

## **The State of the Problem of Developing Communicative Competence of University Students**

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**Abstract:** The transition to a post-industrial, information society requires from a person living and acting in a constantly changing world the ability to independently search and make decisions, to act responsibly, to self-realize in various life situations, and to possess the necessary competencies in the professional field of activity to strengthen one's competitiveness.

**Keywords:** competence, principle, social qualities, independence, culture, interculture, difference, development.

In the context of dynamic economic development, growing competition, reduction of unskilled and low-skilled labor, a new education paradigm is emerging. Rigid centralization of education is being replaced by trends of variability. A number of researchers (A.A. Verbitsky, B.S. Gershunsky, etc.) note that the new stage of development of the Russian education system is characterized by a change in ideas about the personality of the student, which acts as a system-forming beginning of the educational process and, in addition to social qualities, is endowed with subjective properties that determine its independence, independence, ability to self-regulation, reflection.

Today, what is required is the development of a student's personality in the process of education, which will give him the opportunity in the future to stay ahead of the current demand for knowledge at any given time through his own cognitive activity, the ability to combine fairly broad general knowledge with the ability to comprehend a limited number of disciplines. General cultural level is in some way the key to lifelong education, its foundation necessary for lifelong learning .

The result of training a future specialist in a higher educational institution, according to documents on the modernization of education, should be his competence in professional activities. The competency-based approach focuses on the result of education, and the result is not the amount of information learned, but the person's ability to act in various problem situations.

The competency-based approach in language education is developing as an alternative to knowledge, skills and abilities, which limit the goals of training and education to a narrow subject education and do not sufficiently take into account the essence of the competence of a modern person in a competitive free market.

An analysis of published materials on the problem of modernization of education shows that competencies and competencies are considered as the main units of updating the content of education. Most often these words are used as synonyms. But in the works of some researchers there is ambiguity in the interpretation of these concepts.

In relation to professional education, E.F. Zeer states that a person's competence is determined by his knowledge, skills and experience. The ability to mobilize knowledge, skills and experience in a specific socio-professional situation, from his point of view, characterizes the competence of a professionally successful individual (78).

Competence in language education is often associated with the concept of "communicative competence," which only partially reveals its essence. In the most general understanding, "competence" means compliance with the requirements, established criteria and standards in relevant areas of activity and when solving a certain type of problem, possession of certain active knowledge, the ability to confidently achieve results and control the situation.

Based on the developments of researchers (L.I. Antsyferova, Yu.N. Emelyanov, E.F. Zeer, R.P. Milrud, A.V. Khutorsky), we have established that the concept of "competence":

- firstly, it is considered in the context of professional activity;
- secondly, it is understood as a complex personal resource that integrates various human competencies;
- thirdly, it characterizes the degree of a person's preparedness for activity and the nature of its implementation;
- fourthly, it is formed in the course of a person's mastery of the corresponding activity.

The word "competence" (*competentia*) translated from Latin means a range of issues in which a person is knowledgeable, has knowledge and experience. A person competent in a particular area has the relevant knowledge and ability to make sound judgments.

The concept of competence was formed in the context of the emergence of a new approach to human resources in the West, which made it possible to record the emerging need for human adaptation to intensive changes in technology and workplace requirements. This approach was subject to fair criticism, which was that competencies in the form of practical knowledge were insufficient for the development of creativity and individuality of students. It was proposed to distinguish between two concepts: competence and competencies. Competence began to be viewed as a personal category, and competencies became units of the curriculum and constituted the "anatomy" of competence (126). With this approach, competencies are characterized as a general ability that is manifested and formed in activity, is based on knowledge, values, inclinations and allows a person to establish a connection between knowledge and a situation, to discover a procedure (system of actions) for successfully solving a problem. In contrast to knowledge, abilities, and skills that require action by analogy with a model, competence presupposes the experience of independent activity based on universal knowledge.

The concept of "competence" acts as a central concept for modernizing the content of education, since it combines the intellectual and skill components of the result of education, integrates closely related skills and knowledge related to broad areas of culture and activity.

The solution to such a complex problem of pedagogy as the development of communicative competence of university students requires the development of the necessary theoretical and methodological basis. For this purpose, we analyzed the approaches of general scientific (systemic, value-based, activity-based, interdisciplinary, gender, cultural, intercultural, hermeneutic, semiotic, competency-based) and specific scientific (linguocultural, linguodidactic, situational, modular, participative, text-centric, technological) levels, which together form a complex system characterized by subordination between these levels. But, despite their presence, the education model of the 21st century must undergo cardinal transformations and be based not on the past, but on the future of human civilization, which is also changing its development paradigm.

Due to the fact that in the theory and practice of higher professional education at the present stage there has been a tendency to select not only one, but a synthesis of previously known theoretical and methodological approaches, we have integrated an intercultural-semiotic approach, ensuring the effectiveness of studying the process of development of communicative competence of university

students optimal expenditure of effort and resources while using modern methods and teaching aids. This approach makes it possible to implement a professional model of a future competitive, mobile manager who has global thinking and is able to communicate with representatives of other cultures, extrapolating personal experience of communicative competence into the plane of practical application. The interpretation of the approach we have highlighted is based on the conceptual principles of philosophy, pedagogy, cultural studies, pragmalinguistics, which introduces into its development the necessary rigor in presenting the starting positions, setting research problems and their solution, and serves as the basis for reasonable forecasting. Let's consider the components of this approach.

