



CONTENT AND SCIENTIFIC-PEDAGOGICAL BASIS OF THE CONCEPT OF COMMUNICATIVE COMPETENCE Teacher at Fergana State University

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Article history:	Abstract:
Received: 12 th February 2022 Accepted: 12 th March 2022 Published: 30 th April 2022	There is a growing need to pay special attention to the development of communicative competence and improve educational technology.
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Analysis of the modern approach to the quality of education shows that in secondary schools students are able to study throughout life, independently increase knowledge, experience and solve problems in everyday life, create a database, select the basics and analyze them using life experience. Cognition is an effective factor. This situation increases the creative activity of students, provides a basis for the formation of communicative skills based on competencies, which is very important in the choice of students in their profession. Today, the adoption of DTS based on a competency-based approach is a major change in some parts of the national model of education, the individual, the state and society, science and industry: in particular, the radical transformation of the state and society; based on modern production technologies and the emergence of unusual-minded young people who are radically different from their predecessors. In addition, under the influence of ongoing reforms in the field of education around the world, a competent education strategy of Uzbekistan has been created.

Appendix 1 to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 No 187 "On approval of the State Educational Standards of General Secondary and Secondary Special, Vocational Education" and interests are prioritized. This decision highlights the competencies of the disciplines in the DTS, based on a competency-based approach. In particular, "Qualification requirements for general secondary education consist of the mandatory minimum and final objectives of the content of education in general education subjects, the volume of workload and the quality of education, which consists of:

Knowledge;
Ability;
Qualification;
Competence ..

A student's life competencies are a set of abilities, skills, and life skills that must be acquired in

order to actively participate in personal life, professional activities, and social relationships, regardless of who and what profession. This means that everyone should be communicative, able to work with information, develop themselves as a person, be a socially active citizen, have common cultural qualities and be aware of scientific and technical innovations. The need is growing.

Having communicative competence, the direction of activity determines the ability to identify its components:

- motivational and value component;
- cognitive component;
- emotional component;
- behavioral component.

In order to improve education aimed at the formation of communicative competence in general secondary schools, the age of the student is formed in the process of teaching subjects with the appropriate implementation of education and upbringing, taking into account the psychophysiological characteristics. This means that the communication skills of adolescents develop not only through their pedagogical upbringing, but also through psychological orientation.

In the Republic of Uzbekistan, based on the priority of continuity, membership, personality and interests of students, special competencies are formed in accordance with their age. To them:

1. Communicative competence is the formation of the ability to communicate freely in social situations, to adhere to the culture of communication, social flexibility, the ability to work effectively in a team.

2. Competence in working with information - the ability to search for the necessary information from media sources, sort, process, store, use them effectively, ensure their security, the formation of the ability to have a media culture.

3. Self-development competence - continuous self-development of physical, spiritual, mental, intellectual and creative, striving for maturity,



independent learning throughout life, continuous improvement of cognitive skills and life experience, alternative behavior involves the acquisition of assessment and independent decision-making skills. Indeed, "We are creating all the conditions to ensure the rights and interests of young people, their education, employment, knowledge and ability. After all, young people, like all our people, are the creators of the New Uzbekistan! "

4. Socially active civic competence is the formation of the ability to feel involved in and actively participate in events, happenings and processes in society, to know and fulfill their civic duties and rights, to have a culture of behavior and legal relations in labor and civil relations.

5. National and intercultural competence - means the formation of the ability to be loyal to the motherland, kind to people and believe in universal and national values, to understand works of art and art, to dress modestly, to follow cultural rules and a healthy lifestyle.

6. Awareness and use of scientific and technical innovations - the ability to make personal, family, professional and economic plans based on accurate calculations, to read various diagrams, drawings and models in daily activities, to facilitate human labor, increase productivity, favorable conditions - to form the ability to use scientific and technical innovations that lead to the conditions. These competencies are formed in students through general education subjects. In addition, general competencies in science are formed in school education based on the content of each subject. This means that communicative competence should also be formed in students and is one of the special competencies that is important.

Interactive forms of education, technologies - integrative lessons, integrative days, methods that encourage students to think critically are being rapidly introduced into the educational process. Through the globalization of education and the creation of a healthy and problem-based learning environment, work is underway to create an integrated education that serves the purpose of teaching children together. Therefore, the use of integrated education in the development of communicative competence in adolescent students provides high efficiency.

The formation of knowledge, skills and competencies based on communicative competence is achieved through the involvement of students in real production work, the integration of this process with vocational education, training. Therefore, special attention should be paid to the organization of students'

work on the basis of communication. This is because in the process of learning in secondary schools, students are able to regularly repeat their labor actions on the basis of learning tasks; can follow the basic rules of life ethics, diligence, know the world of professions, collect and describe information about professions, whose activities are aimed at knowing the field of profession related to future career. In this case, the choice of profession is the real reason for action, it changes the learning activity of students, students assess their knowledge, skills and abilities depending on the direction of the future profession.

