



COMMUNICATIVE COMPETENCE: FORMATION AND TECHNIQUES

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Abstract. The task of forming communicative competence is currently one of the main tasks of the school and, first of all, Uzbek language lessons. Teaching oral and written speech communication (communicative competence) is of particular importance in the modern situation, when the level of national linguistic culture in general is steadily decreasing: in the media, in fiction, in journalism, and in everyday communication. The content of the state educational standard for the Uzbek language is focused not so much on teaching spelling and punctuation, as on the formation of linguistic and spiritual culture of schoolchildren, the ability to think, speak and write competently in different communication conditions.

Key words: speech communication, communicative competence, conflicts in communication, communicative qualities, language analysis skills, classification of linguistic phenomena.

Communicative competence is the ability to engage in full-fledged verbal communication in all areas of human activity in compliance with social norms of speech behavior, which is expressed in the ability to - independently come into contact with anyone with any type of interlocutor (by age, status, etc.), taking into account their characteristics; - maintain contact in communication, observing the norms and rules of communication, in the forms of monologue and dialogue; - listen to the other person, showing respect and tolerance for other people's opinions; - to express, argue and defend one's own opinion in a cultural way; - encourage the interlocutor to continue communication; - competently resolve conflicts in communication; - evaluate the success of the communication situation; correctly end the communication situation. Communicative competence (awareness of schoolchildren in the peculiarities of the functioning of their native language in oral and written forms) is the basis of practical human activity in any sphere of life. The role of mastery of one's speech cannot be overestimated.

Professional, business contacts, and interpersonal interactions require a modern person to have a universal ability to generate a wide variety of utterances, both verbally and in writing. Therefore, the formation of communicative competence serves not only a practical purpose – the formation of communication and speech skills of schoolchildren, but also develops a general educational culture of the individual through the "great, powerful and wonderful Uzbek language." In this regard, the problem of communicative competence is reflected in many legislative documents.

The education of a comprehensively developed personality is impossible without the improvement of such an instrument of cognition and thinking as speech. The content of the



standard presupposes the formation of not only language analysis skills, classification of linguistic phenomena and facts (this has so far prevailed in school practice), but, above all, the education of a person who knows the norms of the literary language, is able to freely express their thoughts and feelings orally and in writing, and observe ethical standards of communication.

Each lesson, regardless of the subject, should contribute to the formation and development of communicative competence, as it is based on communication and cooperation between the teacher and the student. But, of course, Uzbek language and literature lessons play a special role as the main subjects of the humanities cycle. Communicative qualities of speech: The accuracy of speech is related to the accuracy of word usage. The intelligibility of speech is related to the effectiveness of the spoken word. Purity of speech is the absence of unnecessary words, weed words. The richness and diversity of speech is determined by the richness of the vocabulary. All these communicative qualities of speech increase the effectiveness of communication, enhance the effectiveness of the spoken word. In order to form communicative competence, I use such methods and techniques as linguistic text analysis, various types of dictation, intellectual and linguistic exercises, working with miniature texts, mini-essays, communicative and game situations.

The relevant profile of a specialist's education plays a huge role in the formation of a specialist's communicative competence. In the future, the experience and skills gained in practice will only complement the initial level of training.

The components of professional communicative competence are formed gradually and continuously. This process can be divided into several stages.:

- Getting a special education
- Acquisition of practical knowledge and skills
- Professional development through special courses and trainings
- Accumulation of professional experience
- Achieving professionalism in your field

As A.P. Panfilova notes, communicative competence is the presence of a set of knowledge, skills and abilities, including communication functions, types of communication and its main characteristics, means of communication, representative systems and access keys to them [A.P. Panfilova, 2002.p.38]. This idea fits perfectly into the framework of the activity-based approach in determining communicative competence.

Researchers studying the problem of developing communicative competence define it as the ability to "establish and maintain the necessary contacts with other people, as a certain set of knowledge and skills that ensure effective communication."- the effective course of the communicative process" (Yu.M. Zhukov [7], L.A. Petrovskaya and others).

In essence, within the framework of the activity approach, correct ideas about communicative competence are proposed. However, it is worth noting the following: A.G. Asmolov and V.A.



Ganzen emphasize knowledge, skills, and communication skills, while the personal component of this phenomenon is less represented, which we cannot agree with, since most experts tend to believe that personal determinants are an essential component of communicative competence. This is not just taking into account individual personality traits in professional activity, it is an understanding of their systemic interaction in the process of activity and communication.

The category of "communicative competence" can also be considered from the point of view of a personality-activity approach, according to which it is defined as "a complex integrative personality quality that mediates professional activity aimed at establishing, maintaining and developing effective communication" [O. Ohotnikova, 2000.p.73]. In line with this approach, the broadest definition of communicative competence is given by Yu.N. Yemelyanov, who understands it as "a level of formation of interpersonal experience, i.e., learning to interact with others, which an individual requires in order to function successfully in a given society within the limits of his abilities and social status" [6]. The author correlates communicative competence with a person's ability to assume and perform various social roles, as well as with a person's ability to adapt to various life situations, to be fluent in verbal and non-verbal means of social behavior [6].

G.A. Kovalev defines communicative competence through the identification of individual qualities that are intrapersonal determinants responsible for the process of social cognition. By communicative competence, the author understands such holistic personal education, which provides an opportunity to adequately reflect the mental states and personality makeup of another person, to correctly assess his actions, and to predict on their basis the behavioral characteristics of the perceived person. Within the framework of both approaches, attempts are being made to isolate the structure of communicative competence, but the most successful, in our opinion, was the definition of the competence structure by Yu.M. Zhukov, V.I. Kashnitsky, who identified several hierarchical levels in the competence structure, named differently by these authors, but in essence there is one and the same thing.

T.Y. Osipova believes that there is a primary and secondary communicative competence. The structure of the first one includes knowledge of generally accepted norms and rules of communication, the secondary one allows the subject to be the most successful in communication, to improve his communicative experience, up to the creation of new techniques, methods, tactics, therefore it includes communicative creativity [T.Y. Osipova, 2000.p.86].

So, communicative competence presupposes a set of personal qualities that ensure the effective flow of the communication process, and is a condition for the development of professional competence in general. Communicative competence is manifested in the features of interaction that determine the effectiveness or inefficiency of contacts with other people. Thus, the analysis of psychological literature has shown that communicative competence is a



necessary condition for the effectiveness of communication, the activity of the individual as a whole and its determination of social status (status).

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