

Development of Communicative Competence of Students of Higher Educational Institutions

Khamrayeva Oynisa Farxod kizi

Teacher of the Department of Pedagogy of Fergana State University

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The nature of a person's communicative activity depends on his communicative ability, communicative values recognized by him, specific characteristics of motivation and communication needs. Thus, communicative competence is a holistic, relatively stable, integrated psychological formation that is manifested in individual psychological, personal characteristics in the behavior and communication of a certain person. Despite the difference in the understanding of the components of communicative competence, all authors agree that, in fact, communicative competence is the ability to establish and maintain necessary relationships with other people. 1.2 Features of communicative competence of students of higher educational institutions of pedagogy and the need to develop it during studies. A high level of communicative competence is especially important in social professions, because communication is one of the main tools of professional activity. , without which its tasks cannot be solved. Communicative competence as a part of communication culture is a necessary socio-psychological condition to achieve pedagogical skills and successful professional activity of the future teacher. Development of communication skills is the process of mastering the cultural means of communication and norms of moral behavior formed in the process of socio-historical practice and accepted in the socio-cultural group to which a particular person belongs. Currently, in the conditions of introducing the ideas of "cooperation", "communication", "joint management" pedagogy into school practice, pedagogical demands on the communicative side of activity are inevitably increasing. In this regard, the urgent problem of higher education is to prepare students for effective professional-pedagogical communication. Scientists solved this problem and looked at it in different aspects. Thus, even in ancient Greece, the sophists taught the art of persuasion (dialectic) along with the art of speech. In doing so, they took care of practical use. Development of communicative competence by solving the communicative task of communication V.A. Kahn-Kalik, A.V. Mudrik, N.V. Nikandrov and others. Factors of communicative competence V.L. Zakharov, Yu.Yu. Khryashchev. The components of communicative competence are described by Yu.N. Emelyanov, Yu.M. Zhukov, V.A. Labunskaya, emphasizing the cognitive component. A.A. Bodalev, B.F. emotional component of communicative competence as the most important and complex component. Lomov. B.G. Ananiev, M.I. Dyachenko, L.A. Kandybovich, V.A. Slastenin. In social psychology, three main components or aspects are distinguished in the structure of communication: communicative exchange, interaction and perception of the person by the person.

It follows from this idea about the structure of communication that communicative competence is a complex, multifaceted formation. We define communicative competence as an ability and orientation in interpersonal communication based on knowledge, emotional experience, and fluency in communication tools. Pedagogical higher educational institution has set itself the task

of developing students' communicative competence, for this can use programs and special teaching methods. In order to form communicative qualities of a person, methods of influence are suitable, which allow a person to review the trends in his behavior, understand his motives and characteristics of his relationships. Such methods of influencing the socio-psychological structure of a person include, in particular, socio-psychological training. The theoretical foundations of the impact of training sessions on the development of communicative competence appeared in the research of Western psychologists J. Moreno, C. Rogers, G. Shepard. Later, local researchers also considered the possible forms of socio-psychological training and classified them according to different bases (M.R. Bityanova, L.A. Petrovskaya, V.V. Petrusinsky, A.V. Fedotova, etc.). The development of a student's personality as a future specialist with higher education goes in several directions: the professional direction is strengthened, the necessary skills are formed; improved, "professionalized" mental processes, states, experience; sense of duty, responsibility for the success of professional activity; professional independence and readiness for future practical work will be strengthened. Based on the tasks facing the teacher, it is possible to understand the scientific interest shown in many higher educational institutions of our country to the problem of improving the professional training of the future specialist. The study of the composition of communicative competence acquires a special practical meaning for pedagogical work, because communication is carried out as a form of activity in it. Many facts have been collected that show how important it is for a student to communicate not only with teachers, but also with peers. O.V. Nikolaeva is communicative among students highlighted the main problems of competence development: students (especially younger students) do not have listening skills. At the same time, students face difficulties when it is necessary to clarify or continue an idea advanced by a colleague; • students often demonstrate underdeveloped business communication skills. This is manifested in the inability to organize cooperation with less well-known people (often in the first year), as well as in the reluctance to perform educational tasks together with such stereotypes, which are unpleasant from a personal point of view. time This feature is the result of insufficient group work experience at school. Some students admitted that they only encountered the group form of education at university; • even if the level of awareness of educational information is high, the percentage of students' questions in the content of lessons is not enough. Almost all teachers are faced with the need to make students (directly or indirectly) formulate questions. The priority task of communicative training of future university teachers is to move from monologue speech and passive listening to dialogue; One of the urgent problems is the inability of most students to express their point of view in a reasonable and comprehensive way using life experience and scientific knowledge. Often, this is not related to the development of speech, consciousness or vocabulary of the future teacher, but is explained by the lack of experience of participating in discussions. The development of a student's personality as a future specialist with higher education goes in several directions: the professional direction is strengthened, the necessary skills are formed; improved, "professionalized" mental processes, states, experience; a sense of duty, for the success of professional activity the priority task of communicative training of future teachers is to move from monologue speech and passive listening to dialogue; One of the urgent problems is the inability of most students to express their point of view in a reasonable and comprehensive way using life experience and scientific knowledge. Often, this is not related to the development of speech, consciousness or vocabulary of the future teacher, but is explained by the lack of experience of participating in discussions. This deficiency, in our opinion, is aggravated by the fact that the requirements for a modern professional teacher are extremely high. He should not only be able to correctly state his position, but also be reliable, bright and unique as an organizer and participant of dialogue.

1.3 Social-psychological training

The term "Social-psychological training" was introduced by the German scientist M. Vorwerg as a condition for the development of communicative competence. Bogomolova consists in mastering socio-psychological knowledge in the field of active formation of relevant social relations, i.e. during specially designed events. Social and psychological training groups understand the human need for emotional warmth and connection with another person. It is here, according to Rudestam K., "a person feels accepted and understood, reliable and trustworthy, surrounded by care and concern,

help and support takes". The help and support of people with similar problems and experiences is of particular importance. In such a supportive and controlled environment, the individual's self-discovery and self-learning are facilitated, for which only successful learning is possible. Peculiarities of socio-psychological training the ability to clearly define the "point" psychologically; the ability to make maximum use of the socio-psychological features of the communicative situation to implement one's strategic direction; the ability to predict possible ways of developing a communicative situation in which communication is developing; the ability to predict the reaction of partners to their communicative actions; the ability to psychologically adapt to the emotional tone of communication partners, the ability to seize and hold the initiative in communication; the ability to provoke the "desired reaction" of the communication partner; the ability to form and "manage" the socio-psychological mood of the partner in communication.

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