



Structural Components Of Communicative Competence

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ABSTRACT

This article examines the concept of competence, as well as the structural components of communicative competence such as motivational, axiological, informational and content-based, and operational-activity-based. It provides a detailed analysis of the opinions of scientists on the development of communicative competence in future teachers

Keywords:

competence, motivation, teacher, communication, education, ability, communication, profession, speech, personality, multicultural, multilingual.

In the context of the humanistic paradigm of education, focus on the development of the student's personality, his individuality as an active subject of activity can be realized only on the basis of building an appropriate strategy for the teacher's pedagogical activity, which today is acquiring a fundamentally different meaning - supporting a person in spiritual development, forming the ability for life self-determination. Pedagogical education faces the task of training specialists who are able to understand and accept the inner world of a child, who strive to build relationships based on dialogue, who have the skills to create open relationships, who are ready for adequate pedagogical communication with students in the process of joint activities with them, to the maximum realization of the student's abilities, ensuring his emotional well-being in the educational process of the school. Such a professional humanistic position is a reflection of certain ideological views of the teacher.

An actively developing and changing society places high demands on education, its content and competitiveness. At present, attention is focused on the problem of improving the quality of education, where the main criterion is the level of competence of the individual, that is, higher demands are placed on mastering the system of knowledge, intellectual, cognitive development, the ability to apply the existing potential for practical purposes.

Effective communication (in any field of activity) is characterized by achieving mutual understanding between partners, a better understanding of the situation and the subject of communication, which ensures the achievement of the goals of the communicants. As for the professional activity of a teacher, the role of communicative competence is special here, it is what ensures the effectiveness of his professional activity. However, the formation of communicative competence of a future teacher is not an easy task, since its solution is

influenced by many factors, including the peculiarities of the development of higher education [6], the specifics of regional universities and the cultural environment of their functioning [7, 8], as well as the policy of school education in the regions aimed at preserving the national cultural heritage, i.e., at educating an individual who is ready and able to live and work in the space of a multicultural and multilingual communicative environment. All this actualizes the designated problem of forming a high communicative culture in a teacher. According to V.A. Bolotov and V.V. Serikov, the competence-based approach to education is relevant, in which the priority is not given to the student's awareness, but to his ability to resolve problems arising in situations related to the cognition and explanation of phenomena of reality; with the mastery of modern equipment and technologies; with the establishment of positive relationships with people. An important role in this is played by compliance with ethical standards and evaluation of one's own actions. In practical life, this is manifested in the performance of social roles of a citizen, family member, buyer, client, spectator, city dweller, voter; in legal norms and administrative structures, in consumer and aesthetic assessments; when choosing a profession and assessing one's readiness to study at a vocational educational institution, when it is necessary to navigate the labor market; when it is necessary to solve one's own problems: life self-determination, choice of style and lifestyle, methods of conflict resolution [1]. This approach contributes to the preparation of a competent specialist, in particular, a teacher. In modern scientific literature, the concepts of "competence" and "competence" are often used as close in meaning. This is largely due to the fact that the English words "competence" and "competency" in most dictionaries are defined as synonyms and are translated in a double meaning - "competence" and "competence". However, despite their interrelation, each has its own specifics. In different sources these concepts are presented as follows. In the dictionary of S.I. Ozhegov and N.Yu. Shvedova the concept of "competence" is defined, firstly, as a range of issues in which someone is well

informed, and, secondly, as a range of someone's powers [2]. Competence is considered as a range of powers of some organization or official; a range of issues in which a given person is endowed with knowledge and experience [3]. Competence is the ability of a given person to perform a certain type of work, the presence of a sufficient stock of knowledge to make an informed judgment on any issue [4]. Competence is the possession of competence; the possession of knowledge that allows one to judge something [3]. Thus, we see that in the concept of "competence" the main thing is the "range of issues", and in the concept of "competence" - the ability. The intensive development of various spheres of public life, the introduction of information and communication technologies, the urgent need for specialists capable of participating in the innovative activities of educational institutions, actively influence the renewal of the content of professional and pedagogical education. The communicative competence of a teacher in his professional activity acquires special significance. According to T.E. Isaeva, "regardless of professional activity, communicative competence is a defining property of a person of the 21st century, having a unique, comprehensive, dialogical character" [5]. We particularly emphasize the role of communicative competence and focus on its development in the process of professional training. We consider the essence of the concept of "communicative competence" as the possession by an individual of the necessary knowledge, skills and abilities in the process of solving issues related to communication. However, at present, contradictions have arisen in the field of professional training of teachers: - between the professional training of a specialist in general and insufficient attention to the communicative aspect; - between the increasing demands of society for the professional competence of a specialist and the insufficient level of his communicative competence as part of professional competence; - between the requirements for positive communication and insufficient attention to the study of its specificity in the process of professional training. For a constructive solution to the

contradictions, technologies are needed that allow for the effective implementation of professional training and the development of new forms of training.

Communicative competence of a teacher is considered as the readiness of a teacher to implement humanistically oriented interaction with students. Modern approaches to the study of the problem have made it possible to identify the structural components of communicative competence: motivational, axiological, informational and content-based, and operational and activity-based.

The motivational component reflects the orienting characteristics of communicative competence and is expressed in the needs and goals of humanistic communicative interaction with students.

The axiological component of communicative competence reflects a set of pedagogical values. In professional and pedagogical activity, value orientations are revealed in the teacher's attitude to pedagogical theory, educational practice, the student's personality, and his own personality as a subject of professional activity. The information-content component assumes that future teachers have a knowledge system necessary for productive humanistic interaction with students. Based on the analysis of scientific literature, we identified the following knowledge system: knowledge of the psychological structure of a student's personality; patterns of child development taking into account their age, gender, and individual characteristics; the structure of a communicative act; knowledge of ways to organize communicative pedagogical interaction; moral and ethical norms and rules for communicating with a student; behavior algorithms in a specific situation of pedagogical communication, tactics and strategies of behavior, and styles of pedagogical communication.

The operational-activity component characterizes the practical, effective aspect of communicative competence. The content of this component is represented by the following system of communicative skills: perceptual, speech, gnostic, and communication process management skills.

The structural components of communicative competence are conditionally identified in order to understand the essence of communicative competence. In reality, they are interconnected and interdependent.

In the educational process, it is necessary to have a targeted, specially organized development of communicative competence, which we understand as a process of qualitative changes in knowledge, communicative skills, value orientations that contribute to the improvement of the personality of the future teacher.

As the main approaches from which the problem of developing communicative competence in future teachers is solved, the personality-oriented, value and contextual approaches are characterized and analyzed.

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