



Communicative Of Future Educators Innovation in the Formation of Competence Psychological and Pedagogical Possibilities of the Approach

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ABSTRACT

The article deals with the psycho-pedagogical aspects of innovative approaches to the formation of communicative competence of future teachers

Keywords:

active socio-psychological education, discursive technology of communication, interactive technologies, communicative competence

According, the field of education is different from the life-long life of man to prepare for the world of communicative communication opportunities designed. Developing the communicative abilities of the individual one of the sources is the process of professional and pedagogical communication. It is worth noting in the same place that pedagogical activity in the teaching profession communication, which is considered an important aspect, is of professional importance. Professional-pedagogical its effectiveness as the main form of the pedagogical process while communicating defines. The purpose of the dialogue to be accepted by the subjects of education and values are reflected in the Meures of individual behavior[1].

The reforms carried out in the field of education are primarily aimed at humanizing and democratizing the educational process. To solve the tasks set before educational institutions today, first of all, requires the implementation of certain types of control over the activities of teachers by educators.

According to most scholars, the essence of these reforms is that they define the educational process as effective and reflexive management. In changing the position of this teacher, it is active in its activities carried out in the general context of social life from the object of external influences it is manifested in the transformation into a sub-asset and in the development of the ability to manage its activities on its own [2].

The research carried out in recent years is a system of Higher Education at the present stage of development, the question of the innovation approach to the formation of communicative competence of future educators is extremely relevant, and it is necessary to thoroughly study and summarize this problem shows.

The complexity of professional and pedagogical communication lies not only in the communicative culture of the teacher high demands are imposed, but also in the ability to combine methods of involving students in joint activities. The skill of the teacher to communicate is manifested in the development

of students' active participation in mutual relations[3]. In this context, the communicative training of the future teacher is an important component of his professional development and primarily involves the establishment of relationships with the students and the formation of their vision to go full on time if permissible. In this, their in turn, it shows a positive impact on the education process.

One of the promising ways to update the content of the process of professional training of future teachers and combine it with the requirements of general development principles and standards of the international community is the implementation of a competency approach in this area[4].

Communicative competence in the field of education is a combination of knowledge and abilities that make it possible to rationally assess the process and act effectively in it.

Communicative competence-this is one of the complex generalized activity methods that the teacher develops in the course of his teaching and professional activities, with the result of entering into interpersonal relationships in the process of this education determined.

The main professional and pedagogical activity in the practice of World Education various structural structures of competencies are considered, in which communicative competence is considered as one of the main criteria for pedagogical activity[5].

Communicative competence according to the results of studies carried out in psychological and pedagogical directions.

-knowing its socio-psychological factors as a complex education and being able to keep them in a certain activity, motivation for striving to achieve a goal, strategy of behavior, state of depression (frostbite), or "violation of its plans" or awareness of the impossibility of satisfying certain needs;

-being able to understand the socio-psychological problems of the group as much as they understand themselves and their communicating partners;

- understand the obstacles that are impossible in relationships and master the

technology and psychotechnics that communicate with them;

- regulation of communicative actions as a system of internal means of interaction;

- the way a person acts based on their knowledge, emotional experience and free access to communication tools in communication situations;

- the moral and ideological relations of a person, his general and professional orientation, cover the abilities to understand as a certain feature of communication indirectly representing the level of politeness.

While by other scholars, communicative competence is interpreted as a person's ability to establish and support the necessary contacts with people. It includes a complex of known knowledge and skills that ensure the effective course of the communicative process.

At the same time, communicative competence implies a certain level of communication and behavior as a result of mastering the techniques of communication, mastering socio-psychological benchmarks and standards, as well as stereotypes of behavior regarded as a level of learning[6].

According to the results of many psychological and pedagogical studies, pedagogical communication is based on an important deep description of the pedagogical process and as a variety of professional communication, socio-psychological among educators and teachers it is noted that there is mutual influence.

We were able to carry out our experimental and test work in the process of pedagogical practice in order to determine the level of formation of communicative competence of future teachers. In this case, to determine the individual components of the communicative competence of students with the help of certain techniques, the willingness of future teachers to interact communicatively with the reader and their team managed to determine the type and style of communication they conducted and the nature of communicativeness we were.

