Formation of Communicative Competence Qualities in Teachers

Kochkarova Shakhnoza Satvaldiyevna
Lecturer at the Department of "Methods of Preschool Education" ASU

Abstract: The article describes the content and formation qualities of communicative competencies of educators working in preschool education institutions.

Keywords: Educator, communicative, quality, skill, communication, intellect, spiritual potential.

---------------------------------------------------------------------------------------------------------------------

Introduction. The problem of improving the quality of communicative competence in educators through the formation of their ability to think freely, actively, independently, model the educational process, as well as the ability to independently create and implement new ideas and technologies of education is particularly relevant in the current socio-political, economic and cultural context. In this regard, President Mirziyoyev said: We will mobilize all the forces and capabilities of our state and society [5, p. 146].

A person who has three qualities will have perfect faith:
- to be honest and fair;
- to greet everyone;
- to give alms even in poverty

This means that our great scientist paid great attention not only to the beautiful character of man, his spiritual and moral relations, but also to his examples of activity.

Literature review and methodology. Our great compatriots, encyclopedist Abu Ali ibn Sino and Hazrat Alisher Navoi made a great contribution to the development of the idea of forming a "harmonious human being". Examining their pedagogical views from the point of view of the concept of integrated pedagogy, one can be sure that they tried to discover the leading direction of the formation of the perfect man based on the interaction of spiritual-moral, mental, aesthetic and physical education. In the content of moral education, they included the development of such qualities in young people as purity of intention, devotion, generosity, honesty, impartiality, composure. At the same time, they recognized the need for rationalization, initiative, variability and independence of thought, factor inherent in human nature.

The development of communicative competence of the educator as a leading specialist should help young people to find their place in the workplace, to receive quality education, to form interpersonal socio-cultural dialogue, but most importantly - to meet the needs of the individual. it is a pressing issue to create the necessary conditions for the development of the level and the realization of its potential.

A.N.Leontevning kontseptsiyasiga tayangan holda, unda “kommunikativ faoliyat”ning, aniq strukturaviy komponentlardan iborat ekanini ko’rish mumkin.

Discussion. That is why the main task of the educational process of teacher training should be aimed at the formation and development of communicative competence, which is an integral part of the professional and pedagogical training of future teachers.

The word “communication” is derived from the Latin word “communico”, which means “I do, I connect, I communicate”. "Communicative", which is synonymous with the word "communication", means "capable of communicating", "communicative" means "enterprising, kind", and "communicative" means "capable", communication ".
Based on the concept of AN Leontev, it can be seen that "communicative activity" consists of specific structural components.

**The subject of communicative activity is another person**

- Communicative motives are the goal of communication

**The tasks of communicative activity are the various actions taken in the process of communication to achieve a goal**

- The product of communicative activity is the formation of a structure of a spiritual and material nature, which is created as a result of communication

**Conclusion.** Demonstrates a certain content of communicative competence and forms the most complex interrelated and interdependent qualities of the human personality. As a result, communicative competence is one of the most important professional-oriented characteristics of a teacher, and the development of this competence is a priority in higher professional education.

**References:**

2. Azizxo’jaeva N.N. Pedadgogik texnologiyalar va pedagogic mahorat. O’quv qo’llanma. – Т.:O’zbekiston Yozuvchilar uyushmasi Adabiyoj jaq’armasi nashriyoti. 2006,