COMMUNICATIVE COMPETENCE IN FORMATION OF THE ENVIRONMENT MOTIVATIONAL AND COGNITIVE FACTORS

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Keywords

method, methodology, integration, integrated lesson, innovation, communicative skills, methodology, knowledge, skills, competence.

A communicative environment is a socio-pedagogical environment that creates opportunities for meaningful, purposeful, dialogue-oriented interaction between students and teachers in the educational process, and stimulates speech activity. Through this environment, students develop skills such as expressing opinions, defending their positions, listening thoughtfully, and understanding meaning. Communicative environment knowledge mastery process simple information exchange not , maybe interactive process as Therefore , education in the process this of the environment place only linguistic competence with not , maybe personal development and socialization closely with is related . Communicative in the environment students independent idea to inform , to ask to give , to consider to conduct , word through impact transfer , social in relationships himself free expression to grow such as abilities develops . AVKhutorskoy in education communicative the environment " Sciences" and individuals between communication and cooperation providing , meaning create and understanding process done to increase service doer integrative space ” as This definition scientific importance is that it is communicative the environment interdisciplinary relationship and interpersonal cooperation in the context of evaluates . That is , education in the place only study of the material acquisition not , maybe students and teachers between idea exchange , personal positions formation , meaning create activity main goal as Such approach education in the process human active subject as participation provides .

Author's definition modern neuropedagogical and cognitive approaches harmony with profession Because this on the ground education only knowledge to give process not , maybe spiritual , social and intellectual development environment as being explained . Meaning create and understanding concepts

education in the environment priority of education to the person focused on shows . On this basis, AVKhutorskoy's definition serves as a solid methodological foundation for theoretical research on the formation of an integrative-communicative environment. His definition allows for a broad understanding of the problem not only from a didactic, but also from a philosophical and psychological perspective.

E.V. Bondarevskaya describes such an environment as "an environment of cooperation and communication between active individuals, which contributes to the realization of the potential of the student's personality, supports his moral and intellectual development." Based on this definition, the educational environment is explained not only as a means of imparting knowledge, but also as a comprehensive educational environment that develops the individual in all aspects: spiritually, socially, morally, culturally and intellectually. Bondarevskaya sees the educational environment as a goal-oriented system that maintains a balance between the needs of society and personal development.

The most important aspect of the definition of Ye.V. Bondarevskaya is the centrality of the individual. Such a person-oriented approach encourages us to reconsider the structure of the educational environment, the content of interactions and activities in it not only from a pedagogical, but also from an axiological point of view. This, in turn, creates an important theoretical basis for the concept of an integrative-communicative environment. In general, Ye.V. Bondarevskaya's definition emphasizes the priority of educational, educational and personally oriented factors in the educational environment, seeing this environment as a means of forming a complete personality. This definition scientifically substantiates the need to introduce spiritual and educational directions in the formation of an integrative-communicative environment.

As a result of the analysis of the definitions of Ye.V. Bondarevskaya and A.V. Kutorskoy, the following author's definition is proposed, combining integrative and person-oriented approaches: *integrative* -communicative educational environment – *this is a pedagogical-didactic space that serves the intellectual, social, spiritual, and verbal development of the individual, is organized on the basis of interdisciplinary connections and subject-subject communication, and provides for the creation of meaning, the exchange of ideas, and the acquisition of social experience.*

In this definition, the educational environment is expressed as a system that not only provides information, but also encourages active communication, thinking, and personal development, which fully corresponds to the humanistic and cognitive requirements of modern pedagogy.

In our opinion, the structural features of the communicative environment are manifested in the following:

first, it requires relationships between subjects based on equality and mutual respect;

secondly, it will be enriched with didactic tools (case analysis, group discussion, quests, role-playing games) that ensure active communication in the educational process;

thirdly, it harmonizes linguistic and cognitive processes aimed at activating the individual's speech abilities.

In such an environment, education is not just about conveying information, but also about creating meaning and social understanding. In this sense, the communicative environment, with its pedagogical value, becomes one of the main factors in the innovative educational process.

The formation of an active personality through a communicative environment is especially important at the initial stage of education. Because it is at this stage that the student's speech activity, thinking culture, ability to enter into social relationships, and internal activity are formed. When creating a communicative environment, it is important that the educational content is organized in a way that is close to the child's mind, connected to life situations, and requires reflection and attitude. In such an environment, the student becomes more active as a person by freely expressing his opinion, joining a collective discussion, defending his point of view, listening to others, and understanding them. Also, the communicative environment is not only a condition for communication, but also an environment that supports the student's social awareness, meaning-making, moral position, and personal decision-making. Especially for primary school students, communication is not only speech development, but also their independent thinking, personal attitude, and social feelings. The teacher activates personal participation in children using methods that stimulate speech activity: thinking areas, discussion corners, role-playing dialogues, tasks such as "reflective questions". As AVKhutorskoy noted, "The communicative environment is the main factor in the formation of a person's ability to think independently, determine his position in communication, and make decisions taking into account the opinions of others." On this basis, the formation of an integrative-communicative environment in primary education serves not only as a means of imparting knowledge, but also as a pedagogical mechanism that stimulates personal activity. In such an environment, the student not only learns, but also understands, thinks, communicates, and becomes an active person.

Motivational factors play a crucial role in the activation of the educational environment and the formation of students' communicative activity. Especially at the stage of primary education, the internal and external interest of the student in learning, his socio-emotional needs and the desire for personal success are directly related to motivational processes. In the educational environment, motivation is manifested not only as a driving force, but also as a factor that encourages communication, active participation and speech expression. Therefore, when forming an educational environment, it is necessary to create conditions for motivational activation, taking into account the personal needs, interests and internal incentives of students.

Intrinsic and extrinsic motivation determine the student's attitude to learning, activity and characteristics of movement in the educational process. Intrinsic motivation arises from the individual's own interest, active desire to learn, self-confidence and the desire for personal growth. Intrinsic motivation in primary school students often depends on the content of the learning process, a positive attitude towards the teacher, elements of play and creative activity. For example, self-awareness, proper communication with others, and a feeling of joy from learning new information are manifestations of intrinsic motivation.

Extrinsic motivation is mainly formed in the educational process based on external factors: grades, incentives, punishment, environmental influences, parental or teacher requirements. This type of motivation is very common in elementary grades, because in most cases the student tries to achieve praise from his parents or teacher, avoid bad grades, or show off in front of his peers. In order to achieve high results in education, it is recommended to use internal and external motivation in harmony, coordinate them, and activate the student's activity. In this way, personal motivation and social motivation factors together give effective results.

Encouraging social activity in the educational environment is closely related to the student's personal needs, interests, and understanding of the personal meaning in the process of acquiring knowledge. In primary school students, interest is manifested as a natural motivator of educational activity. If the educational content is connected with the child's everyday life, corresponds to his personal experience and emotional state, this enriches education in content and increases activity. The knowledge obtained through interest seems meaningful and significant, thereby the student is formed as an active communicator and socially active subject. Also, the need is not only a biological, but also a psychological and socially variable category that is relevant to education, and the person's need for a certain activity motivates him to action. In education, this need is manifested through the desire to achieve personal achievements, demonstrate his abilities, and actively participate in

the group. In this process, personal meaning, that is, the student's understanding of the significance of his or her activity in life and the formation of a personal attitude towards its results, is important.

When the content of education awakens in the student not only knowledge, but also personal essence, his interest in learning deepens and he strives to demonstrate social activity. In this regard, the inextricable link between interest, need and personal meaning creates an environment that stimulates personal activity in the child, which ensures the effectiveness of the integrative-communicative environment.

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