



Methods of Innovation Approach to Forming Communicative Competence of Future Educators

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ABSTRACT

The article discusses the psychological and pedagogical aspects of the innovative approach to the formation of communicative competence of future pedagogues

Keywords:

Educational process, professional training, future teacher, student, active socio-psychological education, discursive technology of communication, innovative technology, communicative competence .

It is known that in the education field a person during life in different different communicative communication to a world of possibilities preparation for is intended . Of the person communicative abilities develop small in from sources one - this is professional and pedagogical is a communication process .

In this place to emphasize It is permissible to be a teacher Pedagogical profession _ _ of activity important aspect calculated communication professional important have _ Professional-pedagogical communication while pedagogical of the process main shape and its effectiveness _ _ set it. The goals and values of communication accepted by the subjects of education are reflected in the norms of individual behavior.

The reforms implemented in the field of education are primarily aimed at humanizing and democratizing the educational process. Today, in order to solve the tasks set before educational institutions, it is necessary, first of all, to carry out a certain type of control over the activities of students by pedagogues.

According to most scientists, the essence of these reforms is effective and reflexive management of the educational process. That is, it is manifested in changing the student's position, turning him from an object of external influences into an active subject of his own activities, which is carried out in the general context of social life, and in the development of the ability to manage his own activities. [5].

Researches carried out in recent years show that at the current stage of the development of the higher education system, the issue of innovative approach to the formation of communicative competence of future pedagogues is extremely urgent and it is necessary to study and generalize this problem.

The complexity of professional-pedagogical communication is that not only high demands are placed on the teacher's communicative culture, but also the ability to master the methods of involving students in joint activities. The teacher's communication skills are manifested in helping students to actively participate in their interactions. From this point of view, the communicative

preparation of the future teacher is an important component of his professional development, first of all, it is necessary to establish relationships with students and, if necessary, to correct them in time. includes the formation of skills. This, in turn, has a positive effect on the educational process.

One of the promising directions of updating the content of the process of professional training of future teachers and harmonizing it with the general principles of development and the requirements of international community standards is the implementation of the competence approach in this field.

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

Communicative competence is one of the complex generalized methods of activity that a teacher acquires during his teaching and professional activities, and it is determined by the result of interaction in the educational process.

In the practice of world education, various structural structures of the main competencies of professional and pedagogical activity are considered, in which communicative competence is considered as one of the main criteria of pedagogical activity.

According to the results of research carried out in psychological and pedagogical directions, communicative competence [3; 4; 6; 7]:

- as a comprehensive education, knowing its socio-psychological factors and being able to apply them in certain activities, motivations for striving to achieve a goal, behavioral strategies, a state of depression (frustration), i.e. "disruption of plans " or the impossibility of meeting certain needs understanding;

- social-psychological problems of the group itself and communicating partners to be able to understand;

- understanding of impossible obstacles in relationships and mastering communication technology and psychotechniques in dealing with them;

- of mutual communication internal tools system as communicative actions in order to put

- of the person communication situations own knowledge , emotional experience and communication tools free use to get based on act without ; _

- of a person moral and ideological relations , his common and professional direction , politeness level indirectly expressive of communication known one feature as to understand abilities own into cover takes _

Another one scientists by and k is communicative competence of a person people with necessary connections installation and support ability as interpretation will be done . He is communicative of the process efficient to go which provides known knowledge and skills complex own into takes _

At the same time, communication competence socio-psychological benchmarks and standards and behavior stereotypes mastering , communication to do technique take over as a result certain communication and behavior criteria _ learned sh level as is considered .

Many according to the results of psychological and pedagogical research, pedagogical communication pedagogical of the process important deep description and different different professional communication as based on that _ pedagogue and learners _ in the middle socio-psychological mutually effect It is noted that there is [1; 3; 5; 6; 7; 8] .

Communicative competence indicators closely dependence pedagogue and learners between efficient pedagogical cooperation organize reach based on complete contact provide can _ Also, it is determined by the valuable orientation of the pedagogue aimed at developing the ability to adequately perceive and understand the personal qualities and behavior of students, establish effective interpersonal relations with them, and create a comfortable emotional microclimate in the team [5; 6].

