

## THE CONTENT OF DEVELOPING COMMUNICATIVE COMPETENCE OF FUTURE TEACHERS.

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### **Abstract**

Nowadays, the effectiveness of the educational process largely depends on the communicative competence of the teacher. This competence holds significant importance in the professional activities of educators, as it defines their ability to establish effective and culturally sensitive communication with students, parents, and colleagues. The development of communicative competence is crucial for improving the quality of pedagogical work, involving the use of verbal and nonverbal communication tools, ensuring mutual understanding, and successfully fulfilling social roles. This article explores the main directions of developing communicative competence in future educators, examining innovative technologies in education and methods for forming personal communication skills. It is noted that this process contributes to improving the general cultural level of educators, promoting creativity, and enhancing the quality of education. At the same time, the relevance of developing communicative competence stems from the need to prepare competitive and qualified specialists in the educational sector. This issue requires thorough scientific and practical investigation.

### **Keywords**

communicative competence, communication, competency, competence, competency-based approach, education, teacher

The process of developing communicative competence in future educators is one of the fundamental elements of the modern education system. Educators today are viewed not merely as knowledge providers but as multifaceted individuals capable of effective communication with students and society. The significance of communicative competence in the educational system is growing in the era of globalization and technology, as teachers not only impart knowledge but also prepare students for social life.

The concept of communicative competence serves as a key tool for teachers in engaging with students, influencing them, and fostering their capabilities. It indicates that a teacher should not only possess deep knowledge in their field but

also the skills to effectively convey that knowledge. Consequently, the development of communicative competence requires the integration of theory and practice.

A.V. Khutorsky's distinction between the concepts of “competency” and “competence” is noteworthy. “Competency” refers to a set of interconnected qualities of an individual (knowledge, abilities, skills, and methods of activity) related to specific subjects and processes, enabling effective and qualitative influence.

Today, several methods and approaches are aimed at forming and developing communicative competence in the educational process. For example, various theoretical-methodological and organizational-methodical research highlights the characteristics, structure, and conditions for its development. It emphasizes how positive communication by a teacher plays a role in the emotional well-being of a child's development. According to O.V. Danich, N.V. Kritskoy, and A.F. Solodkova, “a teacher's communicative competence is based on personal values and focused on individual-oriented education, helping establish relationships in the field of communication and serving as an essential component in the development of the teacher's personality” [1,337].

According to Y.N. Yemelyanov, the process of forming communicative competence is carried out “through an individual mastering communication systems and engaging in joint activities.” Communicative competence, based on knowledge and emotional experience, determines a person's orientation in “communication situations” and ensures the effectiveness of interaction within the “system of interpersonal relations.” [1, 338].

In V.A. Labunskaya's research, the importance of nonverbal communication tools for accurately and precisely perceiving others is particularly emphasized.

Considering the points mentioned above, it can be highlighted that the concept of “communicative competence of a teacher” is revealed as a necessary prerequisite for an individual's general culture. A high level of its development allows teachers to effectively carry out the communication process, establish effective interactions based on mutual understanding with participants in professional relationships (teachers, parents, students), and ensure appropriate communicative behavior through communication methods and linguistic tools.

The phenomenon of communicative competence and its structure are characterized by ambiguity and the multiplicity of interpretations. This is largely because the concept is an object of analysis in various disciplines such as psychology, pedagogy, linguistics, sociology, and others. This term emerged to describe issues of communication and speech activity efficiency. The

interdisciplinary nature of this phenomenon reflects the natural interest of scholars in the problem of communication efficiency. However, researchers from different fields emphasize various aspects of communicative competence, which ultimately complicates defining its essence.

It is worth mentioning the origin of the concept of competence, which appeared in Western science during the late 1960s and early 1970s as part of the development of the competency-based approach in education. By the late 1980s, the competency-based approach began to develop in local studies. Its emergence was associated with the need to improve the quality of education and the efficiency of labor activities.

The competency-based approach differs from the traditional “knowledge-based” education model. As noted by V.A. Bolotov and V.V. Serikov, the competency-based approach reflects “such a type of educational content that is not limited to a knowledge-oriented component but also includes the experience of solving real-life problems, performing basic (i.e., related to many social fields) functions, social roles, and competencies.” Thus, possessing competencies relates to the readiness of an individual to solve practical real-world tasks.

In this context, the concept of communicative competence refers to a level of communicative qualities that enable individuals to function successfully in society, both in professional and everyday interpersonal interactions [2,79].

M.A. Vasilik defines communicative competence as “a certain level of personal and professional experience in interpersonal relationships necessary for an individual to successfully operate within professional environments and society, in line with their abilities and social status.”

F.I. Sharkov understands communicative competence as “the ability to choose a communicative code that ensures the adequate perception and targeted transmission of information in a specific situation.”

L.D. Stolyarenko emphasizes communicative competence as the ability to establish and maintain necessary communication with others.

L.A. Petrovskaya describes communicative competence as the ability to establish and support necessary connections with others, as well as the internal system of resources required to create effective communicative actions in certain interpersonal interaction scenarios. In her research, communicative competence is defined through the qualities that contribute to the success of communication processes, linked to the individual’s communicative abilities. Competence includes a specific set of communicative knowledge and skills that ensure the effective flow of communication processes.

