



Pedagogical Conditions for The Development Of Mechanisms Of Communicative Competence Of Future Teachers

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ABSTRACT

The article presents scientific data on the concept of communicative competence, pedagogical conditions of mechanisms and technologies for developing communicative competence, as well as on communicative culture, communicative skills of future teachers.

Keywords:

communicative competence, pedagogical conditions, professional training, group work, multimedia technologies, educational materials, competence approach, results.

Development of communicative competence of future teachers should be carried out at all stages of professional training. It is a mistaken opinion that if a specialist has mastered a certain amount of necessary information on a topic, if he knows several methodological and general didactic tips, then a positive result of interaction is guaranteed. As practice shows, future teachers, having mastered theoretical knowledge, cannot always pedagogically competently and effectively solve practical issues related to communication situations (choosing adequate forms of influence, resolving conflicts, organizing interpersonal, group or collective communication). Systematic professional training based on a communicative focus is necessary.

Sharing with many scientists the opinion that the university stage of teacher training determines all of his/her further professional activity and development, and the content and nature of professional development is determined, in turn, by the level of pedagogical

and special training, we see discrepancies of a contradictory nature between the requirements of the pedagogical society imposed on the personality and activity of the teacher, and the actual level of readiness of graduates of pedagogical universities to perform their professional functions. Often, the education received in universities provides good theoretical training, but does not sufficiently form the readiness to independently solve specific pedagogical problems. Communicative competence is a system of speech behavior in various communicative events and situations formed by an individual on the basis of knowledge of the language and culture of speech. This system includes mastery of communicative roles (roles of the speaker and listener), as well as social roles, speech strategies and tactics, ethical and etiquette norms, which express the methods of communication of an individual with representatives of various social groups accepted in a given culture on various occasions

and in different communication situations. Scientists emphasize that communicative competence is a complex formation, including the following components: subject (non-speech competence), linguistic (speech competence), socio-cultural (including knowledge and experience in the field of social relations, psychology of communication), pragmatic (directly related to communication between the addresser and the addressee of speech in a certain situation - motives, attitudes and goals of communication) [3]. The technology of developing communicative competence includes the following components: target, content, procedural, and result-based. Active teaching methods (trainings and business games) and interactive methods, information and communication technologies are used. Social and psychological training, being a means of psychological influence, is aimed at developing knowledge, social attitudes, skills and experience in the field of interpersonal communication, allows for a relatively short period of time to solve the problem of intensive formation and development of professionally significant skills and abilities, as well as to correct inadequate professional behavior. The technology of interactive learning is based on the interaction of students with each other and with the teacher. Active assimilation of educational material is facilitated by such methods and forms of work as cooperation in pairs and groups, educational discussions and conferences, "brainstorming" and methods of critical thinking, "case study" (training using specific examples), simulation modeling, development of scenarios. In this case, students learn mainly from each other, relying on their own experience [4].

Some methods of developing communication skills in future teachers:

Training. An active learning method aimed at developing knowledge, skills and social attitudes. The training uses, for example, business and role-playing games, cases, group discussions, brainstorming, video analysis.

Case method. A problem situation that requires an answer and a solution. The main objective of this method is the ability to analyze information, identify the main problem and ways to solve it,

and formulate an action plan to solve a specific problem.

Business game. Simulation of various aspects of professional activity, social interaction.

Role-playing game. Participants playing certain roles in order to solve or work through a specific situation.

Group discussion. Joint discussion and analysis of a problem situation, question or task.

Brainstorming. A method that allows finding solutions to complex problems by applying special rules. First, participants are asked to express as many options and ideas as possible, including the most fantastic ones. Then, from the total number of ideas expressed, the most successful ones are selected that can be used in practice.

Warm-up games. Relaxing group tasks that help relieve tension.

Video analysis. Demonstration of videos prepared by the trainer, or video recordings in which training participants demonstrate different types of behavior.

Situational learning. Identification of various life situations of communication and construction of scenarios and models of behavior that reflect the characteristics of the situation and the type of speech behavior in it.

Future teachers master a system of knowledge, methods of mastering it and transferring cognitive processes to activities in life situations when solving communication issues. They complete tasks related to upcoming pedagogical activities that help to consolidate professionally significant communicative knowledge and skills, develop creative potential in the process of communication. Pedagogical communication is called interaction for this reason, because it is a continuous process in which each participant confirms his individuality in relation to another person, establishes interpersonal and intergroup contacts, and forms relationships. All this requires the development of communicative competence. The study of the problem outlined in this article in the future involves a more in-depth development of the theory and practice of communicative competence, as well as the improvement of the forms and methods of its development in future

teachers in the process of professional training [2].

