

IMPROVING THE METHODS OF DEVELOPING SPEECH SKILLS IN 7TH GRADE STUDENTS

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ABSTRACT

The article provides information about communicative competence and its types, guidelines for its formation in students, understanding and explanation abilities of communication partners during communication, and the arena of psychological communication.

KEYWORDS: *competence, communicative competence, psychological arena, social and psychological training(SPT), situation parameters.*

INTRODUCTION

Communicative competence generally refers to the ability to establish and maintain appropriate relationships with other people. Competence includes a set of knowledge, skills and abilities that enable effective communication. This type of competence includes the ability to change the depth and scope of communication, to be understood and explained by communication partners.

Communicative Competence is the developing and mainly conscious experience of communication between people, which is formed in the context of direct interaction. The process of improving communicative competence is related to personal development. The means of regulating communicative actions are a part of human culture, and their acquisition and enrichment occurs according to the same laws as the development and reproduction of the entire cultural heritage. In many ways, acquisition of communicative experience occurs not only in the process of direct interaction. A person also learns about the nature of communicative situations, problems of interpersonal relationships and how to solve them from literature, theater, cinema. In the process of mastering the communicative sphere, a person receives from the cultural environment the means of analyzing communicative situations in verbal and visual forms.

Communicative competence is directly related to the characteristics of human social roles. Communicative competence implies the flexibility and freedom of use of verbal and non-verbal means of communication and can be considered as a category that regulates the system of human relations with himself, the natural and social world. Thus, both individual and personal qualities, as well as socio-cultural and historical experience, help to form competence in communication.

One of the tasks of communicative competence is the assessment of knowledge resources that provide adequate analysis and interpretation of situations. To diagnose this assessment, there is

currently a large block of techniques based on the analysis of free descriptions of various communicative situations.

Another way to learn communicative competence is observation in natural or specially organized game situations with the help of technical means and meaningful analysis of the obtained data. Depending on the different purposes, the speed of speech, intonation, pauses, non-verbal techniques, mime and pantomime, organization of communicative space can be taken into account.

One of the diagnostic parameters can be the number of methods used, and another - the adequacy of their use. Of course, such a diagnostic system is very laborious, and its quality implementation requires a lot of time and high skill of the observer. The difficulty of assessing communicative competence is that in the process of communication, people are guided by a complex system of rules for regulating joint actions. If it is possible to analyze the interaction, then the rules by which people enter this situation are not always implemented.

The Arena of Psychological Communication includes the process of social-psychological training. One of the means of developing communicative competence is social and psychological training (SPT). Analysis of the possible influence of the arena of psychological communication shows that deep personal formations of training participants are also affected during group work. After all, a person receives new accurate information about himself. And this information affects personal variables such as values, motives, attitudes. All this supports the possibility of connecting SPT with the process of personality development, or rather with the beginning of this process. In fact, the new information received in the training about oneself and others, as a rule, prompts a reconsideration of the concept of self-awareness and the concept of "the other", which exists with a strong emotional mediation. Deep communication learning is both a means and an outcome of SPT's influence. Personal development consists not only in building the highest levels in its composition, but also in weakening existing and ineffective ones.

Ways to develop communicative competence. One of the means of developing communicative competence is social and psychological training (SPT). This relatively new scientific and practical direction of psychology is currently receiving intensive development as an integral and important part of the psychological service system. Despite the variety of specific forms of SPT, they all have a common feature - it is a means of influence aimed at developing certain knowledge, skills and experiences in the field of interpersonal communication. It can be said that psychologically this means:

develop a system of skills and communication skills;
correction of the existing interpersonal communication system;
creating personal conditions for successful communication .

Thus, we can say that the development of competence in communication implies the adequate selection and use of all sets of tools aimed at developing personal subject-subject aspects of communication and subject-object components of this process.

Broadly speaking, a person's interpersonal competence can be defined as his/her competence in interpersonal perception, interpersonal behavior, and interpersonal interaction.

Communication in interpersonal communication is not the same as simple exchange of information because:

certain interpersonal relationships appear between people;

this relationship is variable;

the thought is not equal to the literal meaning of the word.

A characteristic feature of communication with people is the existence of barriers that prevent the entry of information. It makes sense for barriers to arise because communication has an impact. In the case of successful exposure, a person may experience some changes in his worldview. Not everyone is ready for it and does not want it, because such changes destroy his stability, his thoughts about himself and other people, so a person protects himself from exposure.

It is understood that any communication effect is not threatening. On the contrary, there are many cases where the received information is positive, strengthens a person's position, and gives him emotional satisfaction. Thus, a person should be able to recognize useful and harmful information. How to do this?

Let's observe the appearance of obstacles. Speech in human communication is the main method of influencing. If the listener trusts the speaker as much as possible, he will fully accept the speaker's ideas, while protecting himself from the speaker's influence, very carefully "let go" of the listener's trust. Consequently, each speaker is inspired and not influenced when faced with counter-psychological activity, which is the basis for the emergence of communication barriers. These obstacles include: avoidance, authority, misunderstanding. Thus, the methods of protection against exposure are as follows:

avoiding contact with sources of exposure;

to misunderstand one's own culture, logic, style, language and foreign language, semantic field, style and logic.

