



GUIDELINES FOR FORMING COMMUNICATIVE COMPETENCES IN THE EDUCATIONAL PROCESS

Yusupova Nodira Firnafasovna

*Tashkent City, Republic of Uzbekistan
School No. 302, Yunusabad district Uzbek language teacher*

Abstract: the article provides information about communicative competence and its types, guidelines for its formation in students, understanding and explanation abilities of communication partners in the process of communication, and the arena of psychological communication.

Key words: competence, communicative competence, psychological arena, social and psychological training (SPT), situation parameters.

Communicative competence usually refers to the ability to establish and maintain appropriate relationships with other people. Competence includes a set of knowledge, skills and abilities that enable effective communication. This type of competence includes the ability to change the depth and scope of communication, to be understood and explained by communication partners.

Communicative competence is the developing and mostly conscious experience of communication between people, which is formed in the context of direct interaction. The process of improving communicative competence is related to personal development. The means of regulating communicative actions are a part of human culture, and their acquisition and enrichment occurs according to the same laws as the development and reproduction of the entire cultural heritage. In many ways, acquisition of communicative experience occurs not only in the process of direct interaction. A person also learns about the essence of communicative situations, problems of interpersonal relationships and how to solve them from literature, theater, cinema. In the process of mastering the communicative sphere, a person acquires the means of analyzing communicative situations in verbal and visual forms from the cultural environment.

Communicative competence is directly related to the characteristics of human social roles. Communicative competence implies the flexibility and freedom of use of verbal and non-verbal means of communication and can be considered as a category that regulates the system of a person's relationship with himself, the natural and social world. Thus, both individual-personal qualities and social-cultural and historical experience help to form competence in communication.

One of the tasks of communicative competence is the assessment of knowledge resources that provide adequate analysis and interpretation of situations. To diagnose this assessment, there is currently a large block of techniques based on the analysis of free descriptions of various communicative situations.

Another way to learn communicative competence is observation in natural or specially organized game situations with the help of technical means and meaningful analysis of the obtained data. Depending on the different purposes, the speed of

speech, intonation, pauses, non-verbal techniques, mime and pantomime, organization of communicative space can be taken into account.

One of the diagnostic parameters can be the number of methods used, and another - the adequacy of their use. Of course, such a diagnostic system is very laborious, and its high-quality implementation requires a lot of time and high skill of the observer. The difficulty of assessing communicative competence is that in the process of communication, people are guided by a complex system of rules for regulating joint actions. If the interaction can be analyzed, then the rules by which people enter this situation are not always implemented.

The arena of psychological communication includes the process of social-psychological training. One of the means of developing communicative competence is social and psychological training (SPT). The analysis of the possible influence of the arena of psychological communication shows that deep personal formations of training participants are also affected during group work. After all, a person receives new and accurate information about himself. And this information influences personal variables such as values, motives, and attitudes. All this supports the possibility of connecting SPT with the process of personality development, or rather with the beginning of this process. Indeed, the new information received in the training about oneself and others, as a rule, prompts a reconsideration of the concept of self-awareness and the concept of "the other", which exists with a strong emotional mediation. . Learning to communicate deeply is both a means and an outcome of SPT's impact. Personal development consists not only in building the highest levels in its composition, but also in weakening existing and ineffective ones.

Ways to develop communicative competence. One of the means of developing communicative competence is social and psychological training (SPT). This relatively new scientific and practical direction of psychology is currently receiving intensive development as an integral and important part of the psychological service system. With the variety of specific forms of SPT, they all have a common feature - it is a means of influence aimed at developing certain knowledge, skills and experiences in the field of interpersonal communication. It can be said that psychologically this means:

- development of the system of skills and communication skills;
- correction of the existing interpersonal communication system;
- creating personal conditions for successful communication.

Thus, we can say that the development of competence in communication implies the adequate selection and use of all sets of tools aimed at the development of personal subject-subject aspects of communication and subject-object components of this process.

Broadly speaking, a person's interpersonal competence can be defined as his/her competence in interpersonal perception, interpersonal behavior, and interpersonal interaction.

Communication in interpersonal communication is not the same as simple exchange of information because:

- certain interpersonal relations appear between people;

these relationships are changing;
the idea is not equal to the literal meaning of the word.

A characteristic feature of communication with people is the presence of barriers that prevent the entry of information. It makes sense for barriers to arise because communication has an impact. In the case of successful exposure, a person may experience some changes in his worldview. Not everyone is ready for it and does not want it, because such changes destroy his stability, his thoughts about himself and other people, so a person protects himself from exposure.

It is understood that any communication effect is not threatening. On the contrary, there are many cases where the received information is positive, strengthens a person's position, and gives him emotional satisfaction. Thus, a person should be able to recognize useful and harmful information. How to do this?

Let's observe the appearance of obstacles. Speech in human communication is the main method of influence. If the listener trusts the speaker as much as possible, he will fully accept the speaker's ideas, while protecting himself from the speaker's influence, very carefully "let go" of the listener's trust. Consequently, every speaker is inspired and unaffected when faced with counter-psychological activity, which is the basis for the emergence of communication barriers. These barriers include: avoidance, authority, misunderstanding. Thus, the methods of protection against exposure are as follows:

- avoiding contact with sources of exposure;
- to misunderstand one's own culture, logic, style, language and foreign language, semantic field, style and logic.

Accordingly, to overcome obstacles, the following is necessary:

- attracting and keeping the attention of the communication partner;
- use a universal feedback mechanism to clarify understanding of the interlocutor's situation, words, feelings and logic.