E.V. Klyuev and I.N. Gorelova define communicative competence as a working set of communicative tactics and strategies inherent to an individual or group [3, 2].

V.N. Kunitsyna defines communicative competence as “having complex communication abilities and skills, forming adequate skills in new social structures, understanding cultural norms and limitations in communication, knowing customs and traditions, adhering to the rules of etiquette and moral norms in communication, demonstrating good upbringing, being oriented towards communication tools characteristic of and expressive of the national mentality, and mastering the role repertoire within the scope of this profession.”

Y.N. Emelyanov describes communicative competence as the ability to adapt to situations and fluency in verbal and nonverbal means of social behavior. It is defined as the ability to relate appropriately to others based on their educational, developmental, and upbringing levels through humanity and personal qualities (such as sincerity, politeness, empathy, thoughtfulness, and so on). This also includes considering the communicative abilities of the interlocutor while achieving the intended impact, measuring the degree of success of communicative actions, and using means that impress others as part of communicative competence [3,3].

The effective formation of communicative competence significantly depends on communication conditions and the educational environment established within higher education institutions. In addition to the various approaches proposed in current scientific research for developing communicative competence in future educators, it is suggested to focus on mastering key communicative actions that determine the success and efficiency of a teacher’s professional activity, regardless of their subject specialization.

These key communicative actions include:

- distributing initial actions between participants in mutual relations;
- exchanging methods of action, interaction, and communication;
- building communication based on mutual understanding, adaptation, and distribution of actions;
- planning joint collaboration methods based on predefined conditions and results of cooperation;
- self-monitoring, self-correction, and reflection by each participant.

In the context of the development of contemporary Russian society, educators are expected to be active participants in mental and social processes, defining the worldview and substantive directions of these processes. Modern educators are subject to extremely high demands from society. These demands encompass not



only a broad range of fundamental and innovative knowledge and mastery of modern pedagogical technologies but also several essential personal qualities, including independence, responsibility, self-organization, self-improvement, and the ability to creatively express themselves in various types of professional activities.

The inclusion of personal content in the educational process reflects the competency-based approach, according to which the outcome of education is the formation of students' competencies—a system of universal knowledge, skills, and abilities, as well as independent professional activity experience and personal responsibility.

At the core of the teacher's professional activity lies the ability to establish and maintain multidimensional relationships and positive, effective levels of communication among participants in the educational process and the external social environment. Thus, communicative competence holds a key position within their system of professional competencies. In our view, it can be considered the most critical indicator of pedagogical professionalism.

The formation of communicative teaching competencies is a scientifically active research topic, extensively presented in the works of S.G. Vorovshchikov, I.M. Osmolovskaya, A.F. Prisyazhnaya, G.K. Selevko, A.V. Khutorsky, and others.

According to N.V. Solomina, communicative competence is defined as “an integrative form of competencies capable of combining simpler competencies (linguistic, speech, pragmatic, subject-specific, cultural, lexicographic, strategic, sociolinguistic, civilizational, and others)” [4,2].

The complexity of the phenomenon of communicative competence is primarily associated with the content of the concept of “communication.” It is interpreted not only as “interaction between subjects, the exchange of information during the process, and the establishment of interpersonal connections,” but also as collaboration. Therefore, the communicative actions performed by participants in this process are aimed at taking into account the positions of the interlocutor or communication partner and coordinating activities in joint efforts to achieve a common goal.

Communicative competence, as viewed by Hymes, is considered within the interaction of grammatical, psycholinguistic, socio-cultural, and probabilistic competence systems. In addition to the structural elements of language, communicative competence incorporates social rules, contextual appropriateness, variability, and emotional factors. Appropriateness and effectiveness are not related to linguistic grammar but depend on sociolinguistic correctness, i.e., the speaker's ability to say the right thing in the right situation and achieve their goals.

Communicative competence is the ability of an individual to participate effectively, clearly, and purposefully in communication processes. It encompasses the following elements:

- knowledge: a deep understanding of communication theory, language rules, and principles of intercultural communication.
- skills: proper use of various communication methods, including clear and concise expression in oral and written communication.
- abilities: the capability to listen to others, respond to them, express emotions, and resolve conflicts.

The task of communicative competence is to improve mutual understanding between people, effectively organize teamwork, and create opportunities for constructive communication in any situation.

Based on L.A. Petrovskaya's definition, communicative competence is understood as the ability to set and solve communicative tasks. This includes identifying communication goals, assessing situations, considering the intentions and communication methods of interlocutors, choosing appropriate communication strategies, and being ready to consciously adjust one's speech behavior.

The content of the communicative competence of a future educator can be structured as follows:

- establishing and maintaining necessary personal and professional relationships with all participants of the educational process (students, educators, administrative staff of the educational organization, parents or legal representatives, and others);
- adhering to socially accepted norms of communication and behavior;
- taking into account ethnic and socio-psychological norms, standards, and stereotypes;
- mastering the "techniques" of personal and professional communication, among others.

So, communicative competence ensures the future teacher's general social competence and the conscious understanding of positions of participants in the educational process. Aligning with V.I. Teslenko's perspective, it can be emphasized that communicative competencies specifically equip a future teacher with the ability to actively listen, engage in dialogue, participate in collective discussions of problems, integrate into professional communities, and organize effective interactions and collaboration with students, colleagues, and parents [4,3].

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