feedback. Meaningful feedback provides information about the level of assimilation of educational material by students. Emotional feedback is established by the teacher through feeling the mood of the class at a given lesson or event, which can only be caught by the behavior of students, the expressions of their faces and eyes, by individual remarks and emotional reactions. Meaningful feedback in unity with emotional feedback gives the teacher information about the level of perception of the material and the cognitive and moral atmosphere of the lesson.

Conclusion

The ability of a teacher to communicate with students is sometimes interpreted as the ability of a teacher to correctly present and explain material to students in the classroom, to talk with children on topics of interest to them. This, of course, is included in the structure of pedagogical communicative abilities, but the abilities themselves are not limited to the corresponding skills and abilities. Pedagogical communication is a form of educational interaction, cooperation between a teacher and students. This is a personal and socially oriented interaction.

The ability to establish humanistic, personality-oriented relationships with students, parents and colleagues implies that the teacher has.

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