Accordingly, to overcome obstacles, the following is necessary:

attracting and keeping the attention of the communication partner;

of the interlocutor's situation, self, feelings and logic .

Currently, the situational approach is increasingly developing, where the parameters of the situation serve as a starting point for the analysis of communication.

Types of Communicative Competence The concept of a person's communicative competence is important not only for theory, but also for communication practice. Theoretically, on the technical plane, it develops the understanding of the communicative person, more fully reveals the features of functioning in the system of social interactions. At the practical level, both this category itself and the methods of its practical use are used for evaluating the quality of work of professional communicators, personnel management, organizing a training system for specialists, analyzing conflict and crisis situations, and for many of the above-mentioned management tasks. is necessary.

Several approaches to understanding communicative competence are presented in the scientific literature. Communicative competence is a certain level of formation of personal and professional experience of interaction with others, which is necessary for a person to work

successfully in a professional environment and in society within the framework of his abilities and social status.

At the same time, in the phrase "communicative competence" the adjective "communicative" is the predicate of the main concept "authority". In addition, the definitions given above are based on incomplete, insufficient ideas about the communicative person as a social subject who implements communicative practice.

Without any controversy, a person's communicative competence is equated to a much broader category - social competence. If we ignore the defining elements, this concept means communicative competence as a certain level of forming the subject's experience of interaction with other subjects. This interpretation of the category in question is weak on several grounds.

First, the relationship between the category of authority and the verbal construction "level of formation is experience". *Secondly*, this concept closes communicative competence only with personal experience, because it leaves in parentheses such important components of communicative personality as knowledge and ability. Competence in the most general form is understood as having knowledge that allows you to judge something, to express a weighty authoritative opinion. Competence in a broader sense is the subject's ability to exercise his powers in a certain field of activity.

Competence in this context refers to a specific field of responsibility, a range of responsibility, a function or a set of functions given to a social subject in the system of social activity (social competence) or social division of labor (professional competence). There are two possible concepts of qualifications - normative and terminal. Normative concept interprets the category of authority as a feature that realizes the subject's own characteristic in a certain society (community) within the socially recognized (normal) framework. Going beyond the normative range from below (incompatibility) and above (hypercompetence) is considered abnormal and belongs to the category of incompetence. With this understanding, the competence of the subject has a certain extended character, and the question of greater or lesser competence can be raised. If the entity exercises its powers at a lower value of the normative interval, it is not very competent. If it is high, its authority will be high. The terminal concept of authority interprets the norm not as an interval, but as a clearly defined value. With this approach, there are only two possible cases of exercising a person's authority in any field of activity - authority and incompetence.

We further use the normative concept of the category of competence. Based on this understanding, we can form a metric definition of authority: under the authority of the subject, we understand the level of the implementation of its powers, or in other words, the characteristics of the quality of the implementation of powers in a certain field of activity. Considering the qualification category, we can distinguish general and special powers. The first one is closely related to the processes of socialization and can be defined as a person's social competence. By general or social competence, we understand the ability of a social subject to function normally in society (that is, within the framework defined by social norms).

Special (professional) Competence is the ability of a social subject to function normally in a specialized field of activity and professional community (ie, within the framework defined by relevant social norms), to effectively exercise specialized (professional, official, etc.) powers.

Special competence is a function of special education, professional socialization and professional experience. Communicative competence in its most general form can be defined as a person's ability to function normally as a communicative actor (that is, within the framework defined by relevant social norms). Or, if we use the metric version of the definition, by communicative competence we understand the quality of performance of communicative actor functions by a social subject. In order to understand communicative competence, its proximity to the normative framework is important. This isolation means that the category of communicative competence is interconnected.

Depending on the normative range of this or that element of society, one person can be recognized as communicatively competent in one community and incompetent in another. In general, a person's communicative competence consists of two components - general and special communicative competence. For many individuals, for those whose professional activities are not related to the organization and implementation of communication, general communicative competence corresponds to such communicative competences.

General Communicative Competence is a person's social competence. It describes the ability of a person to communicate in various situations and is carried out at the level of everyday communication, at the level of the practice of mutual information exchange, both in everyday life and in the professional sphere. In addition to general, special communicative competence is required for professional communicators.

Special communicative competence, like any special competence, requires special training. The category of communicative competence should not be confused with the categories of communicative performance or communicative effectiveness. Communicative performance should be understood as a measure of the communicator's goal achievement as a result of self-initiated interaction. Communicative efficiency is understood as reduced to one denominator (value or otherwise) with the ratio of communication effects corresponding to the goal of the communicator and the resources used by the communicator to achieve these goals in this interaction.

In Conclusion, *it can be said that* reforms were carried out in education to form communicative competence from school age. In particular, the effectiveness of the scientific research on the inclusion of the basic communicative competence among the basic competencies was scientifically substantiated. Pilot work was carried out in Uzbekistan during 2012-2016 and was finally put into practice in 2017. All general education subjects were included in the state requirements. It envisages communicative competence - first of all, in social relations, the ability to communicate effectively in one's native language and in any foreign language, to follow the culture of communication, social flexibility, and to develop the ability to work effectively in a team.

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