



PROBLEMS OF THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE OF
STUDENTS IN THE PROCESS OF HIGHER EDUCATION

Kuchimova Nilufar Turanbaevna

Tashkent State Pedagogical University free seeker

The process of implementation of the purpose of the educational system is the development of the material and technical base of higher educational institutions, its regulatory and legal foundations, educational and methodological support, educational management and control on the basis of modern pedagogical and innovative technologies, the system of training personnel in accordance with the needs of the world, customer enterprises and organizations, the

The language that students should master within the framework of the " English Language " Module Program, the culture of the country being studied, their comparison, comparison;

to be able to put into practice the issues related to socio-cultural communication, to be able to listen and understand them through proper interpretation, to be able to receive and transmit information in the field of verbal vocabulary, reading and writing skills;

increasing influence in the application of language in socio-cultural relations in society;

development of knowledge, skills and abilities aimed at communicative competence, such as being able to freely articulate events;

During the experimental and testing work, the module " English language " analyzed the capabilities of educational programs on the basis of the module within the framework of the research topic:

In the process of analyzing the educational content of the 1st stage of this program, we witnessed the reflection of topics in the following areas: that is, personality and personality, countries speaking foreign languages, people and property, Health, everyday life, education, rural and urban life, sports activities and Recreation. The content of the program is focused on: - specific features, mutual greetings of individuals, foreign countries, countries; - enrich their vision of the symbols of different countries; - national and foreign dishes, culture, values and their achievements; - the system of education and innovative technologies of teaching in them, music, various decisions, teacher and student relations; knowledge about the methods and culture of communication is envisaged. During the studies, we also recommended the following areas to the content of this program students of the Faculty of history, as the experiment was tested: - the history of the country in which Uzbekistan and its language are studied, the history of independence of states, as well as the peculiarities of the peoples of neighboring countries; - the future English teacher should be educated on issues of a social nature, such as various harmful vices that contradict the development of the whole world and their negative impact on the future of young people. Because, as a result of the in-depth study of the socio-political history of neighboring countries, as well as the stage of development of the history of cultural relations between peoples, the



communicative worldview and its scale are improved. In this program, 2nd stage students are provided with knowledge, skills and abilities on topics such as Uzbekistan, the world, profession, entrepreneurship, place of work, various intercultural relations, meetings, the world of work, medicine, education, social issues. The analysis shows that the contents of the mazor program will have the opportunity to provide communicative – didactic knowledge that the student must acquire. The following communicative knowledge, skills and abilities were also considered in the content of this course program:

- history of the country in which the language is studied in the program;
- in the process of mutual communication, the discussion of materials in English on the results of the assessment of the standard of living of the people of Uzbekistan in different directions of various international organizations has an important significance in the development of communicative competence of students.

Considering the pedagogical theories of communicative competence, despite the presence of various didactic systems, an attempt to introduce new ones and didactic training of future teachers during their studies in pedagogical higher educational institutions is an integral part of the subsystem of the process of their professional and pedagogical formation, graduates of pedagogical higher educational institutions have great difficulties in organizing the educational process,

In the study of the concept of pedagogical communication, many scientists focused on the essence and nature of teaching in relation to communicative communication (N.M.Baritka[1], V. G.Zinchenko[2], V.A. Kən-Kalik[3], L.D. Kachuro[4], A.V. and others). According to these studies, communication in the activities of the educator is as follows:

Organization of a system of interaction between the teacher and the student, which ensures the effectiveness of the educational process;

further development of the individuality of students of higher educational institutions;

means of establishing a mutual scientific relationship with the student, conducting scientific activities and positively influencing him;

performs tasks such as the way to achieve didactic tasks that must be completed.

When it comes to the competence of a foreign language teacher to communicate as a vital necessity, scientists focus on the dual nature of this process. Such duality is due to the fact that no matter how the teacher has any communication skills, he cannot achieve effective results in the work of the teacher due to the "lack of a fertile channel, necessary conditions that the transfer of social experience to the younger generation can effectively increase," and this is due to the interdependence of communication and educational (training) processes.