We were able to carry out our experimental work in order to determine the level of formation of communicative competence of future teachers in the process of

pedagogical practice. In order to determine the individual components of students' communicative competence, we were able to determine the readiness of future teachers for communicative interaction with students and their team, the type and style of communication with them, and the nature of communication.

According to the results of our research, it is worth noting that a large number of future teachers (mainly third-year students) have an average (59.6%) and elementary (29.8%) level of communicative competence. It was found that 10.6% of the respondents had a high level of formation.

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 based on innovative technologies. An active socio-psychological educational environment plays an important role in the formation of individual components of communicative competence in future teachers, and through this, the development of communicative knowledge, skills and competences, as well as the pedagogue's personal influence on pedagogical interactions and we are sure that important professional qualities will be improved.

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

- the "equal" relationship between the pedagogue and the learners, that is, the equality of important positions of the communication participants or the establishment of subject-subject relations, as well as constant communication between partners to correctly accept their own qualities, correct them if it is permissible, but not allow to belittle each other's dignity;

- the pedagogue and students have a mutually trusting relationship;

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

- in communication, it is desirable for partners to mutually accept each other as unique and valuable individuals.

According to the well-known Russian psychologist IDBex, the communicative competence of the teacher ensures that both the learner and the pedagogue have the techniques of "messaging" [2].

Many of the teacher's personal messages to the student include the pronoun "you", which can be insulting and demeaning. Including: "You better put it off", "You shouldn't do it", etc. However, the teacher may express it differently. That is, in such a way that the student's behavior shows how the teacher feels: "I can't explain the lesson when there is such noise" or "I don't like the lack of order in the classroom", just read without blaming the student expresses that he is focused on his feelings. The construction of the teacher's "self-directed message" is more effective as it increases the student's trust and respect for him.

Here, the Russian psychologist IDBex proposes the construction of the pedagogue's "self-directed message" in three stages:

- 1) a vague description of the student's behavior: "I feel bad because you scattered your things everywhere...";

- 2) an indicator of how the student's behavior interferes with adults: "... I have to put your things away";

- 3) a description of the feelings that adults experience at the same time: "... I don't like to take on this responsibility again and again."

When using the "self-directed message" construction, the teacher should be ready for the following:

- focus not on the learner, but on your own or someone else's experience;

- communicate with the student in a tone that shows attention and respect;

- avoiding accusations, criticism and threats;

- listening carefully to the learner's problem, etc

It is only then that the pedagogue's construction of "self-directed message" as a whole covers the unique opportunity of all three situations:

<i>the learner's behavior</i> →	<i>teacher's feeling</i> →	<i>consequences of learner behavior</i>
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In this case, "messages aimed at the learner" showing insufficient professional competence, which should be avoided in order to increase the effectiveness of the educational process, should be manifested in the form of orders, instructions, instructions and tasks. Such messages convey to learners that the teacher's feelings and needs are not important.

For example: "Now to me you what that you are dealing with important not immediately _ my my duty to perform start ". Such appeals cause students to feel resistance, anger and act against the will of the teacher. Also, the teacher's warnings, reprimands and threatening words evoke a sense of fear in students will shoot.

At the same time, statements aimed at exhortation, training and moral education are based on the power of external prestige, duty and obligation. For example: "If you do this, you will regret it!"

In some cases, the students may respond with resistance to the teacher's "must do", "must", "requirement" and may not follow his instructions.

Otherwise, the teacher's messages consisting of accusations, reprimands, scoldings, blames and "judgments" devalue students and create low self-esteem in them. For example: "You should behave properly", "You should not think like this", etc.

Thus, in order to organize effective pedagogical cooperation, it is necessary to frequently use the construction of the pedagogue's "directed message" and avoid the construction of "directed message to the learner".

