

---

## FORMATION OF COMMUNICATIVE COMPETENCE IN FUTURE OFFICERS OF PUBLIC SECURITY AS A SUBJECT OF EMPIRICAL RESEARCH

**Zoxid Shukurillayevich Alimardonov\***

\*Associate Professor,  
Doctor of Philosophy in Pedagogy (PhD) University,  
Public Security of the Republic of Uzbekistan,  
UZBEKISTAN  
E-mail Id: alimardonov-87@mail.ru

**DOI: 10.5958/2249-7315.2022.00044.2**

---

### ABSTRACT

*The article is devoted to the study of the problem of communicative competence in the individual from a theoretical and empirical point of view. It explains the definitions put forward by foreign scholars in relation to the concept of communicative competence, the essence of the theoretical approaches. In particular, the degree of formation of communicative competence in future officers of public security was studied on the basis of empirical data, and reasonable conclusions and recommendations were developed.*

**KEYWORDS:** *Communication, Competence, Communicative Competence, Communication, Emotional-Motivational, Cognitive-Emotional, Interpersonal Relationships, Communication Skills, Conversational Situation, Verbal, Nonverbal, Social Roles, Professional Communication, Communicative Skills.*

---

### 1. INTRODUCTION

It is known that the concept of communicative competence was first used by AA Bodalev, on the basis of which the person understands the process of effective communication with people with internal resources (knowledge and experience). Accordingly, a number of literatures have proposed different approaches to the concept of communicative competence. In particular, in the encyclopedia of sociology, communicative competence is “the effective organization of the communication process in different situations, which occurs in the process of communication, and it can occur with the help of:- based on the knowledge and life experience of the individual;-skills to communicate effectively with others [1].

Also, in some places, communicative competence is seen as “communication between people, constant changes in mental state, understanding of oneself and others”.

### 2. MAIN PART

V.N. Kunitsina described communicative competence simply as “productive conversation” [2]. According to VI Zhukov, communicative competence is a biographical situation in which a person is known when talking to other people, describing him as a person, or the ability to communicate and maintain a person with the people he needs [3]. In order for communication processes to go well in a person, certain knowledge and experience, which are part of the tendency to communicate, are needed.

A person's communicative competence develops through communication with other people. In addition, a person will learn to behave in communication, following the example of the media,

theater, cinema and literature.

Communicative competence is an important human trait that allows a person to communicate verbally and nonverbally easily and fluently in any situation, again allowing them to predict the assessment of different situations based on the person's face.

The work on the complex study of communicative competence is also found in the research of I.N.Zotov. According to him, the propensity for communication is a complex education consisting of 3 components [4]. These include emotional-motivational and cognitive components. The emotional-motivational component creates the need for a positive attitude in a person, the goal of developing a tendency, and the ability to convey the idea that a person is successful, as well as the value of communication and purpose.

The cognitive component includes knowledge of specific psychological and interpersonal relationships acquired during the learning process, as well as the development of a person's communication skills, socio-perceptual skills, and human characteristics. At the stage of human behavior, the interaction of these convenient models is an individual system. It is also a subjective regulator of communication status. According to all the authors who studied the work of IN Zotov on communicative competence, there are various elements in the system of structure, among which the following components are clearly distinguished: - knowledge of communication; - experience based on communication; - communication ability.

Communicative knowledge is knowledge that includes what communication is, its types, phases, and rules of development. It shows what communication methods and techniques are available and its pros and cons. Also, which method helps different people communicate in different situations. It is also possible to know the stage of developing your communication skills and which methods are useful and which are useless in your experience. Communicative ability is the ability to format written messages correctly, to moderate external and internal events, to overcome communication barriers, and so on.

There are several groups of interactive skills: the ability to build a conversation on a democratic basis, the ability to create a pleasant emotional-psychological environment, the ability to self-manage, ability to organize cooperation, ability to follow the rules and principles of professional ethics, ability to actively accept, - group of socio-perceptual skills; the ability to evaluate the interlocutor's behavior and the correctness of the conversation, the ability to see his condition from the interlocutor's nonverbal signals, the purpose and intention of the behavior, the ability to create the right image of another person as a person, the ability to make a good impression.

Communication ability is a special psychological quality in a person, which responds to the process of communication in a person and ensures that it passes well and quickly. In their work on communicative competence, other scholars have considered the above components and their components separately. Other aspects of communicative competence have been highlighted in other work related to the problem.

V.A. Lyublinskaya divides the concept of communicative competence into 3 parts:

1. Clarity Accept other people correctly.
2. Development of nonverbal communication.
3. Well-developed speech and written speech [5].

