DEVELOPMENT OF COMMUNICATIVE COMPETENCE OF STUDENTS OF HIGHER EDUCATION INSTITUTIONS

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Abstract: this article describes scientific research on the development of communicative competence of students of higher educational institutions.

Key words: communicative competence, theoretical knowledge, communicative competence of a person, pedagogy, training.

The process of modernization of Uzbekistan's education sets new requirements for the teacher's qualifications. In modern educational conditions, the communicative competence of the teacher, which is an important tool of the teaching profession, is of particular importance. According to researchers E.V. Khutorskoy, E.V. Prozorova and others, the process of communicative competence largely depends on the level of speech development; level of assimilation of theoretical knowledge in the field of communication sciences and development of organizational and communicative skills; constructive skills for solving conflict situations; the presence of psychological qualities of empathy and reflection. Communicative competence in modern society refers to a person's ability to determine ways of interacting with other people in a rapidly changing social reality. Communicative competence includes the availability of knowledge, skills and abilities, as well as readiness to use them effectively in professional activities. It equally includes options for interacting with others, ways to achieve goals, and professional alignment. It is important to emphasize the professional aspect of teaching - understanding the professional environment, establishing conscious and adequate relationships with other people. This determines the important role of higher education in the formation of communicative competence. In the new educational paradigm, the basis of effective interaction is to help the professional master the possibilities of effective influence on students. Any competence is formed and developed in the process of activities related to goal setting, problem solving, finding solutions, determining results, etc. The characteristic feature of communicative competence is that communication is integral as a separate type of activity. part of other activities. Based on this position, a person's communicative competence is a means of effective activity in various situations and the basis for the formation of other types of powers. The communicative component of the teacher's activity is related to the characteristics of his communicative activity, the specific characteristics of his interactions with students, parents and colleagues. Development of communicative competence of future specialists helps their effective constructive and organizational activity and ensures emotional well-being of students during the educational process. The current educational process in universities is mainly characterized as traditional-reproductive, subject-object communication between teachers and students. This situation puts the student in the position of a passive listener, a passive receiver of information. As a result, a person with a set of standard qualities is formed, which reflects the passivity of thinking, the inability to express one's opinion, the ability to defend one's position and communicate effectively. In this regard, the problem of developing professional communicative competence of students throughout the entire period of university studies remains relevant. The introduction of new educational standards into the educational process creates favorable conditions for the use of innovative technologies in university education. Positive trends in education indicate an inevitable transition from mainly informational forms to active teaching methods and forms, which is connected with the need to organize education as a joint activity of

students and the teacher, focusing on focuses on the student's independent knowledge activity. Thus, from the monologic presentation of the educational material, the lecture presentation of the material can be transformed into a dialogue between the teacher and the student within the framework of creative cooperation pedagogy.

E. N. Pogrebnaya defines the use of the position of the interlocutor, who comes to share personal content with students, and not the "legislator" as the conditions for the formation of dialogic communication with students; the desire to encourage students to discuss different points of view in solving an educational problem; encouraging independent search for answers to the questions asked at the beginning of the lecture, i.e. establishing communication with students in a way that leads to independent conclusions, making them partners in the process of preparing, searching, finding solutions, solving. contradictions. Also, active learning methods are used as an effective means of interpersonal interaction and development of students' communication skills. They help to eliminate psychological barriers, stimulate independent cognitive creative activity of students and form readiness for professional adaptation. Solving the resulting problems is also helped by the teacher using various forms of educational activities: problem seminars, discussions, trainings, role-playing games, brainstorming, pairs, exercises in groups, etc. active learning methods. Active educational methods have a positive effect on the development of communicative, perceptive, creative, organizational skills and help to develop resistance to stressful situations. Participation in trainings, discussions, role-playing games increases self-awareness, development of one's capabilities, level of social adaptation, develops skills of active independent activity, ability to make decisions in non-standard situations. Immersing students in specific forms of lessons helps them practice professional skills in close-to-real-world settings. Analyzing students' mistakes in summarizing results reduces the likelihood of their repetition in reality. And this helps to reduce the adaptation time of a young professional to fully perform his professional duties. Based on the nature and specificity of pedagogical activity, the development of communicative competence of future teachers can be considered as one of the ways of development and self-awareness of the participants of the educational process, including improving the quality of education. The need to develop the communicative competence of teachers becomes clear. I. A. Zimnyaya defines the components of the teacher's communicative competence - the motivational-value component - readiness to improve professional skills, stable interest in advanced activities, the need for professional growth, the desire for self-awareness and self-development defines. ; - cognitive component - describes the knowledge of the essence of communicative competence, the ability to know another person, the ability to effectively and quickly solve problems that arise in communication; - operative activity component - the ability of the teacher to have a person-oriented attitude in the educational process, the ability to express oneself in various simple and specific situations, to keep calm in any situation, to prevent and resolve conflicts determines the ability. an effective way, mastering the art of public speaking, competent oral and written speech, the ability to present the results of one's work in public, to choose effective methods of self-expression, to predict the result of effective interaction and reasoning ability. Based on the established rules, the organization of professional training is a method of self-improvement, self-awareness, and provides stable trends in the development of professional communicative competence among students of higher educational institutions of pedagogy.

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