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SOME ASPECTS OF THE DEVELOPMENT OF THE SPEAKING COMPETENCE OF STUDENTS DURING THE LESSON PROCESS

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Lobar Mambetova

Doctoral Student, Tashkent State Pedagogical University Tashkent, Uzbekistan

ABSTRACT

Today it can be stated that the ideal of a humane democratic school oriented towards the individual is taking shape. Trust in the child, learning without coercion and punishment, cooperation between children and adults, creative work, research, the ability to choose activities and taking responsibility for one's choice are the main values of the new school.

KEYWORDS

Lesson process, competence, discourse, development, pedagogy, methodology, tool.

INTRODUCTION

With the transition to the humanistic paradigm of education, aimed at supporting the child in his development and self-development, qualitatively new requirements are imposed on the teacher's personality. Pedagogical education is faced with the task of preparing specialists who are able to understand and accept the inner world of the child,

who strive to build relationships based on dialogue, who have the skills to create open relationships, who are ready for adequate pedagogical communication with the student in the process of joint activities with him, to maximize the realization of the student's abilities, to ensure his emotional well-being in the educational process of the school. Such a professional

humanistic position is a reflection of certain ideological views of the teacher.

THE MAIN RESULTS AND FINDINGS

In this context, more and more attention is paid to pedagogical interaction. Humanistic pedagogy recognizes the most effective way of pedagogical interaction, which achieves the most complete desire for mutual understanding, the participants agree on their positions through dialogue, which is the basic form of communication.

The need for teachers who are able to take a humanistic position in relation to students and carry out their professional functions through a correctly created communication situation puts forward the problem of purposeful development of future teachers of communicative competence (A.A. Bodalev, O.I. Danilenko, V. A. Kan-Kalik, A. A. Leontiev, N. V. Kuzmina, N. E. Shchurkova, etc.).

In recent years, scientific theoretical studies have appeared in which an attempt was made to analyze the concepts of "competence" and "competence", the essence of the competency-based approach in education is considered (M.E. Bershansky, V.V. Guzeev, L.I. Denisovich, E.F. Zeer, I. A. Zimnyaya, T. E. Isaeva, O. M. Karpenko, G. M. Kodzhaspirova, O. E. Lebedev, O. I. Lukyanenko, K. G. Mitrofanov, G. K. Selevko, I. I. Seregina, O. V. Sokolova, A. V. Khutorskoy, V. A. Yakunin and others).

In domestic pedagogy, the problem of professional and pedagogical competence was studied by V.A. Adolf, T.E. Isaeva, N.B. Krylova, I.A. Kolesnikova, N.V. Kuzmina, A.K. Markova, L.M., Mitina, A.I. Mishchenko, E.M. Pavlyutenkov, V.A. Slastenin and others.

The issues of developing the communicative competence of the future teacher were considered in their works by N.N. Bogomolova, Yu.N. Emelyanov, I.A. Zimnyaya, M.I. Lukyanova, L.M. Mitina, L.A. Petrovskaya, A.V. Rastyannikov, E.I. Rogov, I.I. Rydanova and others.

In our study, we also relied on works that reveal the structure of communicative competence (L.K. Geykhman, I.I. Zaretskaya, E.E. Kosilo, I.I. Rydanova, N.V. Kuzmina, J. Raven, L.M. Mitina); sources of development of communicative competence (Yu.N. Emelyanov, D.A. Ivanov, S.V. Krivtsova, N.V. Kuzmina, A.K. Markova); questions of the formation of communicative skills in future teachers in the educational process (E.B. Bystray, V.G. Kostomarov, A.N. Leontiev, T.I. Lukyanenko, A.V. Mudrik, etc.).

The definition of communicative competence is closely related to understanding the essence of pedagogical communication, therefore, theoretical studies conducted by B.G. Ananiev, G.M. Andreeva, A.A. Bodalev, V.A. Goryanina, B.C.

Grekhnev, M.S. Kagan, V.A. Kan-Kalikom, Ya.L. Kolominsky, S.V. Kondratieva, A.A. Leontiev, A.V. Mudrik, B.D. Parygin, Z.S. Smelkova and others.

Thus, a wide range of studies on communicative competence suggests that this problem is significant for modern pedagogical science and educational practice. Despite the theoretical elaboration of the problem, however, it cannot be argued that in the pedagogical process of the school, the relationship in the dyad "teacher-student" undergoes radical changes. Until now, the teacher in his work often focuses on the impersonal nature and regulation of the educational process. The problem of this discrepancy lies in the teacher's lack of readiness for the implementation of professional humanity. Possession of humanistic ideals is directly related to the personal and professional development of the teacher and involves the definition of a system of values and value relations as the program content of professional training.

In our study, we will consider the development of communicative competence in future teachers in the context of the humanistic paradigm of education, the values of which are facilitation, empathy, and pedagogical support for the student; and the teacher is called upon to be for his students a model of moral behavior and a high culture of communication, able to cooperate with them from the position of dialogue, co-creation.

