



## **Methodology Of Developing Communicative Skills In Future Pedagogues Based On Modern Approaches (In The Case Of Non-Philology Courses)**

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**Abstract.** In this article, the issues of communicative competence, the development of professional competence of future teachers, the unity of the three interrelated communicative, interactive and perceptual components in communication, the teacher's professional communicative competence, communicative self-improvement, higher pedagogy training sessions.

**Keywords:** communicative competence, future teacher, communication, higher education.

Nowadays, the development of professional competence of future teachers is one of the urgent issues. Regarding this, in the educational institutions of our Republic, the communicative competence of the future pedagogue has created normative foundations for the implementation of effective mechanisms for communication with his student body, parents, colleagues.

Formation of the professional competence of the future teacher has a special place among the complex problems in the training of pedagogues. Especially at the current stage of reforms related to the modernization of education, the problem of adaptation to professional pedagogical activity is becoming more evident. Future teachers are enriched with the formation of professional competence of the teacher along with practical, psychological, methodical, research types. It is necessary to include the groups of diagnostic, communicative, management and projective studies in the essential characteristics of the professional competence diagnosis. The pedagogue's cognitive activity is largely determined by the complexity, dynamics, non-



standardity of the things being studied, the influence of the boundaries separating social phenomena, their search, uncertainty, which implies the skill of observation, modeling the interlocutor's inner world.

The Strategy of Actions of the President of the Republic of Uzbekistan for the further development of the Republic of Uzbekistan defines priority tasks such as "Continuous improvement of the quality and level of professional skills of pedagogues"<sup>1</sup>. This creates conditions for increasing the level of professional communication in social processes. Decree of the President of the Republic of Uzbekistan No. PF4947 of February 7, 2017 "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan", No. PQ2909 of April 20, 2017 "Measures for Further Development of the Higher Education System" on activities" of the President of the Republic of Uzbekistan dated June 5, 2018 No. Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No. PF-4947 "On the Strategy of Actions for Further Development of the Republic of Uzbekistan". 6 "On additional measures" and other regulatory legal documents related to this issue, this dissertation serves to a certain extent.

Issues of developing professional competence of future teachers B.S. Mardonov, A. Makhmudov, D. Mamatov, N. A. Muslimov, O. Musurmonova, U. N. Nishonaliev, S. Nishonova, N. Ortikov, M. Ochilov, B. Kh. Rahimov, O'. Q. Tolipov, O. Torakulov, U. Torakulov, D. Sharipova, Sh.S. Sharipov, A.A. Khalikov, N.G'. Egamberdieva, M. Kadirov are covered in research works. Psychological development of teachers' professional skills by researchers of the countries of the Commonwealth of Independent States L.S. Vygotsky, P.Ya. Galperin, V.V. Davidov, N.V. Kuzmina, Ye.N. Linov, I.Ya. aspects have been studied. The issues of developing communicative competence of teachers in European countries were studied by M. Buber, L. Botcheva, R. Boyatzis, F. Delamare, A. Disterweg, J. Dewey, A. Maslow, Jean Piaget, K. Jaspers.

At the present time, the issues of human worldview are being fundamentally considered in pedagogy, the status of a person in social life is changing, and the education of the growing generation is being re-evaluated, which leads to a change in the interaction of the subjects of these processes. . Today, humanitarian aspects of the interaction between teachers and students are based on I. Kant's formula of strict non-coercion, which means that every person should achieve his goals and not allow himself to become a tool for others. In





