



Peculiarities Of Developing Students' Communicative Abilities During Educational Process

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ABSTRACT

The article deals with the issues based on developing students' communicative abilities in the educational process. As we know, communication skills play an important role in professional activity; they are one of the factors of effective communication. The development of communication skills must be improved through the formation of communication skills that underlie professional activity. The spontaneous formation of communicative skills often leads to an authoritarian style of behavior, the emergence of private conflict situations, tension in the relationship between the teacher and the students, a decline in academic performance, an unwillingness to learn, mental trauma and irreparable losses in moral education, and often to asocial behavior of students.

Keywords:

Communicative Skills, Communication, Behavior Of Students, Student, Personality-Oriented Approach, Teaching Foreign Languages.

Introduction

In modern conditions of the rapid development of science, the rapid renewal of information, it is impossible to teach a person for life; it is important to lay the foundations of linguistic knowledge in it, to develop an interest in their accumulation and in continuous self-education. One of the goals that the teacher sets for himself is to form the personality of a student, a future specialist, capable of self-regulation in the field of lifelong education, and therefore the question arises about the quality of professional training of students.

According to A.A. Verbitsky, the situation when a student acts as an "object" of teaching influences does not provide conditions for the development of an active position of the student in educational and cognitive activity, complicates the processes of his professional self-determination. And since in real professional activity a specialist is constantly faced with various problems, his task is to directly respond to them and independently

solve them. This is exactly what A.A. Verbitsky, and it is necessary to teach the student during his studies at the university, focusing on shifting the emphasis from the teaching activity of the teacher to the cognitive activity of the student. Thus, the main idea of such an approach to teaching foreign languages is to shift the emphasis from all kinds of exercises to the active thinking activity of students, where the role of the teacher is the role of an assistant who, depending on the goals and objectives that they set themselves students, to select teaching methods and technologies that contribute to personal and professional growth.

Methods And Analysis

One of the methods that provides students with the opportunity to independently acquire knowledge in the process of solving practical problems or problems, which requires not only knowledge of a foreign language, but also the integration of knowledge from various subject areas, is the

project method. A number of authors attribute it to the methods and, accordingly, to the technologies of a personality-oriented approach in teaching foreign languages, according to which the student, not the teacher, should also be in the center of learning, the activity of cognition, and, based on this, the ability to acquire knowledge should be developed.

Discussions

Communication skills, according to V.D. Shadrikov, act as properties or qualities of an individual that determine the success of an activity or mastery of it, i.e. individual qualities that distinguish one person from another and are manifested in successful activities.

Analysis of research on this issue determines the consideration of communication skills in the context of other skills.

The development of communication skills leads to the development of communicative competence, which is understood as a set of knowledge, skills and abilities, including:

- communication functions and features of the communication process;
- types of communication and its main characteristics;
- means of communication: verbal and non-verbal;
- representational systems and access keys to them;
- types of hearing and techniques for using it;
- "feedback" - questions and answers;
- forms and methods of business interaction, technologies and methods of influencing people.

Approaches to the concept of "communication skills" are presented in Table 1.

Table 1. Approaches to the definition of communication skills

Authors	Characteristics of communication skills
N.M.Yakovleva, E.E. Borovikova	Gnostic, constructive-design, organizational, special - adequate use of all means of communication in accordance with the goals, conditions, subjects of communication.
A.N. Ksenofontov	Speech skills, the ability to regulate relationships, the ability to combine exactingness with respect, the ability to objectively evaluate - a way of expressing ideas, thoughts, feelings, experiences, relationships, a way of influencing others and transforming them.
V.A. Kan-Kalik	The ability to communicate in public, the ability to organize joint creative activities with students through a correctly created communication system, the ability to purposefully organize and manage communication, the ability to establish contact, gain initiative in communication, etc.
A.N. Leontiev	Possession of social perception or "face reading"; the ability to adequately model the student's personality, his mental state according to external signs; the ability to "present yourself" in communication with students; skills of verbal communication, verbal and non-verbal contact with students; the ability to organize cooperation in the communication process.

A.V. Mudrik	The ability to transform the knowledge and skills known to the student, options, solutions, communication techniques in accordance with the specifics of the new situation; the ability to find solutions in a communicative situation with the help of already known ideas, knowledge, skills, techniques; the ability to create new ways and design new techniques for solving a specific situation, etc.
P. Dickson	Individual, social, interpersonal entrepreneurship, self-education organization; the ability to communicate, the use of digital and information technology.

The development of communicative competence is a step-by-step process. It includes the organization of communication, the development of communication skills and the formation of communication skills. The expected result is the formation of communicative competence of a certain level.

At the communicative and diagnostic stage, it is assumed: diagnostics of the real level of development of the necessary skills, achievement of internal motivation to understand the difficulties and contradictions in the implementation of communicative functions, planning the future level of development of the necessary skills in communication.