The success of education depends not only on the content of teaching materials, teaching methods, but also on the psychological basis of the process of acquiring skills in accordance with the age characteristics, mental development and activity of the student.

The process of reading - depends on the characteristics of the student, as well as on the individual characteristics of his mental development (mental, emotional, volitional), the attitude to reading, his interests. In other words, the learning process is not a simple result of what and how a student learns, that is, it is not the result of superficial conditions, but depends on the individual psychological characteristics of the student.

How can teachers activate communication without extinguishing students' natural curiosity? This question is of interest to teachers today. Active, group, playful, figurative, practical-oriented, problem-based and other forms and methods of education are needed. School education and the teacher should be aware of the problems facing students in directing them to communicative relationships and pay attention to the following pedagogical requirements for the search for scientific solutions:

- The teacher's word can be the main conclusion for the student in mastering the material;
- the ability of teachers to interact with students;
- The teacher understands the inner state of the student and takes into account his opinion in a timely manner;
- to establish a tolerant relationship with the student in the classroom and take into account the complexity of managing this process;
- the ability of the teacher to reconnect with students by linking them with pedagogical issues arising from the exchange of ideas or the content of education;
- Adequate knowledge and skills of the teacher in the transformation of educational goals,



necessary for interaction with students, into educational goals (identical, clarified learning goals);

- the teacher is able to control his mental state in interaction with the student;

- to transfer students' relations with the teacher directly to the content of the studied subject;

- The ability of the teacher to interest students in their subject, positive qualities, high level of knowledge and professionalism, students to imitate the personality of the teacher as an example, the emergence of a creative attitude to the subject;

- the teacher is able to create a desire for the student to acquire sufficient knowledge of a particular subject;

- The teacher should be able to thoroughly study the personal characteristics of the student, to use in this process person-centered technologies;

- be able to use different methods, forms and techniques in the classroom, to detect and follow the variability of the content, means, forms and processes of education, to control the activities of students in the classroom, etc. The positive solution of these tasks allows the student to achieve the goals set for himself by expressing the process of interaction between the teacher and the student as a target system.

In the process of extracurricular activities based on self-development competence, it will also be possible to develop communicative skills through games that are selected based on the children's interest. This includes classes that build relationships, build communication skills, regulate and learn skills and competencies. Students are actively involved in communication and relationships during adolescence, which applies to all aspects of education. In the upper grades, too, topics are set by the teacher, each student contributing to the public opinion, which teaches students communicative competence, teamwork, and putting community interests above personal interests. This, in turn, indicates that communicative competence has been formed.

The development of communicative skills in adolescents depends on:

- broadening their perceptions of the effectiveness of active communication and relationship building;

- understanding the logic of communication and relationships;

- formation of communication skills;

- broad and deep thinking;

- draw conclusions about complex social relationships, think, and express attitudes.

In grades 5-8, students' communicative competence develops on the basis of mutually tolerant

relationships. The inclusion of non-traditional assignments in the teaching process requires students to think deeply and broadly, to use methods to compare and prove, to apply knowledge to a new situation. Students can analyze independently, select what they need from the general data flow, and design the project independently. As a result of our theoretical and practical study of the problem of developing communicative competence in students, identification of objective and subjective factors associated with it, our observations aimed at developing communicative competence in students, we came to the following conclusions:

First, a clear consideration of the need, interest, and opportunities to develop communicative competence in adolescent learners;

Second, the correct choice of forms, methods and directions for the development of communication skills. This, in turn, ensures that the student is able to accurately assess situations that arise in a variety of contexts, engage in communication, and participate actively and consciously in the learning process. A competent approach to the educational process is combined with basic competencies, that is, the product and effectiveness of education is formed. The modular process of learning forms an individualized learning direction for learners and creates a process that is fully communicative. The change in this case is not only a change in the norm, depth of knowledge, method of learning, the form of ability, but also an increase in their passion for communication.

Today, the terms "competence" and "competence" are widely used in socio-pedagogical research. An analysis of the psychological-pedagogical and educational-methodological literature shows that these concepts appear in very different contexts and are understood differently by different researchers. According to the research scientist S.I. Ojegov, ability includes a set of interrelated characteristics (knowledge, skills, abilities, methods of activity) that are related to a certain range of objects and processes and are necessary for high-quality pedagogical activity. And it implies a personal attitude towards the subject of pedagogical activity, including the possession of appropriate competencies by the individual. After all, "the main goal of the state is to ensure that everyone living in our country, regardless of nationality, language and religion, lives a free, peaceful and prosperous life, satisfied with today's life. The Sustainable Development Goals until 2030 are being implemented in our country on the basis of the principle of "no one is left out", which provides for the protection of the rights and legitimate interests of everyone.



