

Pedagogical Characteristics and Factors of Development of Communication Competents Students.

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Abstract. This article is devoted to the interpretation of pedagogical features and factors in the development of students' communicative competence, as well as to the problems and solutions that arose as a result of research conducted by a number of scientists. In addition, pedagogical and psychological approaches to the development of communicative competence among students of higher educational institutions were analyzed.

Key words: communication, competence, communication, psychology, pedagogy, students, communicative competence.

Introduction

It is known that the formation of communication competence and its use consists of a set of forms, commands, signs and contents of a number of requirements that are expressed in any situation in the process of speech.

The concept of "competence" has entered the field of education as a result of psychological research. From a psychological point of view, competence is the ability of a specialist to behave in unexpected situations, to communicate in unexpected situations, to communicate with competitors, to perform uncertain tasks, to use complex information in the process of conflict.

In modern pedagogy, the relationship between the concepts of "competence" and "competence", including "communicative competence", is a problem that needs to be clarified and addressed in the context of their tendency to completely or partially synonymize. At the present stage, the quality of education based on the competence of the teacher's education can be described as a concept based on the content and goals of higher education.

The problem of communicative competence is one of the actively developing problems of both foreign and domestic psychology. There are three approaches to the study of communicative competence in the social sciences. According to the first approach, a number of scientists N. Kunitsyna, L.A. Petrovskaya, and others regarded communicative competence as part of a broader education. Representatives of the second approach, Yu. N. Emelyanov, N. N. Obozov, et al., defined this psychological category as an independent entity. Uchinski yondashuv L.A. Petrovskaya, Yu. M. According to Zhukov and others, communicative competence is equated with communication competence.¹

The main part

The term "communicative competence" is first used in social psychology by A.A. Bodalev and is interpreted as "the ability to communicate effectively and support other people when internal resources (knowledge and skills) are available".²

Research shows that one of the key competencies that any educational institution needs to have is its communicative competence, which reflects its personality traits, as well as its ability to manage and understand communication.

As to V.I. Teslenko³, there are several reasons that distinguish communicative competence as the main one.

¹Jarkix N.G. Kommunikativnaya kompetentnost studentov v situatsiyax frustratsii // Izvestiya Rossiyskogo gosudarstvennogo pedagogicheskogo universiteta im. A. I. Gertsena, 2009. - № 109. - p. 171.

²<https://cyberleninka.ru/article/n/razvitie-kommunikativnoy-kompetentnosti-studentov-v-sisteme-vysshego-professionalnogo-obrazovaniya>

³Teslenko V. I., Latyntsev S. V. Kommunikativnaya kompetentnost: formirovanie, razvitie, otsenivanie. Krasnoyarsk, 2007. 255 p.

The first reason is the social demand of the society. The world of professional business is characterized by a person's lack of practical communication skills. First, it is the ability of the team to work effectively to achieve a common goal, to be able to present their message clearly, to be able to accept the point of view of the partners involved in solving the problem. In addition, it is necessary to share information, use various information technologies, present the results of their activities to the public, and effectively resolve conflicts.

The second reason may arise from the need for the education sector itself, which is directly related to:

- use of means to select the necessary means of communication in accordance with the communicative task, the situation;
- Adequate oral presentation of the text in an expanded or condensed form;
- self-study and dialogue in accordance with the ethical norms of communication;
- acquire the skills of reading, fluency and semantic analysis of texts in different styles and genres;
- Ability to make notes, summaries, plans.

In addition to the above, the professional standard of the teacher⁴The list of "teacher's personal characteristics" proposed by the educational institution includes the following features related to communication:

- be able to use linguistic means, to express oneself logically, correctly and clearly, to use linguistic tools adequately;
- Ability to communicate freely in a variety of topics;
- free use of vocabulary;

Thirdly, as to V.I.Teslenko, communication using a system of common signs (symbols) between people is described as information communication and is not limited to oral communication, but is a condition for the existence of any macro-meaning.

According to the analysis of the above scientific research, it is possible to conclude that the concept of "communicative competence" is unambiguous (single), as well as the lack of a definitive model that defines the choice of research topic.

In other areas, as well as in the analysis of the scientific literature, I show that there are many theories of the formation of communicative competence. They are the research of local scientists: I.L. Bim (1996), G. Ibragimov (2007), A.M. Novikov (2000), R.P.Milrud (2004), S.E. Shishova (2007), A.V. Xutorskoy (2003), p. Kalayci (2012) et al. Xorijiy didaktika va metodologiyada kommunikativ kompetentsiya tarkibiy tuzilmasining abstraksiyasini izlash D.Xayms (1972), S.Retert (2012), A.Xallidey va boshqalar kabi olimlarning nomlari bilan bog'liqdir. D.Xaymz (1972) (2002), "kommunikativ kompetentsiya" tushunchalari bilan birlashtirilgan grammatik kompetentsiya (til qoidalari), socio-linguistic (dialektal nutq qoidalari), diskursiv (ifodalangan ma'noni shakllantirish qoidalari) va strategik (suhbatdosh bilan aloqani qo'llab -reduction rules).

It should also be noted that in recent years, many research methodologists: L. Alekseeva (2007), V. Safonov (2004), E.N. Solovova (2002) et al.⁵.

For example, a model for the formation of foreign communicative competence based on competence, communicative and professional orientation in the future foreign language teacher has been developed. Therefore, the model of formation of foreign communicative competence of a foreign teacher is divided into the following components: purposeful, conceptual, meaningful, process-methodical and effective blocks. Examine the above-mentioned components of the model of formation of foreign communicative competence of students - future teachers of foreign languages.

The main purpose of teaching is to participate in the process of communication. Nowadays, the goal of learning a foreign language is to get to know another culture and participate in intercultural dialogue. This is achieved through the development of the ability to communicate across cultures. It is the communicative

⁴About approval of professional standard "Teacher of professional training, professional education and supplementary professional education": order of Mintruda Rossii from 08.09.2015, 608n.

⁵Rezida A. Fahrutdinova & Rifat R. Fahrutdinov Kazan (Volga region) Federal University, RUSSIA Rinat N. Yusupov Ufa State Petroleum Technological University, RUSSIA, The Model of Forming Communicative Competence of Students in the Process of Teaching the English Language, International Journal of Environmental & Science Education, 2016, 11 (6), 1285-1294

nature of teaching, foreign language teaching, and the use of all the necessary tools and methods to do this, which is a feature of the foreign language itself.

The developed model implements external communicative competence as a unit of multifactorial integration, which includes: language, speech, socio-cultural and compensatory competencies, including intercultural knowledge, sociolinguistic knowledge and skills.

Based on the strict structure of the foreign communicative competence of a foreign teacher, we have identified a number of functions of foreign pedagogical activity in which this competence is implemented.

Conclusion

During the study, we concluded that our communicative competence affects the general social competence of the future teacher, focusing on his / her partner's position in the educational process. Vabuerdabiz We agree with V. I. Teslenko that this is a communicative competence that enables the future teacher to engage in dialogue, participate in public discussion of the problem, and communicate in a team of professionals.

Communicative competence can be seen not only in the exchange of educational information, but also in the process of social interaction and communication, from the establishment of friendly relations to the complex types of joint activities in the field of education.

In conclusion, it should be noted that the acquisition of communicative competence allows a future teacher to successfully develop and improve socio-cultural and professional-personal adaptation.

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