According to the results of our study, it is worth noting that a large part of future teachers (mostly third-year students) were formed at the level of communicative

competence average (59.6 %) and initial (29.8%), while 10.6% of respondents were found to have formed at a high level.

Also, within the framework of pedagogical conditions aimed at solving pedagogical problems, we managed to ensure the formation of individual components of communicative competence in them on the basis of innovative technologies. An important role in the formation of individual components of communicative competence in future teachers is played by the environment of active socio-psychological education and the development of communicative knowledge, skills and competencies through which pedagogical interaction affects we are confident in the improvement of important personal and professional qualities[7].

Communicative competence of future teachers can be formed by effectively mastering communication techniques. In this:

- the equality of important minorities or the establishment of sub-ECT relations of the participants in the communication of teachers and teachers to be in a mutually "equal" relationship, as well as the constant acceptance of each other's inherent qualities by partners on a regular basis, correction if permissible, however, failure to discriminate against each other's dignity;

- the interaction of educators and teachers to be in reliable relationships;

- lack of evaluative and "measured" attitude to any aspects of the individuality of both parties;

- in communication, it is desirable that partners perceive each other as a unique and valuable person.

Discursive technology is of great importance for educators to be able to establish mutual secrets to education recipients. Because with the help of this technique the teacher can show the child that he can understand his problem and help.

Education should be avoided by the recipient to redefine the goal of intimate personal communication. In dialogical relations "pedagogue and teacher recipient" should always be solved personal (social and moral) task.

Because the purpose of this dialogue is the conscious acceptance by the educational recipient of a certain moral and spiritual value of the teacher. However, this value should not become a subequatorial achievement, acting as an internal regulator of the child's behavior[8]. Only then will communication have deep and educational significance.

Discursive technology ensures that personal communication partners penetrate deeply into each other's inner world. Ya'ni this style implies that the teaching teacher must understand. However the teacher must organize, guide and manage it to be as active as possible in this process.

The educator, expressing through words his worldview, values, ideals, experiences and aspirations, should convince the recipient of education on a mental and emotional level to open his inner experiences[9]. The conditions of development of the educational personality are provided by the level of understanding of the educator.

A pedagogue can only form the teacher's desire for spiritual and moral maturity with his positive emotional and valuable attitude. Understanding the educator by the teacher is a very delicate psychological technique.

Discursive technology ensures the performance of an advanced form of personal dialogue. The teacher tells the teacher about his spiritual and moral position in this, as advice and suggestions, or may contact you with a request. However there is a certain difference between these types of personal communication despite the fact that the rule remains unchanged, it should ensure the operation of personal dialogue with the interoperability of the participants in communication.

The experiences "experienced" during the life of the recipient of the education appear as a participant in a personal dialogue[10]. "Experiences" in the course of life are a mandatory stage in the person's self-realization is. At this stage the educational recipient will experience complex internal changes and he will make certain conclusions by evaluating the outcome of his personal dialogue. Of course these final discourse sees the manifestation of

positive experiences and joys in the dialogue participants.

The discursive technology of personal communication is a technology that "works with the essence of the individual activity of the educator." This determines its complexity and high efficiency.

Discursive technology is very important in the initial education. Because of this style the beginning education teacher can gain a reputation as both teacher and educator at the same time and become an example of imitation of younger school-age students. For this reason, too, meaning for such a constructive dialogue, the pedagogue not only knows and takes into account the individual characteristics of the teachers, but also chooses the optimal strategies for pedagogical interaction and, in his time, effectively implemented to increase it is very important to have your own personal style[11].

After all, the pedagogical process is the establishment of mutual relations in various activities with teachers, in which the success of the pedagogical activity of pedagogical communication it is determined by the content and nature of the relationship that arises in the process.

Thus, the current development of higher pedagogical education the introduction of innovative technologies into the system of professional training of future educators at the stage is mainly due to cognitive and emotional experience, the ability to navigate in the conditions of professional communication, understanding of motives, behavior of both himself and his partners in mutual relations, communication style and it is based on the strategy of mastering psychotechnics.

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