



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.01650.5

FORMATION OF COMMUNICATIVE COMPETENCIES IN STUDENTS

Utemuratov Bayrambay Kulmuratovich*

*Associate Professor,
 Head of the Department of Preschool,
 Primary and Special Education Methods Candidate of Philological Sciences,
 Regional Center for Retraining and Advanced Training of Public Education,
 Republic of Karakalpakstan, UZBEKISTAN

ABSTRACT

The article is devoted to a topical problem today, its relevance is due to the need of a person to be sociable and the need of society, which wants to see exactly a competitive person who is inclined to cooperate. In the modern business world, there is a lack of communication skills among graduates of educational institutions.

KEYWORDS: *Communicative Competence, Innovative Technologies, All-Round Personality Development.*

INTRODUCTION

The main task of a modern school is the formation of a competitive linguistic personality, capable of adapting to various social conditions, with a high internal culture and developed communication skills.

The competence-based approach as a result of school education considers not the amount of knowledge acquired by students, but the student's ability to make decisions and act in situations of uncertainty [5].

The key concepts in this approach are “competence” and “competence”. According to A.V. Khutorskiy “competence is some alienated, predetermined requirement for the educational preparation of a student, and competence is his already established personal quality” [6].

In the scientific and methodological literature, various points of view are presented regarding the definition of communicative competence. I.A. Winter considers communicative competence as “the ability of a person to act as a subject of the communicative activity of communication” [1].

The development of a coherent active speech of students means not just the exchange of information, not just speech activity (personal communication), not speech as a process of individual use of language (affective form of speech), but as speech activity with all its inherent characteristics - expression, impact, message, designation ...

Communicative competence is a generalizing communicative property of a person, which includes communicative abilities, knowledge, abilities and skills, sensory and social experience in the field of business communication.

Communicative competence consists of the abilities:

Give a socio-psychological forecast of the communicative situation in which you have to communicate;

Social and psychological programming of the communication process, based on the originality of the communicative situation;

To carry out social and psychological control of communication processes in a communicative situation.

The lack of basic communication skills leads, first of all, to a lot of conflicts in the family, in the team. Therefore, already in elementary school, the main task of the teacher becomes the upbringing of a versatile, educated and communicatively competent personality.

The main sources of acquiring communicative competence are the experience of folk culture, knowledge of the languages of communication used by folk culture, experience of interpersonal communication. And these acquisitions are carried out in the lessons of the native language and literary reading already in elementary school.

Each school enrolls students with different potential and with different levels of accumulated knowledge, skills and abilities. Therefore, one of the tasks of the teacher is the ability to individualize the process of teaching and upbringing, so that each student can work in the lesson with interest, and this is possible, if he does, performs the task within his power. Each stage of the lesson involves the use of a variety of forms, methods and techniques to achieve the goal.

The most interesting and productive tasks are creative ones. So what does creative work give a child? Firstly, the opportunity to express oneself, secondly, the desire to receive new information from various sources, and thirdly, it develops the need for intellectual and cognitive activity. What can the teacher use in the classroom?

In the lessons, it is necessary to focus on the independent work of students, creating problem speech situations. Children with low speech development need to ask questions, create provocative situations that encourage them to speech activity (if it is difficult, to join in joint activities). Offer children creative work, for example, come up with or make up proposals for reference pictures, for a given scheme, for a series of plot pictures. Use didactic materials for students with different learning abilities (puzzles, crosswords, form a word, name a picture, read, write down a word).

Communicative competence has several aspects or components: communication ability, communicative knowledge, communication skills. Communication ability is a person's natural talent for communication, on the one hand, and communicative performance, on the other.

Communicative knowledge - this area also includes knowledge about the degree of development of certain communicative skills.

Possession of communication skills at a high level allows you to effectively interact with other people in various activities. Therefore, it is important to begin the formation of communication skills precisely at the elementary school age for gradual development in the future. Communication is an integral part of any lesson, therefore, the formation of students' communicative skills leads to an increase in the quality of the educational process.

Communication development follows different lines. This is quantitative accumulation (an increase in vocabulary, the volume of utterance) and qualitative changes (pronunciation, the development of coherent speech, understanding of the speech addressed to you). However, the main criterion for the intensity and success of the formation of a communicative personality is the ability to understand, set and solve communicative tasks of different nature. The introduction of a set of specially organized exercises, situations in literary reading lessons contributes to obtaining sustainable positive results.

