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Form and Methods of Forming Communicative Competence in Youth

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ANNOTATION

This article focuses on the development of interactive technologies for the formation of communicative competence in future teachers around the world, improving pedagogical mechanisms to create an integrated learning environment.

KEYWORDS: communicative, competence, specialist, new method, competence, lack of training.

It is a title awarded for the successful training of communicative competence of future teachers who raise their profession to an art and teach dozens and hundreds of students. In other words, the most important and responsible task of the educators of our Republic is to train professionals who return to a certain world with new ideas, who are capable, who know how to work, who build and improve the foundation of our great future.

A pedagogue is responsible to society for education and training in his or her field. Besides regularly improving his professional training, he should have the right to be a teacher, mentor, educator, pedagogue, more precisely, he should have communicative competence. Nowadays, it is rare for a teacher to acquire practical and theoretical knowledge of his chosen profession, science and subject. He should be able to apply new methods and pedagogical techniques in his work in any situation, in a word, he should be in possession of competence.

When we look at the term "competence", the approach from the point of view of competence, the holder of competence and the meaning of these terms, we must first look at the national traditions and values that have developed in this regard over the centuries. In our country, when a professional master mastered his profession and began to teach it to his students, the designation of that profession was attached to his name: Doctor Mosh, Doctor Omon, potter Oboqul, barber Latif, Murodjon Hafiz (singer), blacksmith Mamatoy or Mamatoy brother's knives, etc. This recognition is not due to the fact that this person is engaged in a particular profession, but the fact that the inhabitants of the upper region are engaged in a particular profession also indicates that they have gained this recognition through their great success. Chust knives, Chust hats, Rishton potters, Urgut potters, Samarkand bakers, bread, etc. Of course, it is not difficult to see that this is the recognition, the authority, the trust given to a person who has continuously developed their business and served people for many years, or a business owner or a team - in modern and scientific terms it is competence. The same can be said about folk art, but taking a profession to a higher level is a higher skill than competence.

Abdurahim Dorboz, wrestler Tursunboy, teacher Mamat and others can be cited as examples. Communicative competence requires extensive communication on the part of the teacher. It requires a positive relationship with students and team members in every situation.

Based on the content of the lesson, the situation, the goal of every teacher is to create a "developmental atmosphere" in the audience. I.e.:

- To give motivation to the students to work;
- Promoting understanding, imagination and skills by encouraging students to use them independently and to participate in pedagogical activities. Searching for necessary information, projecting one's own activity and putting it into practise, understanding the purpose of the work and dealing responsibly with the result;
- Independent choice by the students of the subject, the aim, the degree of difficulty of the task, the forms and methods;
- Teaching students to work in groups on a project, to identify topics and problems, to distribute tasks, to plan, to discuss and to evaluate the results of debates.
- Students' participation in different forms of discussion.
- Formation of action regulation in the students.
- Through the assessment system, students can improve their future results, assess their level and results and achieve their further improvement.

The main competence of a modern teacher:

1. The ability to correct one's own "educational deficits" independently and to learn together with the students.
2. The knowledge of how to plan and organise students' independent activities.
3. To stage the educational process, to use different methods of activity, to have the ability to distribute the work according to the inclination and interest of the students.
4. Know how to develop students' research thinking and research skills.
5. Use of the system to assess students' performance and development.
6. Know how to use computer technologies in the educational process.
7. Conducting discussions and debates during lessons, creating an environment where students can express the opinions, views and attitudes they wish to express. Students should analyse their personal views, attitudes and criticisms not only with each other but also with the teacher.

The instrumental part of the model of general education recommended by the state, i.e. the department of preparation for teaching, is the subject of a separate restructuring. This is because the question of preparing the teacher to the level of today's demand depends on it. The scientific and methodological needs of the teacher's activity are adapted to the educational institutions of different directions and fields.

The existing model used in the system of higher pedagogical education is the same for all. Its requirements should be understandable for the public. Specific plans and goals are defined in the application. The development of an instrumental model that is not limited to the general model is the need of the hour. This new model system should reflect the tasks, competence, scientific research, scientific-theoretical methods, socio-pedagogical, cultural-pedagogical, organisational, management and developmental issues of the teacher-coach.

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