

**CONDITIONS OF DEVELOPMENT OF COMMUNICATIVE COMPETENCIES IN
FUTURE TEACHERS**

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ABSTRACT

The article focuses on the analysis of the concept of communicative competence from a pedagogical point of view. In particular, the definitions given by scientists regarding the concept of communicative competence, the essence of approaches, the qualities of the teacher's professional competence are given. Also, the approaches and criteria of communicative competence are described on the basis of analytical materials.

Keywords: competence, communicative, communicative competence, communicative knowledge, communicative ability, communicative skills, communication skills, social perception, interpersonal relations, professional competence adjectives.

Introduction

Today, the development of science and technology requires a radical change in the requirements for education and its results. Based on this, the creation of new generation standards is an important task for pedagogues. The state education standards created until now were based on the systematic-activity approach, that is, the purpose of educational institutions was to be clarified in the way of mastering knowledge, skills and abilities.

Therefore, it is required to define new state educational standards based on the competent-active approach aimed at self-development. Because the essence of the educational process organized in higher education is not to develop the needs and abilities of students, but to convey knowledge in an information-verbal way, to form skills and qualifications. Information acquired in such a reproductive way does not sufficiently allow the listener to develop practical experience. As a result, there are differences such as the fact that students accumulate a lot of information in vain, the effectiveness of education is low and it does not correspond to the real reality. More precisely, it seems as if the student is far away from real life, and the goal is to absorb only previously collected information.

In order to eliminate the above actual problems, it is considered appropriate to organize educational processes based on various new approaches. Our honorable president Sh.M. Mirziyoyev said, "In order for our youth to become independent thinkers, have high intellectual and spiritual potential, become people who are not inferior to their peers in any field on the world scale, our state should be happy. and we will mobilize all the forces and opportunities of our

society", and it is not without attention that the thoughts of our independent Uzbekistan are focused on forming free-thinking content. Therefore, it is one of the high tasks before us teachers to organize lessons based on modern approaches based on the demands of the new era. The only way out of this problematic situation is to introduce a new, competent approach in higher education. Competent approach requires the student to acquire knowledge and skills as a whole, not separately. In connection with this demand, in turn, the system of choosing teaching methods is changing. The selection and practical application of teaching methods requires the improvement of competencies and functions that meet the requirements of the educational process. The only way out of this problematic situation is to introduce a new, i.e. competent, approach to family education. Competent approach requires the listener to acquire knowledge and skills as a whole, not separately. In connection with this demand, in turn, the system of choosing teaching methods is changing. The selection and practical application of teaching methods requires the improvement of competencies and functions that meet the requirements of the educational process. The competent approach is a new pedagogical reality in terms of modernization of higher education. Within this approach, practical activity experience, competence and competence are considered as didactic units, and the traditional three elements of education (triad) - "knowledge - skill - competence" are divided into six units (sextet) - "knowledge - knowledge". Analysis in the form of "qualification - qualification - experience of practical activity - competence - competence" is required.

First, it is necessary to clarify the essence of the concept of "competence". Competence (a Latin word that means I will achieve, I will be right) - the readiness of the subject to set a goal and effectively implement external and internal resources to achieve it, in other words, this subject's is a personal ability to successfully solve problems related to a specific object of activity. It should be noted that most of the definitions given to the concept of "competence" are related to professional education and professional activity. However, since this concept has the description of innovation in connection with general secondary education, there is a special need to clarify its essence.

Competence is the Latin word "Competentia", the dictionary meaning of which in Uzbek means "a person who knows well", "having experience". Competence is the ability to do a job effectively, the ability to meet the requirements in the performance of work, the ability to meet the requirements in the performance of specific work functions. Professional competence is the acquisition of knowledge, skills and abilities necessary for professional activity by a specialist and their practical application at a high level.

LMMitina pedagogical competence means knowledge about the subject, teaching methodology and didactics, pedagogical communication skills and competence, as well as a combination of self-development, self-improvement, self-realization methods and tools. understood the unification. He distinguished the following three constituents in the structure of pedagogical competence: active, communicative and personal. Based on the structuring of pedagogical competence proposed by LMMitina, we believe that the following set of competencies is sufficient and necessary, the level of acquisition of which determines the level of development of pedagogical competence for future specialists: - active or special competence (knowledge, skills, competence and pedagogical activity individual methods of implementation); - personal

or professional competence (knowledge, skills and abilities related to professional self-improvement and self-realization); - communicative competence (knowledge, skills and competence related to the creative implementation of pedagogical activity) Concepts of professionalism and competence have common features.