So, in educational and cognitive activities, the concept of "communication" acquires a special meaning-meaning. It not only determines the quantity and quality of the observed knowledge being carried out, but also "the degree to which it causes a predisposition to further interaction." Therefore, the task of developing the skill of communicative communication for educators, especially for educators working with the transmission and transmission of didactic information, is extremely urgent.



A.T.Nurmanov considers theoretical, personological, technological, individual, differentiated, emotional, rational, reproductive, productive, systemic, personality-oriented and competency approaches to the effective communication of students as important [5].

An important factor is the application of competence as a scientific category in relation to education, N.A.Muslimov noted that from the point of view of competence, the approach is one of the foundations for improving professional education. Today, competence is required, which consists not only of the skills of performing this or that technological process, but also of the totality of professional and personal qualities, such as professionalism, social ethics, the ability to work in a team, initiative.

Various aspects of the competence of pedagogical workers operating in the educational system were studied by scientists, educators, psychologists and Methodists on the basis of various views, and its components were tried to scientifically substantiate and scientifically illuminate with evidence. As a result of the studies, we witnessed that the research scientists carried out scientific research on the competence of teachers of the continuing education system and the didactic requirements for this very competence, the content and essence of the term presented, the components contained in it, the stages of development and development processes, the didactic features of lingvo, pedagogical-psychological and methodological aspects.

M.In Gulyamova's study, it became clear that a competency approach to the teaching process of all subjects is widely used today, as well as that it is no longer enough to give students-students knowledge, skills and abilities in science, but to form the skills of practical application of the knowledge, skills and abilities formed in different situations. Consequently, education based on the competence approach is an education aimed at developing the ability to apply acquired knowledge, skills and abilities in their personal, professional and social activities, implies the formation of independent thinking, active civic position in students, rational use of initiative, information and communication technologies in their activities, conscious professional selection, healthy competition and universal skills.

The application and study of a foreign language can be described as follows: the application and study of the language involves the development of general and communicative competencies of a person as a social subject throughout his activities. They are based on competencies that provide the implementation of the task set in different conditions, taking into account various restrictions, and are reflected in the types of activities and processes aimed at creating and understanding texts based on a specific topic and circle of communication.

On the basis of determining the priority of the communicative side of the professional and pedagogical activity of a student and, in particular, a teacher of a foreign language on the basis of the highlighted functions of didactic communication, we determined the structural composition of communicative competence, which includes communicative-personal, didactic and gnostic components. The transition of the educational system to a person-oriented paradigm makes it possible to consider the communicative activity of the educator as a didactic interaction activity of subjects of the educational process (teacher and student).



Hence, the main quality of the development of personality in the process of developing communicative competence of students of higher educational institutions is the individual style of communicative activity for each individual person. That is, the communicative competence of their students is understood as the professionally significant quality of the individual's personal-communicative, didactic, Gnostic skills and abilities, as well as the experience of the effective organization of the educational process in them, which is used in practice through a stable system.

USED LITERATURE:

1. Borytko, N.M. Methodology and methods of psychological and pedagogical research [Text]: textbook. the manual for students of higher education. studies. institutions / N. M. Borytko, A.V. Molozhavenko, I. A. Solovtsova; edited by N. M. Borytko. – M.: Academy, 2008. – 320 p.
2. Zinchenko V. G. Intercultural communication. From a systematic approach to a synergetic paradigm : a textbook / V. G. Zinchenko, V. G. Zusman, Z. I. Kirnose. - M.: LLC "FLINTA", 2007. - 224 p.
3. Kan-Kalik V.A., Nikandrov N.D. Pedagogical creativity. M.: Pedagogika, 1990. - 140s.
4. Kachuro people. The development of the teacher's communicative activity as a factor in the implementation of the tasks of humanely oriented education: Abstract. dis. . candidate of pedagogical Sciences. Chelyabinsk, 2001. - 20s.
5. Nurmanov A.T. Talabalarning samarali mulokot technologiyasi va technikasiga tayarlashning pedagogik imkoniyatlari (auditoriyadan tashkari mashgulotlar misolida): Autoref...diss. ...ped.fan. doct. – T., 2017.-29 b.