The Process of Forming Communicative Competence in Future Educators in the Process of Vocational Training

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Abstract: The process of formation of communicative competence in future educators in the process of professional training reveals the conditions of pedagogical conditions

Keywords: competence, process, pedagogical mechanism, professional training, communication

Introduction. Modern requirements to the educational process allow us to accept the formation and formation of professional communicative competence as a pedagogical process. It aims to provide students with quality professional communicative competencies through the development of an important motivational field and interpersonal and intercultural practical competencies of professional communication. When assessing the process of formation of communicative competence in future educators, it is necessary to pay attention to a number of integrated pedagogical conditions that contribute to the achievement of high efficiency, especially in education. The humanization of the educator's communication with children is assessed as the basis of communicative communication.

Literature review and methodology. One of the main factors in the social education of students is the educational space or environment, which serves as a system that makes up the pedagogical system. V.A. Levin believes that the educational space is a system of separate, specific effects and conditions of personality formation in socio-cultural and subjective conditions, when there are opportunities for its full development. In this case, the environment should not be the same.

In turn, E.V. Bondarevskaya said that the educational space is "everything that surrounds the student and his surroundings, ie: nature, urban or rural environment, material and spiritual conditions of life, household items and cultural riches, events in family and community life" is, in nature, all of which are interconnected.

Discussion. According to G.N Serikov, the peculiarity of the educational process of the university is that it helps to provide students with information for independent study, and this is reflected in the process of sharing information with others. Mutual information exchange can be done based on the following four criteria. The main tasks of teaching psychological and pedagogical sciences are:

- to help students to understand themselves by creating their own psychological portraits,
- teach them to understand the people around them,
- Development of students' skills of psychologically correct and understandable behavior,
- Teach them to see their personal and professional development prospects.

In addition, the sciences of psychology, pedagogy and sociology are able to develop in students social competencies such as communicativeness, creativity, tolerance, propensity for analysis, as well as motivation to learn throughout life. In this case, the humanization of the relationship between teacher and student, which is an essential part of communicative competence, can be characterized by the following features. At the same time, the most important element of humanity is the change of subject-object communication between the educator and children. We know that perfect human qualities, which have been evident from the distant past, are associated
with the process of communication. For example, in the Avesto, the qualities of the perfect man are closely intertwined, complementing and demanding of each other, manifested in the unity of good thoughts, good words and good deeds. Thus, the Avesto is the first pedagogical work that embodies the perfection of the human personality, the integral connection of good thoughts, good words and good deeds with people and nature. It is no exaggeration to say that this moral trinity, which embodies the basic principles of an integrative pedagogical approach, has been the basis of all enlightenment works created since ancient times. "Because it reflects the specific requirements for the spiritual and material development of man as a human being, and as a code of life has become a sacred heritage not only of the peoples of the East, but also of the peoples of the West. This means that the oldest monuments teach about kindness, patriotism, sincerity, generosity, kindness ". Along with our enlightenment monuments that promote humanity, which is a prerequisite for communicative competence, the role of the Holy Quran and Hadith is also invaluable. Islam encourages people to do good and turns them away from evil. It condemns depravity by promoting humanity. We can see this from the extent to which the Qur'an plays a role in the development of man, and from its enormous importance in shaping man's attitude towards man, the whole being, his way of life, and his morals. It is well known that the Qur'an interprets that politeness and good manners should be a natural human duty. Whoever is polite and kind in his dealings with people is also considered to be a benefactor, and his benefit will return to him, because it is emphasized that a person who does good to someone will feel spiritually satisfied and will be respected by others.

Result. Modern authors (H.Abduraimov, G.G.Chanisheva, B.D.Elkoni, F.R.Yuzlikaev), expressing their views on the communicative sphere of education and upbringing, emphasize the humanization of the pedagogical process, and the dialogue of its participants with students has equal rights with the teacher. affirm that they should be. In this case, the organization of interpersonal communication and the broad effectiveness of the impact on the full development of communicative qualities of students is a necessary condition of pedagogical activity. But the most complex aspect is the problem of student identity management. In this dialogue, MN Berulava still mocks the essence of traditional pedagogy in the process of modern education: he writes.

According to AA Leontev, "communicative behavior is not only the process of expression, the form of communication, but also the organization of speech, which affects the nature of the relationship, the emotional (psychological) environment of communication between teachers and students and their working methods." that is, the creation of a separate cultural-ethical relationship "[1.]. However, any moral relationship between the educator and the children should be formed on the condition that there is only one important condition, that is, that the educator himself has a humane outlook, a "culture of inner behavior." A humanistic worldview is the foundation of the pedagogical profession, and moral culture is the most important part of it. Although humanistic ideas in pedagogy have not emerged in our time, in many cases they remain mere talk, and practical activity is based on authoritarian methods of education and upbringing. This is because some teachers do not have a culture of communication. 

We can see that the humanistic direction in education, despite the abundance of different forms and methods, is to some extent based on confidence in the student’s personality, as he or she is capable of full self-development and self-improvement. However, the extent to which an educator, who possesses and disseminates personality traits, can create an environment of attention for students, be willing to communicate based on dialogue, and provide students with “freedom to learn” by fulfilling the professional role that students expect.

Conclusion. In conclusion, it should be noted that in the context of large-scale globalization and informatization, the development and improvement of the modern educational process, as well as organizational and pedagogical principles based on pedagogical technologies, is impossible.

In the context of modernization of modern higher education, the formation of communicative competence on the basis of an integrative approach is especially relevant for the science of
pedagogy. This modern student (including a student of a pedagogical university) cannot act effectively if he or she has a low level of communicative competence. The principles of professional-pedagogical educational processes are the most important category in the didactics of vocational-oriented pedagogical education.

Today, the choice of the principles of communicative teaching is causing a lot of controversy in modern didactics, psychology, teaching methods, because there are conflicting views on this issue. The term "principle" itself is derived from the Latin word principium, meaning "foundation" and "first, first." Thus, the principle of teaching is the primary basis and law, on which the teaching system of pedagogical sciences should be based and developed.

In the methodology of teaching psychology and pedagogy, the principle means the basic principles that cover all organizational aspects of communicative teaching, which are reflected in the full understanding of each other by the participants of the educational process. Proper implementation of the principles of organization of communicative education ensures the effectiveness of pedagogical activities organized in the classroom and the interest of students in professional activities. [5] This leads to the need and importance of the educator to have a thorough knowledge of the principles of lesson organization and their practical application in the lessons of pedagogical higher education.

The principles of organizing communicative education are primarily related to the goals and objectives of education; over time, some of them may lose their relevance and others may improve. At present, new principles are emerging that reflect the modern requirements of our society and science to the organization of communicative teaching of pedagogical sciences. Teaching principles are also crucial for qualitatively defining the content, forms, methods, and organization of communicative teaching.

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