

THE IMPORTANCE OF COMMUNICATIVE COMPETENCE IN PERSONALITY DEVELOPMENT

Abdunazarova ZaynabAlmurod qizi

TerDPI teacher

Abstract:

In this article, in the process of out-of-class activities, the method of implementation of social and cultural adaptation of students and the emergence of the process of improving communicative competence with personality development, the theoretical foundations of socialization of students and the formation of a culture of social behavior in collective relations, from a socio-cultural point of view comments on modern approaches to the problem of educating the young generation are presented.

Keywords: sociality, communicativeness, competence, team, positive, virtue, society, negative attitude, education, competence, upbringing, behavior, activity, manners.

At a time when the world is digitized and artificial intelligence is developing, the formation of interpersonal communication skills is becoming a more urgent problem. Students are growing up under the influence of various technologies, the internet. On the one hand, this has a positive effect on their mental development, on the growth of thinking skills, but on the other hand, it has an invisible negative effect on their effective communication with others.

Formation of communicative competence in students in their native language and helps to acquire theoretical knowledge and practical skills from other subjects. Because students understand the world more widely as a result of communication.

Communication is undoubtedly the most important in the daily life of people in society is one of the common activities or processes. Etymologically

The word "communication" is derived from the Latin verb "communicative", which means to share, share or distribute to many. The term communicative competence means the ability to do something successfully or effectively [Oxford Dictionary]. Based on this definition, we can say that communicative competence is the ability to communicate effectively. Various definitions have been given to it by theorists. Communicative competence has been studied by various scholars. Below are some basic definitions of well-known researchers.

American linguist and cognitive scientist Chomsky coined the term Competence one of the first scientists to use it in relation to learning. "Syntax

aspects of the theory? (1965) competence is defined as "the speaker-listener's own.

The term communicative competence was first used by Hymes in 1972, who defined it as a necessary grammatical competence along with the ability to use this competence in various communicative situations.

acquire skills in when not to talk, with whom, when, where, and how to talk about what. In short, the child can perform a repertoire of speech acts, participate in speech events and evaluate their performance by others.

Language ability cannot be imagined without other abilities that serve to ensure the well-being of human life. That is why it is important to use the situations that occur in human life in its development. This, firstly, increases the student's interest and motivation towards the learning process; secondly, the speech used in it is better stored in a person's memory because it is within the context.

To develop effective communication skills in mother tongue classes we need to determine what skills we need to develop and

In this regard, we will consider several methods.

The teacher encourages students to think about what they like to do in the classroom and as part of a team, summarizes the answers: building and playing with cars, doing construction work, drawing, reading books, sewing, "real" and so on. playing with fake dolls, running and so on. The teacher asks the students to remember who likes to do the named thing and to encourage them to remember specific things. At the same time, the teacher believes that the most important and favorite activity of students is trying to overcome egoistic aspirations.

Suggested questions:

1. Do any of us like to work with a constructor?
2. Did he tell you this himself or did you guess? Why do you think you liked him?

After 5-6 types of activities are listed, the teacher and students begin to create "zones" focused on a specific type of children's activity, taking into account the inclination of a particular student. Most often, the following areas were identified:

3. 1. The area where the game is organized with constructors and cars.
4. 2. Games with dolls ("Barbie", "Cindy", "Family of dolls").
5. Play area with paper dolls complete with dress-up accessories.
6. Reading area.
7. The area of working with plasticine, etc.
8. Modeling and making from plasticine.
9. Area for painting and drawing.

Methods of organizing mutual assistance for children

Exercises on topics - cases of moral choice are offered to implement the mechanism of emergence of empathy and cooperation.

The child's attention is drawn to his friend who is in a bad mood and health, and he is invited to communicate with him. For example, the teacher suggests:

"Alisher is sadder today, his mother is ill, he is being hospitalized. It would be nice if he could be helped. If you want, play with him or tell him an interesting story, you can come up with stories. Don't you want it? Then do as you wish."

Or, focusing on the student next to him, he offers the following to the newly arrived student: "Will is in a bad mood because he's worried that he didn't paint well. If you want to make him happy, you can draw with him. If you don't want to, choose for yourself how to paint."

A student who is unable to complete the task should turn to his neighbor: "Do you want to help Dilmurod? Can he do it? Choose what you will do for yourself?" After the end of joint practical educational activities, they turn to the student: "You have already completed the task, you can go play. You can stay to help. Choose yourself."

Or classmates are asked to help a student who misses a lot of lessons due to illness. They provide mutual support to this child in class and outside of class. There are many similar situations, they can be related to different parts of students' lives, communication, relationships. In such situations, children learn to like and empathize, to be concerned about others, and to restructure their behavior in the direction of communal relationships. Using specific behaviors as models, they begin to understand generalized cases of moral behavior, particularly the distinctions between good and bad, justice and injustice.

Awareness of the most important moral categories is based on the specific actions of children of primary school age, which describe the development of their moral qualities, in relation to their peers, who show interest in this or that activity.

All conditions are created for the development of mutual support in the educational process and extracurricular situations. However, mutual assistance should be organized in such a way that it should not be carried out at the expense of suspending someone's activity, otherwise it makes the child unique and destroys his individuality. Thus, teachers offer students who have done this or that work earlier than others to help their friends. In this case, they are encouraged to help their weaker and less self-confident peers. This approach is very important for other students.

For example, a teacher who goes for a walk with children addresses all the students and informs them: "Today we have to get dressed quickly, because we are going on an excursion. Dilmurod helps Nadira, Kamil Yusuf. Who else will help whom?" By assigning and distributing children, he takes into account the individual capabilities of each person, social inclinations and friendly relations between students, creates all the conditions for attracting peers who are not close to each other by increasing their attention to each other. So, it is clear that some children do not have time to dress quickly, but the support of the teacher inspires them.

In order to strengthen the position of weak students, teachers emphasize their hard work, interest and good attitude, and in addition to strengthening their position with their peers, they help to increase their self-confidence. It should be noted that, in addition to uncertainties, this method helped to eliminate many shortcomings, in particular, it eliminates the habit of complaining in any situation, cheating, quarrels, etc., which prevent the formation of collective relations.

The use of various forms and methods of emotional influence on passive students, their interest in various activities, and connecting them to joint activities with active and talented students in the education of moral qualities of passive students brings good results. For example, this can be done through games where weaker students are afraid or ashamed to express themselves.

By organizing help or mutual cooperation, we gradually taught children to be moral and considerate to each other. When asking questions to the students, the teachers emphasized that the individual characteristics of each one are better revealed by using compassionate and complimentary communication methods. "Olima is a kind and caring girl, she can perform the assigned task for the corner of nature well. Kamil is a strong and brave boy who helps him bring a bucket of water." The teachers thanked themselves for the help and taught the students how to do it.

In the process of organizing support and mutual support, teachers encourage their students to actively empathize with their peers through the feelings of compassion that exist in students of junior school age. In particular, students who are good at drawing, worried about their sick friend, are invited to draw a beautiful picture and distribute it to their friends. They encourage students of junior high school age to see the good in each other with consistency, patience and determination, to be informative, interesting in games and activities, and to unite participants according to their inclinations. they teach. They support any kind of affection between them to prevent bitter words and insults.

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