The best source for replenishing the vocabulary of schoolchildren is undoubtedly literature, classical samples, the speech of intelligent people, teachers in the first place. It is equally important to cleanse the speech of schoolchildren from profanity, dialecticisms, jargon. The situations created in literary reading lessons are aimed at making the child pass through the actions committed by the literary hero, learn to believe, make friends, love, analyze various life situations. This approach ensures the development of the student's speech, teaches us to enter into dialogical disputes about the reincarnation of literary heroes, and provides an excellent opportunity for the development of monologue speech.

To form communication skills means to teach a student to ask questions and clearly formulate answers to them, listen carefully and actively discuss the problems under consideration, comment on the statements of the interlocutors and give them a critical assessment, argue their opinion in a group, as well as the ability to express empathy to the interlocutor, adapt their statements to the possibilities of perception of other participants in communicative communication.

The formation of these skills is seen as a step-by-step process of developing the ability for verbal communication and listening skills in junior schoolchildren. There is a continuity in the formation of communicative competence in children 6-10 years old.

Let us consider the model of the formation of the communicative competence of children when they enter school (preschool level).

The model for the formation of communicative competence in preschoolers is based on the fact that all the qualities and mastered abilities of the child are of a dynamic nature, i.e. not completed and continue to develop.

Early socialization, understood as the process of assimilation by an individual of patterns of behavior, psychological attitudes, social norms and values, knowledge, skills that allow him to function successfully in society, is nothing more than a prerequisite for the formation of communicative competence.

The children have developed the following communication skills:

- interact with peers and adults; participate in joint games, their organization;
- show curiosity; ask questions concerning close and distant objects and phenomena;
- are able to negotiate, take into account the interests of others, restrain their emotions, show benevolent attention to others;
- discuss arising problems, rules in the course of joint activities;
- support a conversation on a topic of interest to them.

The initial stage of school - picks up the child's achievements and develops the potential accumulated by him to the level of understanding and comprehension:

- have the initial skills of working in a pair, group;
- understand the meaning of simple text;
- are able to build simple speech utterances;
- know and can apply the initial methods of searching for information (ask an adult, peer, look in the dictionary);
- are able to ask educational questions;
- know how to listen, accept someone else's point of view, defend their own;
- know how to negotiate.

By the end of primary school, the overwhelming majority of junior schoolchildren have successfully formed the basic communicative competencies:

- are able to plan educational cooperation with the teacher and peers: to determine the goal, functions of the participants, the way of interaction;
- are able to search for information, be critical of it, compare it with information from other sources and existing life experience;
- are able to pose questions for proactive cooperation in the search and collection of information;
- own methods of conflict resolution:

A) identify, identify the problem, find and evaluate alternative ways to resolve the conflict;

B) make decisions and implement them;

- own the methods of managing the partner's behavior: control, correct, evaluate his actions;
- are able to express their thoughts with sufficient completeness and accuracy in accordance with the tasks and conditions of communication;
- own monologue and dialogical forms of speech in accordance with the grammatical and syntactic norms of the native language, accompanied by audiovisual support and the use of ICT tools and instruments.

In order for these communication skills to be formed by the end of the 4th year of study, it is necessary to regularly include students in specially organized situations where he must listen,

without interrupting the interlocutor, read, express his thoughts clearly and clearly, in writing and orally, ask questions for clarification ...

And so, carrying out communication, the student should speak not for the sake of speech itself, but in order for it to have the desired effect.

Communicative competence is one of the fundamental qualities of students, communicative knowledge, skills, skills ensure the effective flow of the communicative process in learning.

Thus, in general, by the end of education in primary school, a basis is created for further successful teaching of oral and written speech in primary school, for the development of communicative qualities. This is significant, since the formation of a personality capable of organizing interpersonal interaction, solving communication problems, ensures its successful adaptation in the modern socio-cultural space.

To be successful, you need to be more communicatively active, socially competent, more adapted to social reality, able to effectively interact and manage communication processes.

Competence and literacy in communication today are one of the success factors in any area of life.

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