The main purpose of the intercultural approach is to prepare future specialists for intercultural communication and develop their communicative competence. By intercultural approach we understand such a theoretical and methodological basis for the development of communicative competence of university students, which is expressed in introducing students to the progressive culture of the country of the language being studied, in expanding their linguistic and philological competence, erudition and horizons, the center of which is the person who learns and creates culture as national and foreign languages through dialogical communication, exchange of meanings, allowing students to be adequate participants in intercultural communication.

The intercultural component of this approach reflects the interculturally oriented orientation of the learning process, characterized by: - orientation towards interculturally oriented education;

- organization of the educational process in the spirit of dialogue of cultures;
- humanization of the goals and content of education from the standpoint of tolerant perception of foreign language culture;
- teaching students intercultural communication in the context of dialogue of cultures, awareness of themselves as subjects of dialogue;
- the ability to use a foreign language as a means of intercultural communication;
- awareness of oneself as a bearer of national values.

Thus, it can be stated that the intercultural component of communication between future managers is a multifaceted phenomenon and involves the study of internal (development in future specialists of the "I-concept" of a person of culture, national self-awareness, abilities for creative self-realization in the world of cultural values, mastery of the basics of foreign language communicative competence) and external (multicultural environment of the university, dialogue of cultures creating a free creative atmosphere in the university, cultural eventfulness of students' life) aspects of differences in communication. The success of intercultural communication largely depends on the participants' understanding of these differences and the awareness of unity and determination in achieving the task.

Therefore, in the process of foreign language training, future managers learn to understand interlinear meaning and different colors of statements, correctly interpret cultural, historical episodes and realities when reading periodicals and various literature, watching films and television programs, when communicating with native speakers of the language and culture, and show increased tolerance.

Consequently, the development of the communicative competence of future managers should be carried out within the framework of the co-study of languages and cultures, since it is culture today that acts as a system-forming structure, the context in which foreign language educational activities are built.

The intercultural component in the context of this approach ensures that future managers understand the need to gain experience of their cultural identity. The appeal to the internal positive motivation of future management specialists is intensifying, the quality of their perception of the cultural characteristics of a specific living environment (city, region, region) and understanding of the sociocultural picture of the world is increasing, which in turn ensures students' orientation in the

cultural markers of the country of the language being studied, leading to the ability predict cultural conflicts and master ways to overcome them in conditions of intercultural communication.

If the intercultural approach acts as a system-forming structure, the context in which foreign language educational activities are built, then the semiotic component expresses its essence.

The first chapter of this study is devoted to the theoretical aspects of the problem of developing the communicative competence of university students, namely: the theoretical foundations for solving the sought problem are considered, the intercultural-semiotic approach is identified and scientifically substantiated, which was the theoretical and methodological basis of the study. At the same time, during the theoretical understanding of the stated problem, a number of assumptions were put forward that required experimental testing, namely: a) the development of the communicative competence of future managers is more successful within the framework of the model we developed, described in detail in paragraph 1.2; b) the desired model can function effectively only in the presence of a certain set of pedagogical conditions, which includes: creating positive motivation for students' educational foreign language activities; using a system of communicative tasks, orienting students towards tolerant business communication; systematic use of multimedia language teaching tools, development and implementation of the elective discipline "Business Communication in Conditions of Tolerance" in the educational process of higher education.

Based on the above, the following tasks of the drug search work were formulated:

- determine the state of solution of the desired problem in practice;
- identify and check the reliability of indicators for determining the level of development of communicative competence of university students - future managers;
- determine the initial level of development of the desired quality;
- check whether the level of development of the communicative competence of future managers increases as a result of the implementation of the pedagogical model we developed in the educational process of universities in comparison with the initial one; - find out whether the complex of pedagogical conditions identified and scientifically substantiated by us will contribute to a more effective development of the communicative competence of university students.

The experimental search work was carried out in several stages. The ascertaining stage of the experimental search work allowed us to determine the state of the quality of development of communicative competence in higher education. The formative stage of experimental research work was aimed at implementing a model for the development of communicative competence of university students, designed on the basis of an intercultural-semiotic approach, as well as at implementing pedagogical conditions for the effective functioning of this model. The ability to process, summarize and formalize the results of experimental search work was made possible by the generalizing stage.

When developing a methodology for developing foreign language competence of future managers, we, first of all, relied on general didactic principles, as well as on our theoretically substantiated principles for the development of the desired model: integration, situational, contextual and interactivity.

The reliability of the results obtained during experimental research work largely depends on the conditions in which it is carried out, since they can have a direct or indirect impact on the state of the pedagogical object under study and, thus, act as uncontrolled experimental variables. To achieve the set goal of experimental research work, we used the following methods of scientific and pedagogical research: a) questioning; b) testing; c) interviewing; d) ranking, e) observation; f) modeling; g) analysis of the results of students' foreign language activities; h) qualitative analysis of documents; i) methods of mathematical and computer processing of results, etc.

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