The next technology proposed by IDBex is the discursive technology of close-personal communication [4]. Discursive technology is understood as the study of influence on a certain mental phenomenon based on a certain method. This technology provides "subject-to-subject" interaction in which subjects can grow morally and spiritually based on the exchange of their personal positions.

The discursive technology of establishing intimate communication includes two forms: monologue and dialogic. However, the child's personality can be developed only in dialogic communication.

In monologic communication, the interlocutor acts as a passive subject, that is, his presence is manifested only when he is involved in the communication situation. Of course, this form of communication is ineffective in the educational process.

Dialogic personal communication is characterized by active participation of the subject in the process of pedagogical interaction, free expression of his opinion and reliable defense of his personal position.

The discursive technology of personal communication includes the process of establishing an agreement with a basic content value. This method provides an environment that allows for mutual trust and open communication during the conversation, as well as opportunities for common views on the meaningful value directions of human purpose, lifestyle, etc. Of course, it should be taken into account that the child's views on the meaning of life are not only confident, but also at the stage of understanding.

Personal communication in the process of participants life during " from the head forgave " Experiences " . will be " Experiences " is subject by another of people different different to value have positions internal experiences objective and socio-psychological in terms of reflection is delivered .

Teacher to learners interaction _ install work _ for discursive technology big important have _ Because, with the help of this method, the teacher can show the child that he can understand his problem and help him.

It is necessary to avoid redefining the purpose of close personal communication by the learner. A personal (social and moral) task must always be solved in dialogic relations between "educator and learner". Because the purpose of this dialogue is the conscious acceptance of certain moral and spiritual value of the teacher by the learner. However, this value should not become a subjective meaningful achievement that acts as an

internal regulator of the child's behavior. Only then the communication will have a deep and educational value.

Discursive technology provides deep penetration of personal communication partners into each other's inner world. That is, this method assumes that the learner should understand the pedagogue. However, the teacher should be as active as possible in this process, organize, guide and manage it. By expressing his worldview, values, ideals, experiences and aspirations through words, the pedagogue should convince the learner mentally and emotionally and encourage him to open his inner experiences. Learner of the person development conditions - of the pedagogue to understand level with is provided . Teacher his own positive emotional and valuable relationship only with of the learner spiritual and moral to maturity aspiration formation can _ Understanding the pedagogue by the learner very thin psychological technique is [7; 8].

Discursive technology personal of dialogue developed of form work provides . That is , in this teacher learner to own spiritual and moral position about story , advice and Suggestions as , or please with appeal to do can _ However this personal communication types between known one to the difference despite the rule unchanged stay , that is communication of participants interaction with personal of dialogue work provide need _

Learner 's life during " from the head forgave experiences " is a participant in a personal dialogue as manifestation will be Life " from the head " in the course forgave experiences " of a person self understanding on the way mandatory stage is considered This stage learner complicated internal changes from the head forgives and he is his personal communication the result estimated , it is known conclusions releases _ Of course he is final discourse communication in the participants positive experience and of joys manifestation to be k is used .

Personal of communication discursive technology is _ the pedagogue 's " own personal the essence of the activity with is a " working "

technology _ complexity and high efficiency determines _

Discursive technologies initial in education very important _ Because on the basis of this method, a primary education teacher can gain a reputation as both an educator and an educator at the same time, and can be an example for his students of junior school age to imitate. For this reason, for such a constructive communication, a pedagogue should not only know and take into account the individual characteristics of learners, but also choose the optimal strategies of pedagogical interaction and adapt to his personal styles for timely and effective implementation. is very important to have.

After all, the pedagogical process is the establishment of mutual relations with students in various activities, and the success of the pedagogue's activity is determined by the essence of the relations that arise in the process of pedagogical communication.

In conclusion, it should be noted that at the current stage of the development of higher pedagogical education, the introduction of innovative technologies into the system of professional training of future pedagogues is mainly based on knowledge and emotional experience, the ability to act in the conditions of professional communication, understanding of motives, behavior of both oneself and partners in mutual relations, based on the strategy of mastering communication style and psychotechnique.

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