



Interpretation of the Study Of Formation of Communicative Competence

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ABSTRACT

Already in the first years of gaining independence by our republic, the education and upbringing of children became one of the priorities of the state policy in the field of education. In accordance with this, the issues of education and upbringing of children with special needs, the need for further improvement in this area are reflected in a number of laws and regulations. In the implementation of the requirements outlined in the documents, the task of developing communicative competence among preschoolers is of particular relevance.

Keywords:

Pedagogy, inclusive education. hospital pedagogy, methodology, correction.

The competency-based approach in the education of preschool children involves preparing the growing personality of the child for life, forming in him the methods of activity necessary for solving vital tasks related to mastering moral norms and values, communicating with other people, building the image of the Self. The initial key competencies require a holistic development of the child as a subject of activity and behavior.

The study of philosophical, psychological and pedagogical literature (V.I. Baidenko, V.A. Bolotov, V.V. Serikov, E.F. Zeer, I.A. different views on the definition of the concepts of "competence" and "competence". The introduction of the term "competence" is associated with the name of the scientist O. Habermas, who uses this concept as a sociological term in the context of verbal communication. The concept of "competence" is widely used by American cognitive psychology. There it is considered as a factor that determines the self-awareness of the individual, her behavior and self-esteem, and

correlates with the general characteristics of the individual.

Y. L. Neimer considers "competence" as a psychosocial quality, meaning strength and confidence, coming from a sense of one's own success and usefulness, which gives a person an awareness of his ability to effectively interact with the environment [8].

The interpretation of the above concepts has explanatory power in relation to the objectives of the definition of the concept of "communicative competence". It should be noted that the concept of "communicative competence" is interpreted by different authors not quite unambiguously. The number and composition of the components of communicative competence, - writes T.A. Lebedeva, - do not match for different authors, their location is relative, which brings to the fore different components of the content. In order to verify this, let's compare several definitions of communicative competence.

According to L.A. Petrovskaya, communicative competence is knowledge about the ways of orientation in various

situations, fluency in verbal and non-verbal means of communication [8].

G.A.Andreeva, A.A.Bodaleva, Yu.M.Zhukov, Yu.N.Emelyanov, E.L.Meliburda give the following definition of communicative competence; range of situations of personal interaction [4].

E.V. Rudensky considers communicative competence as a socio-normative experience of folk culture; knowledge of the languages of communication used by folk culture; experience of interpersonal communication [4].

O.M.Kazartseva claims that "communicative competence is the knowledge, skills and abilities necessary to understand others and generate their own programs of speech behavior that are adequate to the goals, areas, situations of communication. It includes: knowledge of the basic concepts of speech linguistics (speech knowledge) - styles, types, ways of connecting sentences in a text, etc.; skills and abilities of text analysis, and, finally, proper communicative skills - skills and abilities of verbal communication in relation to various areas and situations of communication, taking into account the addressee, purpose".

For example, E.N. Kamenskaya believes that communicative competence is the ability to establish and maintain the necessary contacts with other people [6].

Competence in communication has, undoubtedly, invariant universal characteristics and, at the same time, characteristics that are historically and culturally determined. Communicative competence does not arise from scratch, it is formed. The basis of its formation is the experience of human communication [1].

The activity of communication is formed in the child before others and can be carried out both through non-verbal and through verbal means of communication. The development of communicative competence follows the path of accumulation of new communicative units and rules for their use.

O.E. Gribova identifies the following level relationships of communicative units, from which communicative competence is formed:

- extralinguistic means of communication;

- paralinguistic means of communication;
- linguistic means of communication;
- discourse [5].

The enormous importance of non-verbal signals in communication is confirmed by experimental studies, which say that words (to which we attach such great importance) reveal only 7% of the meaning, 38% of the meaning carry intonations and voice modulations, and 55% of messages are perceived through facial expressions, postures and gestures.

Non-verbal means of communication undoubtedly play a large supporting role (and sometimes independent) in the communicative process. All systems of non-verbal communication increase semantically significant information, carry a semantic load, but not through additional speech inclusions, but through "near speech" ways, techniques.

Verbal means of communication are improved due to the assimilation of the system of language and speech means that are revealed in speech activity. Speech activity is a process of active, purposeful, language-mediated and situation-conditioned communication, receiving or issuing a speech message in the interaction of people with each other. It is known that mastery of speech consists of two parallel processes: the child's assimilation of language means (pronunciation of sounds, vocabulary, grammatical structure of speech) and mastery of the ability to use them in communication conditions. As A.A. Leontiev notes, true language acquisition is the ability to use one or another of its elements (with or without necessary changes) in speech in accordance with the expressed content [7]. Thus, the speech activity of people realizes their communication with each other.

Communicative competence is the ability of an individual to communicate acquired in the course of social interaction. It involves interaction with other people, with the objects of the surrounding world and its information flows [2]; the ability to perform various social roles in a group and team. The composition of communicative competence includes linguistic, sociolinguistic and pragmatic components. Communicative competence is formed in the

course of social interaction and is realized in speech activity.

Linguistic competence includes knowledge of vocabulary, phonetics, grammar and related skills and abilities, as well as other characteristics of the language as a system, regardless of the sociolinguistic significance of its variants and the pragmatic function of specific implementations. In relation to individual communicative competence, this component implies not only the volume and quality of knowledge (for example, knowledge of the semantic function of sounds, the volume and accuracy of the dictionary), but also their cognitive organization and storage method (for example, an associative network in which the speaker places a certain lexical unit), as well as their availability (remembering, retrieval from long-term memory, use). Knowledge is not always conscious and may not always be clearly articulated (for example, this may refer to mastery of the phonetic system of a language). The cognitive organization of a dictionary, its storage and accessibility can vary among different people and even within one person (for example, in multilingual conditions) and depend on individual characteristics, as well as on the cultural environment in which a person grew up and studied. Sociolinguistic competence reflects sociocultural norms (rules of good manners, norms of communication between representatives of different generations, genders, classes and social groups, the language design of certain rituals adopted in a given society). The sociolinguistic component has a great influence on speech communication between representatives of different cultures, who may not even be aware of it. Pragmatic competence involves linguistic means for certain functional purposes (implementation of communicative functions, generation of speech acts) in accordance with interaction patterns. This component also includes the mastery of discourse, cohesion, coherence, recognition of types and norms of texts, irony and parody. A person needs to be able to navigate in a situation of communication. Social interaction and cultural environment have a special

influence on the formation of pragmatic competence [3].

The result of the formation of communicative competence should be the ability to adequately clothe communicative goals and strategies for their achievement in language forms, as well as the ability to use the norms of speech etiquette and social behavior in situations of intercultural communication, in which knowledge of situational and sociocultural contexts is updated.

Literature

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