Analysis of the state of the problem revealed the following contradictions:

- between modern requirements for the humanization of the relationship between the teacher and students and the traditional approach to the implementation of interaction with children that remains in practice;
- between the need of the modern school for teachers who have practical communication skills, and the insufficient orientation of the pedagogical training of the future teacher towards the development of humanistic interaction with schoolchildren;
- between the desire of students for productive interaction with students, awareness of its importance in the practical activities of the teacher and poor preparedness for its implementation.

These contradictions made it possible to formulate the problem of dissertation research: how to organize the development of communicative competence in future teachers in the context of the requirements of humanistic education.

The process of developing communicative competence in future teachers will be successful if:

- communicative competence will be recognized by the subjects of the educational process as the readiness of the teacher to implement humanistically oriented interaction with students; as a complex structural formation containing a motivational, axiological,

information-content, operational-activity component, and their development will be carried out in a dialectical unity;

- the learning process in the college will be organized as a dialogic interaction between the teacher and students, contributing to the development of value attitudes towards student acceptance, empathic communication, congruence, facilitation, etc.;

- in theoretical and practical training, students will acquire knowledge, and skills of variative problem solving of communicative interaction with a student, taking into account the provisions of humanistically oriented pedagogical communication, a humane-value attitude to the student's personality will be formed in the context of future professional activity;

- purposeful development of students' communicative competence in the special course classes will be organized.

In accordance with the purpose, subject, object of research and the hypothesis put forward, the following tasks are formulated:

1. To study and analyze the philosophical psychological and pedagogical literature on the problem under study, to identify the place of the communicative component in the structure of professional and pedagogical competence.

2. To reveal the essence, structure of communicative competence, levels, and criteria for its development.

3. Describe a diagnostic technique for determining the level of development of communicative competence.

4. Develop and implement in practice a set of pedagogical conditions that contribute to the development of communicative competence in future teachers.

5. To test the author's program of the special course "Teacher's Communicative Competence".

6. Experimentally prove the effectiveness of specially organized training in the development of communicative competence in future teachers.

The theoretical and methodological basis of the study is:

- ideas developed in the philosophy and pedagogy of humanism, giving ideas about a person as the highest value, about the mechanisms of his development (N.A. Berdyaev, M.N. Berulava, M.V. Boguslavsky, V.P. Zinchenko, Yu.V. Senko, V.V. Serikov, V.A. Sukhomlinsky);

- conceptual provisions on the role of humanistically oriented educational activities in the development of personality (N.B. Krylova, S.V. Kulnevich, G.K. Selevko, V.A. Slastenin);

- psychological and pedagogical concepts of professional training of future teachers (O.A. Abdullina, K.A. Abulkhanova-Slavskaya, S.B. Elkanov, I.A. Zyazyun, A.K. Markova, J.I.M. Mitina, E. A. Klimov, N.V. Kuzmina, P.E. Reshetnikov);

- ideas of humanistic philosophy, pedagogy and psychology about pedagogical communication as a free, spiritual, cultural and interpersonal interaction (G.S. Batishchev, A.A. Bodalev, M.S. Kagan, V.A. Kan-Kalik, Ya.L. Kolominsky, A.N. Leontiev, L.M. Mitina, A.V. Mudrik, I.I. Rydanova);

- personality-oriented, axiological approaches to solving the problem of development of communicative competence among future teachers (Sh.A. Amonashvili, D.A. Belukhin, E.V. Bondarevskaya, O.S. Gazman, E.O. Galitskikh, M.G. Kazakina, V.A. Slastenin, I.S. Yakimanskaya);

- modern research that reveals the essence, structure, functions of communication and relations of interpersonal interaction (B.G. Ananiev, G.M. Andreeva, V.S. Grekhnev, V.N. Kunitsyna, A.A. Leontiev, B.D. Parygin, V. .A. Petrovsky);

- theoretical substantiation of the contextual approach (A.A. Verbitsky) in the development of students' communicative competence.

In the conditions of the humanistic paradigm of education, the orientation towards the development

of the student's personality, his individuality as an active subject of activity can be realized only on the basis of building an appropriate strategy for the teacher's pedagogical activity, which today acquires a fundamentally different meaning - support for a person in spiritual development, the formation of the ability for self-determination in life. This activity takes on the character of dialogue, cooperation, and co-creation between an adult and a child, which determines the attitude toward the personality of the student.

CONCLUSION

It can be argued that among the numerous problems of modern pedagogical science, the problem of developing communicative competence among students and teachers in the process of their professional training is becoming the most relevant.

In the course of the dissertation research, the degree of development of the problem of developing communicative competence in future teachers was studied and revealed. It was found that the problem under study is relevant in pedagogical theory and practice and requires further reflection.

Theoretical analysis showed that the communicative competence of future teachers is an integral part of professional and pedagogical training, and professional self-determination in the value system of the humanistic paradigm of education.

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