

**PEDAGOGICAL COMMUNICATIVE COMPETENCE AND WAYS OF IT'S  
DEVELOPMENT**

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**Abstract:** This article presents ideas about competence, issues of developing students' communicative competence, types of competence. Key words: Competence" psychological, methodical, researcher, resources, personal knowledge, skill, competence, ability.

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S.Yu. on teaching foreign languages. Godunova (language development), L. K. Salnaya (professional guidance in foreign language communication), O. N. Fedorova (teaching English in the competence approach), N. A. Gazova (formation of professional competence of specialists in the English language). I. R. Agasiyeva (teaching informational reading of special texts), V. V. Bondareva (teaching students of the non-philological faculty to write foreign language), T. N. Sukhareva (forming communicative strategies in using words based on English language materials). (formation of monologue speech from English in students of the 1st stage), M. H. Karakhodjayeva (methodology of formation of professional speech of non-philology group students based on verbs), N. V. Zemlyanskaya (level of oral speech), S. A. Gadzhiyeva (grammatical aspects of oral speech), J. V. There are research works by Ilin (professional self-awareness in the process of learning English), A. V. Gavrilov (hearing level). In these studies, research on communicative competence was carried out. In this case, it is appropriate to determine the meaning of the concepts of communicative competence and competence.

Competence is knowledge in one or another field (12, 196). "Competence" (lat. Competo) is the range of powers, rights and duties of a certain state body (local self-government body) or official defined by law, charter or other document; knowledge, experience in this or that field. 16 different meanings of the word competence were used by psychologists using 7 different evaluation scales (internet-association of expert psychologists). Insights from experts

- production tasks in specific organizations. As a result, this is the competence
- knowledge, skills, qualifications. is a general combination of causal factors, personal qualities, target situations, which provides effective solutions of specific organization, specific group, specific workplace, specific production team performers

The concept of competence means the competence acquired by a student (for example, a future teacher) in a certain field, that is, a fully formed set of certain qualities. The concept of competence (derived from the Latin word competelia, compete, which means "to achieve together, to win, to match, to match") in dictionaries is "a way to think about something to have the knowledge to give", means "to be aware, to be entitled"

. In practice, all dictionary compilers demarcate the categories "competence" and "competence". The definition of competence is similar and replaces (complements) each other. At the same time, there is no single interpretation for the word competence, this concept is "a set of powers (rights and obligations) of some body or an official of this body or other circumstances established by

law, regulations", "to have (possess) knowledge that allows one to think about something", "someone is well informed questions set (field)" is understood. The concept of competence entered the field of education as a result of psychological research. Therefore, competence is "how a specialist behaves in unconventional situations, unexpected situations, engages in communication, takes a new way in interactions with opponents, performs non-critical tasks, uses conflicting information, consistently develops and means the possession of a plan of movement in complex processes. Professional competence does not mean the acquisition of separate knowledge and skills by a specialist, but the mastering of integrative knowledge and actions in each independent direction.

Also, competence requires constant enrichment of professional knowledge, learning new information, understanding important social requirements, finding new information, processing it and being able to use it in one's work. The essence of the qualities reflected on the basis of professional competence is explained as follows:

1. Social competence - ability to show activity in social relations, possession of skills, ability to communicate with subjects in professional activities.

2. The special competence is to prepare for the organization of professional-pedagogical activities, rationally solve professional-pedagogical tasks, realistically evaluate the results of activities, consistently develop BKM, and on the basis of this competence, psychological, methodological, informational, creative, innovative and communicative competence is thrown into z.

3. Personal competence - consistently achieving professional growth, increasing the level of competence, demonstrating one's inner capabilities in professional activity.

4 Mastering advanced technologies that enrich technological competence and professional-pedagogical BKM, being able to use modern tools, techniques and technologies.

5. Extreme competence - the ability to make rational decisions and act correctly in emergency situations (natural disasters, technological process failure), when pedagogical conflicts arise.

In the study of the professional components of the classified foreign language, the communicative situations were divided into 4 groups, that is, the classified component of the communicative competence, the factors influencing the communication, the communicative content and the accessibility to the communication.

Communicative competence - the possession of complex communicative skills and abilities, the formation of sufficient skills of new social structures, knowledge of cultural norms and limitations of communication, customs in the field of communication, customs, etiquette, manners, education, communication means orientation knowledge, national, class mentality and expressed within this profession.

- Communicative competence is a general communicative characteristic of a person, which includes communication skills, knowledge, skills and abilities, emotional and social experience in the field of business relations. Communication skills include:

- to provide a socio-psychological forecast of the communicative situation in which communication is required;

- socio-psychological programming of the communication process, based on the uniqueness of the communicative situation;

implementation of socio-psychological management of communication processes in a communicative situation.

Communicative ability is an integral quality that synthesizes general culture and its specific manifestations in professional activity. One of the conditions of communicative competence is the fulfillment of certain rules and requirements. The most important of these rules are:

1. The most common rule is that it is impossible to start an opinion if it is not understood or fully understood by itself.
2. The rule of constant preparation for understanding. There are often semantic and personal barriers that often lead to incomplete and misunderstanding messages.
3. Accuracy rule. Unknown, vague words should be avoided and foreign or highly specialized terms should not be used.
4. The rule of controlling non-verbal signals. the rule. It is not enough to just control your speech and message content. In addition, it is necessary to control its form in the part related to external facial expressions, gestures, intonation, and position.
5. The rule of one's own injustice. Always allow for personal bias in communication. This often warns of serious mistakes.
6. The rule of place and time. The effectiveness of any message is greatly increased when choosing the most appropriate situation for its implementation at the right time.
7. Hunger rule. It means being ready to revise one's point of view under the influence of newly opened situations, as well as the ability to accept and take into account the point of view of the interlocutor.
8. The principle of active and constructive listening is one of the main conditions for effective communication.
9. Feedback Rules. This rule ultimately ensures the achievement of the main goal of the communicative process - mutual understanding.

The basis of communicative competence is the following: organization of communication - interpersonal communication skills;

maintaining communication, contact, establishing feedback; analyzing the results of the dialogue. H. In her research, Mustafayeva researched English grammar as a complete set of linguistic and didactic principles and methodological tools for students of socio-humanities faculties and Uzbek groups of Uzbek faculties.

Communicative is the level of formation of interpersonal experience, that is, interaction with education is required by the person to work successfully in this society within the limits of his abilities and social status.

Communicative competence is the ability to set and solve certain types of communication tasks: determining the goals of communication, assessing the situation, taking into account the partner's intentions and methods of communication (partners), choosing adequate strategies, evaluating the success of communication, own speech behavior being ready to change.

The main language material of speech activity includes phonetic, grammatical and lexical materials. They are selected on the basis of special principles, taking into account the nature of language materials, various features of the speech activity that activates them. Each language material has its own principles of selection. The features of the Uzbek and Russian languages affect the pupil or student while studying the English language material. This should be given importance and taken into account. Each language material has its own teaching characteristics, methods, ways, methods, principles of selection, interference.

The direction of activity of acquiring communicative competence determines the possibility of determining its component names:

- motivational and value component;
- cognitive component;
- emotional component;

- behavioral component.

In short, the ability to communicate should be considered as a personal education, an integral part of individuals whose structural components are cognitive, motivational, emotional and behavioral.

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