the organization of pedagogical communication, it is not possible to proceed only from pedagogical goals and tasks, in fact, it is natural that they are the basis of the activity. The characteristic of communication in such a situation leads to the fact that the teacher always tries to communicate with him by expressing his opinion, that is, only "his" demand. In communication with children, it is important to communicate with children, not by stating "one's own" requirements, but by taking into account their interests and aspirations, and communicating with them, so that the child is within the radius of pedagogical goals with his own interest and his own world. . As a unity of three interrelated communicative, interactive and perceptive components, the tripartite approach is of particular importance in communication (G.M. Andreeva, A.A. Bodalev, B.D. Parigin). In this case, the communicative side of communication shows the interactive organizational aspect of students' information transfer and interaction, and the perceptive aspect shows their understanding of each other and the mutual understanding and emotional connection established on this basis. The teacher's communicative abilities are defined by different concepts: "pedagogical skill", "qualification description", in the theory of pedagogical education, the professional requirements for the teacher are expressed by different concepts: "pedagogical skill", "qualification description", "professional profile of the person", expressed by "professional readiness", "professional competence".

In general, the above-mentioned pedagogical categories describing a phenomenon have specific content aspects and are used in different contexts. Closely related to the concept of "communicative competence" is the concept of "personal communicative core". The concept of "communicative core" appeared recently and was used for the first time by modern psychologist A.A. Bodalev in scientific research. Considering the communicative core of a person as a psychological phenomenon, there is a basis that allows each person to communicate more successfully. Such a basis is present in any adult, children's personality as well, and personal characteristics and qualities can enter the communicative core. In the end, it is they, the method and direction of communication, on the other hand, the low level of professional communicative competence of the teacher does not allow him to realize himself as a professional, and as a result, it can cause dissatisfaction with life in general. Taking into account the interaction of this general and professional





communicative competence, we determined the following criteria for its manifestation: the first criterion is general communicative values. We included in them the value of a person for a pedagogue, the value of the communication process, the value of traditional forms of communication for a pedagogue; the second criterion - the pedagogue's interpersonal communication was defined as general communicative skills.

This is his ability to establish contact with close relatives, colleagues at work, parents of students; the third criterion is the level of the teacher's inclusion of general communicative values in his professional ideal, because the level of development of these values is of great importance in everyday and pedagogical communication. In addition, they serve as a unique basis for the humanistic, facilitatory communication of the pedagogue with children, based on which student-orientation and self-awareness and self-confidence are the leading values of their work. The changes in the student's personality include the need to change the methods of their activity; the presence of professional communicative skills in the teacher has become the fourth criterion for assessing the level of communicative competence, because professional pedagogical communication has a number of features that distinguish it from everyday communication.

The need to determine the criteria of the teacher's communicative competence made it possible to distinguish three levels of communicative competence: high, medium, and low. A high level of communicative competence is characterized by a clearly expressed direction of humanistic interaction between the teacher and the students, in which both participants serve as subjects of this process, in which each of them is understood as a person and perceived as unique, irrevocable. In addition, the teacher feels the need to communicate with children and uses ethical forms of communication in practice. The teacher has significantly developed verbal and non-verbal communication skills, and there is no discrepancy between the verbal and non-verbal components of communication. The teacher knows how to regulate his psychological and physiological state. Uses the cooperation method as a way out of a conflict situation.

The medium level of communicative competence implies insufficiently expressed value-communicative orientations of the teacher. Externally defined





as humanitarian, relations with students have the characteristic of fulfilling more social roles. Such teachers do not feel a special need for communication with children, the communication itself is strictly limited, often without positive emotional expressions. Verbal and non-verbal communication skills are significantly developed within the framework of professional necessity. The teacher knows how to regulate his psychological and physiological state, in this sense there may be certain emotional instability. The low level of communicative competence among teachers was determined by their exclusion of one or several communicative values from their value orientations. Communication between a teacher and a student cannot be described as humane: students feel uncomfortable; the emotional aspect of the lesson is more negative; contact with children 12 is not available. In the teacher's behavior, there is a discrepancy between the verbal and non-verbal organizer of communication. The teacher often does not know how to regulate his psychophysiological state. Based on the above, communicative competence is a dynamic derivative that passes through two stages in its development: general and professional communicative competence (in which they coexist from a certain stage of personal development), as well as its development from level to level possible

This development occurs through the spontaneous acquisition and teaching of the "language" of communication. In this case, if we are talking about a profession that is directly and directly related to communication, then this process will be productive in the implementation of specially organized training and certain conditions. 'rinli. First of all, the future teacher should have basic knowledge.