The term "perfection" is derived from the word "competence". In the dictionary of foreign words, the concept of "competence" is interpreted as a person who is well versed, competent or knowledgeable in a particular field. After analyzing the definitions of the concepts of 'competence' and 'competence' in different dictionaries, the following general features can be distinguished, i.e. knowledge and experience in a particular field.

Researchers VA Kalney and SB Shishov emphasize the concept of "competence" and define it as a general ability based on knowledge, experience, values, inclinations. In their view, competence is not limited to knowledge or skill alone. They see competence as the ability to establish a connection between knowledge and a situation, or in a broader sense, the ability to discover what is appropriate to solve a problem. In their view, being competent means the ability to mobilize the knowledge and experience gained in a particular situation, and it is also logically incorrect to talk about competencies only when they are manifested in any given situation.

The uncertain competence that remains in the ranks of potential is not competence, but in most cases a hidden opportunity.

The concepts of competence and competence are widespread in modern pedagogy, which determines the quality of the level of mastery of the professional activity of the specialist. Thus, despite the relevance and widespread use of the terms "competence" and "competence" in pedagogy and psychology, there are many different approaches to their definition and application.

A skill is an action in a particular situation, it is a reflection of the readiness and ability to move, which provides the ability to perform an action in a particular situation. Thus, skills are practical competencies.

Ability is defined as the ability to make a connection between knowledge and a situation, or the ability to explore knowledge and take appropriate action to solve a problem. Hence, competence cannot be interpreted only as a specific knowledge and skill, as circumstances play an important role in its manifestation. Being competent means the ability to mobilize the knowledge and experience gained in a given situation. When discussing the list of competencies, attention is focused on the specific situations in which they manifest. It is inseparable from the specific conditions of the exercise of competence. It involves the mobilization of knowledge, skills, and behavioral relationships focused on specific operating conditions.

The specific structure of the concept of 'core competencies' in Western countries is related to the analysis of employers' inquiries. When an employer decides to advance his career, he pays attention to the following characteristics of the employee:

- readiness for growth;
- motivation for competence;
- initiative;
- responsibility for the decisions made;
- accuracy and precision in working with documents;
- productivity (ability to manage several projects simultaneously);
- mobility;
- readiness for additional loading;
- experience in group problem solving;
- Experience in setting up a group to solve problems;
- ability to plan and forecast;
- ability to work with data for the group;
- ability to effectively present the results of work;
- Ability to make effective, thoughtful decisions.

Figure 1.2. Description of key competencies

T / r

Competence

Competence content

1. Social

The ability to take responsibility, participate in the development of decisions and their implementation, tolerance, understanding that personal interests depend on the interests of production and society.

2. Communicative

Knowledge of oral and written communication technologies in different languages, as well as computer programming, use of the Internet.

3. Information

Ownership of information resources, technologies, information to react critically to the received information.

4. Special

Willingness to perform professional tasks independently, creatively, objectively evaluate the product of their labor.

5. Cognitive

Willingness to constantly improve their professional level, activation and realization of personal potential, acquisition of new knowledge, independent development, readiness to constantly increase their professional competence.



According to research scientist E.F. Zeer, it is necessary to generalize the concepts of "core competencies", "core competencies" and "core competencies".

Basic skills are the general professional knowledge, skills, and competencies required to perform work in a particular group of occupations, as well as a person's abilities and qualities. Basic skills determine the effective implementation of pedagogical activities and are inherent in teachers.

Key competencies are the intercultural and interdisciplinary knowledge and skills required for adaptation and effective pedagogical activity in different communities. Key competencies define the universality of professionals and enable them to adapt successfully in different communities.

Key competencies are knowledge of academic subjects and skills to perform didactic-oriented tasks. Basic competencies are multidimensional, meaning they include mental processes, intellectual skills, and life experience.

The problem of a competent approach to education has become widespread in recent years around the world, including in our country. Analyzing the leading approaches in the field of continuing education, it can be recognized that today there is a scientific basis for the development of new doctrines for specific professionals, especially in the field of pedagogy.

According to the theory of teaching and learning, information acquired by a student becomes real knowledge only if it is integrated with his previous skills. If this information can penetrate not only the thinking ability of the child, but also the heart, affecting his emotional state, this information becomes not only knowledge, but also the competence of a very valuable reader. Achieving this effectiveness can be achieved through educational projects that combine the interdependence of different disciplines. The student should be given the idea that in solving this idea the child should discover the best qualities of his mental ability and gain new useful knowledge, skills and abilities. This is a difficult issue, of course, but if this issue is not resolved, the content of the pedagogical work will lose its value.

In conclusion, communicative competence is emerging as one of the important features in today's globalized world and in an informed society. Therefore, the task of researching ways to develop communicative competence, developing methods for developing students' communication and active communication skills in the pedagogical process and improving their practice remains relevant.

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