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## IMPROVING THE METHODOLOGY FOR THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN STUDENTS

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### **Annotation:**

Competence in communication presupposes the willingness and ability to build a dialogue, which is so necessary for a person in all spheres of life.

In this article highlights of improving the methodology for the development of communicative competence in students.

**Keywords:** competence, communicative competence, development, methodology, student – teacher, modern education, effectiveness.

The formation of a new type of society requires a new methodological basis for the entire education system, an understanding of the role of teachers and students in a new context, and the construction of the educational process as a personality-oriented one.

At the same time, it is assumed that the positions of participants in the educational process will change. In these conditions, the success of solving educational problems largely depends on the communicative culture of the teacher and students. The teacher now acts as an organizer of independent cognitive activity of students, which is aimed at the formation of key competencies, and the student strives for self-education in the course of communicative interaction with the teacher.

One of the priority competencies is communicative – mastering all types of speech activity and the basics of the culture of oral and written speech, skills and abilities to use language in various fields and communication situations.

In the educational process, both individual and group work with these tasks can be organized, which will allow students to put forward hypotheses, express their point of view on solving the problem, use practical methods of solving the problem, as well as rely on their life experience and factual knowledge. The acquisition of communicative experience occurs in the process of solving such problems in situations of direct interaction between students through cognitive dialogue. Such an organization of the educational process, using the example of studying mathematics, meets the requirements of personality-oriented learning and contributes to the formation of students' communicative competence. Thus, the formation of students' communicative competence is an urgent problem of modern education, the solution of which is of great importance both for each individual and for society as a whole.

Competence characterizes a person's experienced mastery of the relevant competence, including his personal attitude to it and the subject of activity. In fact, competence is some alienated, predetermined requirement (norm) for the student's educational training, and competence is his already established personal quality (set of qualities) and minimal experience in relation to activities in a given field. Competence is always personally colored by the qualities of a particular student.

Individual competence is knowledge of factual material, possession of the skills and abilities of educational activities and the experience that the student has acquired in various fields of activity. In the formation of competence, experience outstrips the acquisition of new knowledge. Learning from experience creates competence.

Among the key competencies of students, I would like to highlight communicative competence as the main element of communicative culture. It is through communicative competence that the communicative culture of students is realized. Communicative competence is the ability to establish and maintain the necessary contacts with other people. Competence includes a set of knowledge, skills and abilities that ensure effective communication.

Communicative competence involves the ability to change the depth and range of communication, to understand and be understood by communication partners. In general, competence in communication is usually associated with mastering not any one position as the best, but with an adequate introduction to their spectrum. Flexibility in an adequate change of psychological positions is one of the essential indicators of competent communication.

Communication in pedagogical activity is a means of solving educational problems; socio-psychological support of the educational process; a way of organizing the relationship between the teacher and the trainees, which determines the success of education and upbringing.

In my opinion the improving communicative competence as:

- socio-psychological support of the educational process;
- a means of solving educational problems;
- a way of organizing the relationship between a teacher and students.

Various learning technologies should stimulate the learner's ability to think, independently solve cognitive and practical tasks. They allow not only to optimize the learning process, but also to build models with which you can demonstrate various learning options and select the most effective ones among them. Focusing on the interaction of participants in the educational process, we will consider effective forms of such interaction, among which we include communicative learning technologies.

The process of pedagogical communication is presented as a system of communicative tasks, i.e. speech-thinking tasks. Let's highlight the stages of solving these problems:

- analysis of the situation;

- sorting through the options and choosing the optimal one;
- communicative interaction;
- analysis of the results obtained.

Communication technologies are precisely technologies, because they give a greater share of probability in achieving the planned result. This is not a random, but a systematic process aimed at unconditionally influencing the audience. There are specific rules, confirmed in experiments and in practice, that reflect the most effective impact strategies.

Therefore, it is not enough to organize communication between its participants in the learning process, it is necessary to create a special space for interaction between subjects of educational activity, in which each student is actively involved in the collective search for truth. Expressing, arguing his point of view, respectfully defending his position in dialogue, formulating a mutually acceptable point of view, the student acquires communicative competence, successfully formed with the help of communicative learning technologies. Establishing communication links between participants in the educational process is an important component of developmental learning. Three components of communicative competence can be distinguished:

- linguistic component - knowledge about the system of the studied language and the skills of operating lexico-grammatical and phonetic means of communication formed on their basis;
- pragmatic component - knowledge, skills and abilities that allow understanding and generating foreign language utterances in accordance with a specific communication situation, speech task and communicative intention;
- sociolinguistic component - knowledge, skills and abilities that allow for verbal and non-verbal communication with native speakers of the studied language in accordance with the national and cultural characteristics of a foreign linguistic society.

In communication technologies, dialogue becomes the main tool of the educational process, allowing you to move from the translation of knowledge, skills and abilities to the constructive activities of teachers and students. Cognitive dialogue is an integral part of the pedagogical process and serves to form and develop students' thinking and speech, independence and personality culture. Cognitive dialogue in our study is a form of communication in which, through a system of questions, positions, representations, cognition or acquisition of knowledge by participants in the educational process is carried out. Such a dialogue takes place in the process of solving speech-thinking tasks.

The new structure of standards, the orientation of learning towards results, and the implementation of a competence based approach in higher professional education determine the strengthening of the role of the principle of fundamental knowledge, i.e. the formation of system-forming, methodological knowledge, which is most often used in the study of a number

of other disciplines of this educational program. One of the possibilities of building such training is the use of interactive technologies.

The study found that the formation of students' communicative competence is directly related to the level of their cognitive motivation, so the next step in research work will be the selection of methods and techniques that contribute to creating a situation of success. It can be concluded that communicative competence is a complex phenomenon in the teaching methodology and requires new approaches to solving the problem of its essence and variable component composition.

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