At present, the situational approach, in which situational parameters serve as a starting point for the analysis of communication, is increasingly developing.

Types of communicative competence. The concept of a person's communicative competence is important not only for theory, but also for communication practice. Theoretically, on the technical plane, it develops the understanding of the communicative person, more fully reveals the features of work in the system of social interactions. At the practical level, both this category itself and the methods of its practical use are used for evaluating the quality of work of professional communicators, personnel management, organizing a training system for specialists, analyzing conflict and crisis situations, and for many of the above-mentioned management tasks. is necessary.

Several approaches to understanding communicative competence are presented in the scientific literature. Communicative competence is a certain level of formation of personal and professional experience of interaction with others, which is necessary for a person to work successfully in a professional environment and in society within the framework of his abilities and social status.

At the same time, the adjective "communicative" in the phrase "communicative competence" is the predicate of the main concept "authority". In addition, the definitions given above are based on incomplete, insufficient ideas about the communicative person as a social subject who implements communicative practice.

Without any controversy, a person's communicative competence is equated to a much broader category - social competence. If we ignore the defining elements, this concept means communicative competence as a certain level of formation of the subject's experience of interaction with other subjects. This interpretation of the category in question is weak on several grounds.

First, the relationship between the competence category and the verbal construction is "level of formation experience". Secondly, this concept closes communicative competence only with personal experience, because it leaves in parentheses such important components of communicative personality as knowledge and ability. Competence in the most general form is understood as having knowledge that allows you to judge something, express an authoritative opinion. In a broader sense, competence is the subject's ability to exercise his powers in a certain field of activity.

Competence in this context means a specific field of responsibility, scope of responsibility, a function or a set of functions given to a social subject in the system of social activity (social competence) or social division of labor (professional competence). There are two possible concepts of qualifications - normative and terminal. The normative concept interprets the category of authority as a feature that realizes the subject's own characteristic in a certain society (community) within the socially recognized (normal) framework. Deviation from the lower (incompatibility) and upper (hypercompetence) normative ranges is considered abnormal and belongs to the category of incompetence. With this concept, the competence of the subject has a certain extended nature, and the issue of greater or lesser competence can be raised. If the entity exercises its powers at a lower value of the normative interval, it is not very competent. If it is higher, its authority will be higher. The terminal concept of authority interprets the norm not as an interval, but as a clearly defined value. With this approach, there are only two possible cases of exercising a person's authority in any field of activity - authority and incompetence.

We use the normative concept of the category of competence even more. Based on this understanding, we can form a metric definition of authority: under the authority of the subject, we understand the level of the implementation of its powers, or in other words, the characteristics of the quality of the implementation of powers in a certain field of activity. Considering the qualification category, we can distinguish general and special powers. The first one is closely related to socialization processes and can be defined as a person's social competence. By general or social competence, we understand the ability of a social subject to work normally in society (that is, within the framework defined by social norms).

Special (professional) competence is the ability of a social subject to function normally in a specialized field of activity and professional society (that is, within the

framework defined by relevant social norms), to effectively exercise specialized (professional, official, etc.) powers.

Special competence is a function of special education, professional socialization and professional experience. Communicative competence in its most general form can be defined as a person's ability to work normally as a communicative actor (that is, within the framework defined by relevant social norms). Or, if we use the metric version of the definition, then by communicative competence we understand the quality of performance of communicative actor functions by a social subject. In order to understand communicative competence, its closeness to the normative framework is important. This isolation means that the category of communicative competence is interconnected.

Depending on the normative range of this or that element of society, one person can be recognized as communicatively competent in one community and incompetent in another. In general, a person's communicative competence consists of two components - general and special communicative competence. For many individuals, for those whose professional activities are not related to the organization and implementation of communication, general communicative competence corresponds to such communicative competences.

General communicative competence is a person's social competence. It describes the ability of a person to communicate in various situations and is carried out at the level of everyday communication, at the level of the practice of mutual information exchange, both in everyday life and in the professional sphere. In addition to general, special communicative competence is required for professional communicators.

Special communicative competence, like any special competence, requires special training. The category of communicative competence should not be confused with the categories of communicative performance or communicative effectiveness. Communicative performance should be understood as a measure of achieving the goal as a result of the interaction initiated by the communicator. Communicative effectiveness is defined as the ratio of communication effects corresponding to the goal of the communicator and the resources used by the communicator to achieve these goals in this interaction, reduced to one denominator (value or otherwise).

In conclusion, it can be said that reforms have been carried out in education to form communicative competence from school age. In particular, the effectiveness of scientific research on the inclusion of the basic communicative competence among the basic competencies has been scientifically substantiated. Pilot work was carried out in Uzbekistan during 2012-2016 and was finally put into practice in 2017. All general education subjects were included in the state requirements. It envisages communicative competence - first of all, in social relations, the ability to communicate effectively in one's native language and in any foreign language, to follow the culture of communication, social flexibility, and to develop the ability to work effectively in a team.

References

1. Muslimov N., and others. Technology of formation of professional competence of teachers of vocational education. 2013 -T.: "Science and technologies".
2. Supiyeva B.A. Guidelines for the use of modern pedagogical technologies in language education. 2016 - T.: Nowruz. 180 p.
3. Q. Talibov, D. Faizullayeva. Innovative educational technologies and pedagogical component. 2012 - Tashkent. 156 p.
4. Q. Talibov, D. Faizullayeva. Innovative educational technologies and pedagogical component. 2018. - T.: "Teacher". p. 122