The communicative culture of a teacher involves mastering communicative skills and developing communicative abilities. The communicative skills of a teacher include:

- the ability to establish emotional contact, to win the initiative in communication;
- the ability to manage your emotions;
- observation and switching attention;
- social perception, i.e. understanding the psychological state of a student by external signs;
- the ability to "present yourself" in communication with students;
- speech (verbal) and non-speech (non-verbal) communication skills, etc. (See additional illustrative material.)

In their totality, such skills and abilities constitute the technique of pedagogical communication or characterize the technological side of the teacher's communicative culture. All communicative skills can be combined into four groups:

- the ability to quickly and correctly navigate the conditions of an external communication situation;
- the ability to correctly plan your speech, i.e. the content of the act of communication;
- the ability to find adequate means to convey this content (the right tone, the right words, etc.);
- the ability to provide feedback. (See additional illustrative material.)

The modern concept of the content of training provides for the formation of the main, communicative competence of university students. Communicative culture as a professionally important quality of the personality of the future teacher is formed in a certain cultural, endowed to a large extent with national and ethnic characteristics. Based on these positions, the structural components of the formed communicative culture of the future teacher should be presented for its implementation in the educational environment: the presence of a communicative ideal, a system of communicative norms and rules, an attitude towards the student as a value, taking into account the individual

characteristics of the student, knowledge of their communicative abilities and taking into account the communication situation. The unity and interconnection of all components of the communicative culture of the teacher should ensure his successful professional activity in teaching, upbringing and developing students. The theoretical foundations for the development of the communicative culture of teachers include an analysis of the use of a competence-based approach in the formation of their communicative culture in the context of higher education; justification of this problem from the point of view of philosophy, professional pedagogy, psychology; description of the model of the process of developing the communicative culture of future teachers based on the competence-based approach; definition of the main criteria, indicators and levels of formation of the communicative culture of future teachers.

Communicative competence is based on the cognitive activity and emotional experience of a person and represents his ability to determine the direction of communication in various situations; it is a person's ability to carry out effective activities together with society, and it can be effectively mastered through understanding oneself and others, the quality of the subject of interpersonal communication and the constant change of psychological states in connection with social conditions.

Communicative competence has a comprehensive recommendation, which reflects the linguistic, organizational, pragmatic, sociolinguistic, discursive, strategic, educational, professional, speech, compensatory, sociocultural aspects. Communicative competence of a teacher includes the following system of mutually compatible competencies: interpersonal perception and assessment of communicative situations (perceptual component); self-analysis and self-assessment in the process of communicative communication (reflexive component); be able to choose suitable and adequate tools of interpersonal communication; management of the communication process and dynamic influence on the behavior of the learner (ethical component).

According to V.V. Davidov, the cognitive component of communicative competence is associated with how well a person knows another person and the ability to anticipate the behavior of the interlocutor; the emotional component includes the ability to be present, empathize, touch, sympathize and grieve together, and be attentive to the actions of a partner; and the behavioral component involves mastering the verbal and non-verbal means of social behavior" [4].

According to D. Lewis, mastering effective communication technology can be achieved using the following three main means of communication forms:

1. monologue - a person tries to convey his thoughts to the participants in the dialogue through communicative actions and influences;
2. dialogical - subjects act together and strive for activity and initiative;
3. polylogical - this is the organization of interdisciplinary communication, which usually has the character of a specific struggle for the conquest of communicative initiative, and its effectiveness depends on how understandable this process is to everyone [5].

Communicative competence occupies a special position in the criterial characteristics of a teacher's personality. On the one hand, we are talking about professional communicative competence, which is the core of a teacher's activity and consists of complex pedagogical knowledge, skills and abilities that are implemented in the process of pedagogical communication in the "teacher - student" system. On the other hand, in modern conditions, a teacher must have developed communicative qualities as part of social competence, since only a teacher with developed social intelligence will be able to solve the problems that society and the state present to him.

Communicative competence of university graduates, as a key one, should be formed at a level sufficient for further educational and research activities, for studying world experience in the field of pedagogical professional activity related to its technological and organizational aspects, as well as for implementing elementary business and professional contacts with native speakers. In

our opinion, the solution to the problem of developing professional communicative competence of a future teacher is possible with the presence of formed general social communicative skills.

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