Development of the humanized communicative core of a person on the basis of pedagogical sciences and the explanation of the goal orientation of pedagogical sciences and pedagogical sciences:

- history of pedagogy - studies the development of pedagogical ideas, theories and educational systems;
- pedagogy - studies the main laws of education as a specially organized pedagogical process and creates a basis for the development of all branches of pedagogical knowledge, general principles of pedagogy, didactics (theory of education), theory of education, management of education;





- pedagogy of youth - studies the characteristics and patterns of human development at different ages, preschool pedagogy, primary education pedagogy, androgogy (adult education), gerontogogy (pedagogy of old age);
- vocational pedagogy - studies the problems of vocational education, pedagogy of vocational schools, secondary special vocational schools, higher education, labor pedagogy; field pedagogy - studies the laws of special training of people for certain types of activities (pedagogical, engineering, military, legal, etc.);
- social pedagogy - develops problems of society's influence on personality formation and development, family pedagogy, labor team pedagogy, re-education;
- correctional (special) pedagogy - studies the education of children with physical and psychophysiological disabilities, defectology (working with children with mental retardation), speech therapy (correction of speech defects), deaf pedagogy (hearing-impaired children working with children), typhlopedagogy (working with weak and blind children), oligophrenopedagogy (working with mentally retarded children);
- ethnopedagogy - studies the laws and features of folk and ethnic education;
- comparative pedagogy - reveals the features of educational organization in different countries of the world;
- private (subject) methodology - learning to teach specific academic subjects in all types of educational institutions;
- the philosophy of education is a branch of pedagogy that studies the role of philosophical doctrines in order to understand the essence of education, defines the ideology of education and education, the goals of education and the way to realize them. Analyzes the main conceptual approaches to defining .

The goal of communicative self-improvement is clear, but the motives may be different. For a humanistic teacher, communicative self-improvement should be not only self-improvement for himself, but also as the main condition for the implementation of effective interaction, which contributes to the development of children, helps to preserve their individuality and uniqueness.





Therefore, practical training is of great importance in communicative self-development. Mechanisms for developing the communicative competence of future teachers required the development of methodological support for the organization of professional-pedagogical activities through a practical approach.

It is desirable to build the training in three blocks: informational, self-awareness and practical. Such an understanding of the uniqueness of higher pedagogic education, which requires the people of the culture and education system, the teacher to constantly demonstrate their professional competence, can be a source of searching for the essence of the traditional education system.

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. State educational standards created until now were based on a systematic-active approach, that is, to clarify the purpose of educational institutions in the way of mastering knowledge, skills and abilities. Therefore, it is required to define the 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 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 urgent 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 young people to be independent thinkers, have high intellectual and spiritual potential, and 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 possibilities of our society", and it is not without attention that the young people of our independent Uzbekistan are focused on free thinking. 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, i.e. competent, approach to higher education.

Competent approach requires the student to acquire knowledge and skills not separately, but as a whole. In connection with this demand, in turn, the system of choosing teaching methods is also 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 not separately, but as a whole. In connection with this demand, in turn, the system of choosing teaching methods is also 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 from the point of view 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, come right) is 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", "has 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.

L.M. Mitina pedagogical competence means knowledge about the subject, teaching methodology and didactics, pedagogical communication skills and competence, as well as self-development, self-improvement, self-realization understood the harmonious combination of methods and means of improvement. 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 L.M. Mitina, we believe that the following set of competences, which determine the level of development of pedagogical competence for future specialists, are sufficient and necessary: - active or special competence (knowledge, skills, skills and pedagogical individual methods of activity 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 of them 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, striving for personal growth are its main components. Workers with a high level of personal pedagogical competence are less prone to fatigue and able to work under time pressure.





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