The communicative-activity stage involves controlled changes in the communicative abilities of students. The formation of communication skills can be carried out by a teacher, both in a group and individually. The group can be divided into three circles of problems:

- theoretical problems of communication in the pedagogical process (the structure of communication, communication barriers (personal, socio-psychological, social), patterns of intragroup interaction);

- specific ways of behaving in difficult situations of interaction (conflict situations, overcoming criticism, speaking in public, contacts with strangers, the need to deal with hostile people, contacts with people in positions of power, etc.);

- self-knowledge of my personality in the process of communication (how others

perceive me, how I influence others in communication, what are the difficulties of my communication, etc.).

At the final stage, the achieved results are monitored.

The proposed structural model of the process of developing communicative competence assumes the formation of students' communicative skills at the conscious and unconscious levels of the individual. In the first case, on the basis of scientific knowledge about the phenomena of pedagogical communication, a controlled process of changing communicative abilities occurs, in the second, changes are achieved with the help of unconscious mechanisms of the psyche, such as empathy, identification, etc.

The process of developing communicative competence cannot be considered in isolation from the formation of communicative skills, communication abilities (communication --► communication skills -► communication skills -► communication competence).

The formation of communicative competence is a step-by-step process. Education and upbringing contributes to the development of communication skills, the formation of communication skills and competence of students, future specialists. Communication activity is a purposeful process. Subject - the subjective relationships of the participants in the educational process are one of the pedagogical conditions for the successful organization of communication.

Currently, innovation in education is understood as the successful application of

developed technologies. In UNESCO documents, "teaching technology" is considered as a systematic method of creating, applying and defining the process of teaching and assimilation of knowledge, taking into account technical and human resources and their interaction and aimed at optimizing the forms of education [2].

We consider the technologies for the formation of foreign language professional competence used at the Tyumen Industrial University as a system of didactic application of scientific knowledge and scientific approaches to the analysis and organization of the educational process, taking into account the empirical innovations of teachers and a focus on achieving high results in the formation of professional competence and the personality of students. The structural components of such a system are: learning objectives; content of training; means of pedagogical interaction, including motivation; organization of the educational process; student; teacher; the result of the activity (including the level of foreign language professional training). The innovative technologies used in the process of teaching a foreign language have the following features:

- conceptuality (based on a certain scientific concept);
- consistency (they have all the signs of a system: the logic of the process, the interconnectedness of all its parts, an indispensable overall integrity);
- manageability (they have the ability to set diagnostic goals, plan, design the learning process, step-by-step diagnostics, varying means and methods in order to correct the results);
- efficiency (effective in terms of results and optimal in terms of cost, and also guarantees achievement of a certain standard of training);
- reproducibility (reproducible in other educational institutions of the same type, by other subjects);
- education (morally justified, contributing to the humanistic and creative development of students).

Studies have shown that teaching technologies in educational practice have a different effect on the student's attitude to the subject and his assimilation of knowledge in the course of classes. In this regard, indicators of the effectiveness of technologies for the formation of a foreign language professional competence were developed:

- the ability to take into account with their help the age, intellectual and moral-psychological characteristics of students, motivational potential;
- a positive emotional background of training;
- implementation of the principle of partnership, cooperation, dialogue between teacher and student;
- creating an atmosphere of active co-creation of students, the inclusion of all reserves of their memory in the classroom;
- attraction of a wide arsenal of technical, multimedia teaching aids;
- a good final result after the end of classes and, in the future, student satisfaction with the quality of classes.

At the university, within the framework of one lesson in a foreign language, not one, but two or even three educational technologies are used. In this case, it is not the formal set of technologies that is important, but the maximum educational result. In the process of applying innovative technologies, the student's position also changes: his goal is to actively interact with the teacher and his fellow students, to use a variety of information sources and resources using computer technologies, to independently search and comprehend the necessary professional information.

Conclusion

The modern stage of development of society is characterized by the rapid development of production. We see that the greatest successes have been achieved by those states that have chosen the path of information and intellectual development as a general direction. Awareness of this fact makes us take a fresh look at the system of teacher training. Any educational institution today puts forward

a clear requirement: from an educational institution it must receive a well-trained specialist who will immediately join the labor process. For a long time, pedagogical systems were focused on the assimilation of ready-made knowledge acquired by humanity by students. But is this possible nowadays, when the volume of knowledge is growing like an avalanche? The answer is obvious: there is no need to talk about any quality in the training of a specialist. There is a clear need to modernize the education system. In almost all developed countries of the world, the turn in the development of pedagogical technologies in the course of reforming the education system was made on teaching the ability to independently obtain the necessary information, highlight problems and look for ways to rationally solve them, be able to analyze the knowledge gained and apply it to solve new problems. The assimilation of ready-made knowledge should not become a goal, but one of the auxiliary means in training a specialist.

Thus, modern society needs a person who is independently, critically thinking, able to creatively solve the problems that have arisen, as well as having the skills of self-sufficiency.

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