

FORMATION OF COMMUNICATIVE COMPETENCE OF THE FUTURE TEACHER

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Abstract

The article is devoted to the problems of the formation of professional competencies of a future teacher. The communicative qualities of a person are considered, which form the basis of pedagogical communication.

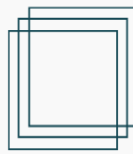
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In the context of the development of modern society, teachers are active participants in spiritual and social processes. The demands made by society for a modern teacher are extremely high. They include not only a wide range of fundamental and innovative knowledge in subject areas, possession of modern pedagogical technologies, but also a number of the most important personal qualities, among which are: independence, responsibility, the ability to self-organize, self-improvement, creative self-realization in various types of professional activity. etc.

The profession of a teacher is one of the communicative professions, so a graduate of a pedagogical university must be fluent in speech, interact with the audience, not only as a language teacher, but also mathematics, physics, chemistry, etc. solve humanitarian problems and teach speech. And therefore, a modern teacher needs knowledge about speech, its varieties, speech activity, about the language of appearance (about non-verbal means of communication), about the pedagogical voice and ways to improve it, about what a pedagogical dialogue is, what are its features, how scientific dialogue differs from popular science, how you can build a conversation with parents, etc.

Today it is not enough to be a good specialist, you also need to be a good employee, which means the ability to work in a team for a common result, participation in decision-making, the ability to make clear the meaning of your statement to others and understanding the point of view of your colleagues at work, students. In addition, you need to be able to work with information using various information technologies, efficiently resolve conflicts, publicly present the results of your work, taking into account meaningful criticism; be able to positively build their relationships with colleagues at work, students and their parents.

If we define the main meaning of education as the development of practical abilities, skills necessary for a person to achieve success in personal, professional and social life, then one of the most important is his communicative competence. Communicative



competence provides the general social competence of the future teacher, his conscious focus on the positions of partners in the educational process.

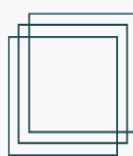
Scientist Teslenko claimed communicative competencies that provide the future teacher with the ability to listen and engage in dialogue, participate in collective discussion of problems, integrate into the community of professionals, build productive interaction and cooperation with students, colleagues, and parents [6]. Here it is necessary to distinguish between the concepts of "competence" and "competence", which are not identical and synonymous. If competence is defined as an area of knowledge in which an individual is well aware (S.I. Ozhegov), authoritative, experienced and has certain powers (D.N.Ushakov), then competence characterizes, first of all, the ability to make decisions and obtain results in this area. In other words, competence denotes the degree of expression of professional (and personal) experience inherent in a person within the framework of a specific competence (AI Turchinov [7]).

An important component of professional competence is communicative competence, therefore, a graduate of a pedagogical university must be fluent in speech, the ability to communicate, interact with the audience, since it is the teacher who creates in the student collective an atmosphere of communication, openness, interest in comprehending scientific truths and mastering practical methods of action.

Today it is obvious that the simple acquisition of knowledge and skills does not solve the problem of a person's education. The main goal of vocational pedagogical education is to train a qualified teacher, competent, ready for continuous professional growth. Professional competence is both a characteristic of professional training and a characteristic of a person's education. The development of communicative competencies is the process of mastering the language, the ability to use it as a means of cognizing the world around us, assimilating the experience accumulated by humanity, and as a powerful means of communication, human interaction.

The development of speech, vocabulary of students, mastering the wealth of the language are the main tasks of forming a personality, mastering the values of national culture, closely related to the mental, moral, aesthetic development of the future teacher, on whose communicative competence the level of upbringing and education of students largely depends. In the classroom, the teacher sets before the students the task of learning to give full and detailed answers to questions, to tell according to a certain plan, not to repeat, to speak correctly, in complete sentences, to retell a large text coherently.

In addition, a rich vocabulary, developed speech testifies to a high culture of a person, the development of his thinking and intelligence. A person with a rich vocabulary is perceived by society as an intelligent and creative person. The main source of replenishment of a person's vocabulary is communication, reading fiction. At the moment, the enrichment of vocabulary is aggravated due to the fact that the younger generation turns little to works of art - the main source of vocabulary replenishment,



preferring the Internet. Consequently, vocabulary enrichment is one of the pressing problems of our time.

Moreover, competent oral speech contributes to the speed, ease of communication between people, gives the speech communicative perfection. The development of communicative competence is a controlled process that follows the path of expanding the vocabulary. Therefore, the teacher's goal in all classes is to include work with new words, while revealing their meaning and relying on an already established vocabulary, so that previously learned words are not forgotten, and newly acquired words are better understood and remembered. At the same time, it is necessary to develop the habit of students to use these words when solving specific educational problems.

By the way of conclusion, it should be emphasized that the introduction of a competency-based approach is the most important condition for improving the quality of higher pedagogical education. The value of the competence-based approach in education lies, first of all, in the fact that it is focused directly on the personality of the student in all spheres and areas of activity.

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