It should be noted that people who fully meet the established requirements and standards do not always become true professionals, because some do not know how to apply knowledge in practice, so such pedagogical activity remains ineffective. It is appropriate to divide professional pedagogical competences into separate types: - special pedagogical competence; - to have enough information to carry out pedagogical activity at the necessary level. In addition, the pedagogue's ability to adequately assess his professional level and determine his development as a specialist depends on this type; - social pedagogical competence; - the level of social competence determines the pedagogue's ability to effectively build relationships with colleagues, plan joint actions. Effective communication skills, pedagogical culture and responsibility for work results; - all these are included in the concept of social pedagogical competence; - personal pedagogical competence; - this is the ability to rationally organize pedagogical work, time management, the pursuit of personal growth are its main components. Workers with a high level of personal pedagogical competence are less prone to burnout, able to work under time pressure.

Qualities of teacher's professional competence:

1. Formation of motivation in students
2. Ability to plan, evaluate, and feedback the educational process
3. Knowledge of information and communication technologies
4. Work on yourself
5. Having knowledge of pedagogy and psychology
6. Excellent knowledge of his subject
7. Innovating the educational environment

Professional competence can include competence in professional activities, competence in professional communication, competence of a specialist in being able to demonstrate his profession. After understanding what competence is, it is not difficult to determine its levels. We can offer the following algorithm for creating a competency model: Step 1: Develop a job description. At this stage, it is important to clearly state the types of competencies required for the position. 2nd step is to determine the speed of inspection. It depends on the specific characteristics of the educational institution and personnel turnover. Step 3 is to approve the procedure for conducting the test or examination on a comparative basis for each position.

Step 4 Pass the test or exam. Step 5 is to analyze the data and bring it into the system. Making a decision on the results of the 6th stage assessment: sending to further study, transfer to another position, dismissal. Making a final analysis of the competence and performance evaluation of the educational institution during the reporting period of the 7th stage. Step 8: Complete risk and barrier case study development. AA Derkach's definition of competence in professional communication - communicative competence (the ability to communicate with colleagues), - social-perceptive competence (the ability to perceive and evaluate other people), differential and psychological competence (the ability to distinguish individual psychological differences between people), - diagnostic competence (the ability to learn the characteristics of other

people), - moral competence (observing the norms of etiquette required by this profession), - empathic competence (being able to empathize with members of the community, understand them correct understanding and other components are shown separately. The structure of the characteristics of the specialist's social-perceptive competence: - the accuracy of perception, understanding and evaluation of other people; - the ability to establish a systematic relationship with social subjects; - to be able to adequately model the behavior and characteristics of the perceived person; - to be able to use various criteria in the process of interpersonal evaluation, etc. In order to form professional competence in future specialists, first of all, attention should be paid to the development of observability, that is, to the development of perceptive, cognitive, reflexive, empathic, motivational and prognostic aspects. In order to acquire social-perceptive competence in the process of pedagogical activity and communication, the specialist must have humanitarian, social-reflexive, knowledge and skills, a positive professional "I" image, some personal qualities (intellect, will, it is advisable to engage in activities related to the formation of empathy, observation, kindness, emotional tolerance, etc.). Pedagogical-psychological training-seminar, work game, master class and involvement in various practical trainings, increasing the role of professional practice, creating favorable conditions for each student to demonstrate his/her pedagogical activities and skills it is possible to form social-perceptive competence. For this, it is necessary not only to master the knowledge, skills and abilities related to this field, but also to master the technique of establishing communication with people, to develop the motivational field, to increase psychological knowledge, and to psychologically prepare for professional activity.

Competency assessment criteria:

1. Preparation Special features, information reception and processing features, learning ability, typological features, etc
2. Knowledge Competence, stereotypes, the existence of a perception of the superiority of learning related to knowledge, competence
3. Experience Completing issues and tasks that are close to or exactly equivalent to competence
4. Attitude The formation of attitudes towards oneself and others in connection with the realization of competence or the competence of activity
5. Regularity, the ability to control "impulses" for actions related to competence, perseverance, determination, patience, readiness to overcome obstacles in achieving the goal related to the implementation of competence.

The level of preparation for the demonstration of competence can be determined according to the following criteria: the idea of self-development and self-expression, preparation for making decisions about choosing a professional path, getting married, having children, o readiness to respond to one's life, independent choice of life path, readiness to develop skills in the field of profession, etc.

In conclusion, it should be said that not only the direction of education to the learner, but also the teacher's psychological readiness for pedagogical activity is important in providing education and training to a person. In such cases, it is necessary to pay special attention to the level of professional competence of the teacher. Acceptance of the competent approach in the educational system as the conceptual basis of educational reforms, the introduction of the competent

approach to the educational system is based on the educational goal, content, form of teaching, teaching methods, pedagogical and information technologies, control methods and requires making serious changes in the role of teacher and learner. In order to develop the professional competence of the teacher, it is necessary to implement fundamental changes in pedagogical higher education. Higher education At the time when certain works are being carried out in the direction of improving the state educational standard, curriculum and textbooks, although it is difficult to abandon the existing traditional content, it is necessary to further clarify the content of education.

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