Yu.N. Emelyanova, noting the peculiarities of communicative competence, includes the following [6]: - the person assumes and performs various social roles; - adapt to social groups and situations; - Ability to communicate verbally, nonverbally; - create and manage the space between people during active communication; - recognize their goals and needs; - Techniques of working with people; - ceptive opportunities.

L.A. Petrovskaya focused on three features of communicative competence, the tendency falls into three stages, depending on the adequate state of the person - communicative, interactive and perceptive. Therefore, we divide communicative competence into different types. L.A. Petrovskaya's communicative competence is the ability to converse in any psychological situation, with near and far difficulties arising from the mastery and realization of one of them, regardless of human character and circumstances. According to the author, the most important indicator of competence is easy adaptation from any psychological position [7].

S.A. Ezova linked communicative competence with a person's ability to apply relevant knowledge and human characteristics: - collect the message and transmit it in a simple or virtual way; - organization of relations; - choose behavioral tactics; - forms of communication with the companion.

S.A. Ezova, like other authors, considers that the main factor of communicative competence is the ability to communicate [8]. G.S. Vasilieva included three abilities in the structure of communicative competence: gnostic, expressive and interactive [9]. According to E.B. Rudensky, communicative competence consists of the following abilities [10]:

- To provide socio-psychological information to communicators about the state of communication;
- Socio-psychological systematization of communication based on the conditions of communication;
- Socio-psychological management of communication in communicative situations.

The approximate level of communicative relationship comes from the analysis of the process of communication situations, which means that the author understands human behavior during communication. Predicting the level of relationships only includes: subject-meaning interests of the person, emotional-evaluator rich in various events, opinion on the form of communication, people's activity in relation to the impact of the communication system, and so on.

O.V. When Kryuchkov speaks of communicative competence, he understands the human communication skills that arise with other people and lead to the set goal [11]:

1. Assess the ability to correctly perceive the situation and achieve the set goal in the process of communication with people.
2. Proper acceptance and evaluation of people.
3. Ability to choose the methods of communication that correspond to the person in the communication and the purpose, depending on the state of communication.
4. Correspondence to the individual characteristics of the person and adequate communication at both the verbal and nonverbal levels.
5. Influencing the mental state of people.
6. The ability to change people's behavior in communication.
7. Ability to interact positively with people and maintain it.
8. Ability to make a good impression on people.

According to O.V. Kruyuchkov, we can say that communicative competence is developed only if a person has such an ability and he uses it in communication. The development of communicative competence in ontogenesis depends on character, mental and general activity. The communicative activity of an individual depends on his communicative competence, that is, the values of communication, the specific needs and motives in communication.

M.K.Kabardov and E.B.Artsishevskaya considered the concept of communicative competence from the point of view of specialization [12].

From a professional point of view, communicative competence is a must for an individual with a certain level of structure of human and professional experience in relation to the environment. It is determined by living a successful life within the boundaries of self-management skills between professionals and people.

It follows that communicative competence is an integral relatively moderate individual psychological education, which is manifested in the individual's behavior in communication as individual psychological, human qualities. Although there is a difference in understanding the content of communicative competence, all authors say that communicative competence is the ability to interact with and maintain relationships with other people.

The study of the formation of communicative competence in servicemen is important for today. Thus, the ability of a serviceman to communicate and interact effectively with his team is an indication of the formation of communicative competence in them. Therefore, in order to determine the level of formation of communicative competence in future officers of public security, the method of "Communicative skills" developed by L. Michelson was used.

It is well known that since the methodology focuses on the study of two aspects of communicative competence, we have focused only on the aspect of communicative competence, and the results have been analyzed mainly on these scales. The results of the study were analyzed in terms of quantity and quality. The results of the quantitative analysis are reflected in the tables.

**TABLE 1 INDICATORS OF THE STUDY OF COMMUNICATIVE COMPETENCE IN FUTURE OFFICERS OF PUBLIC SAFETY**

<b>№</b>	<b>Indicators</b>	<b>1-course</b>	<b>3-course</b>
1	Circumstances that require the respondent to react positively	21%	25%
2	Situations that require a peer to react with negative remarks	17%	19%
3	Circumstances requiring a request from a peer	19%	15%
4	Conversation situation	24%	22%
5	Situations that require empathy	19%	19%

According to the study, in the group of prospective officers, the indicators on the scale of situations that require the respondent to respond with a positive statement are 21% and 25%, respectively. This is determined by the formation of communication skills in future officers. It is also important to manage the interviewee's communication skills, knowing how to behave during the interview. Because if we think from the point of view of this age, it is determined by the fact that they have a sense of greatness and a strong desire to gain a place in society, in the community. In this way, they intend to state what they want to tell someone as much as possible, with a comprehensive analysis.

Another of the methodological scales is that we can see that situations that require a reaction to peers with negative feedback are specific to a group of prospective officers. It should be noted that it was unique in the group of test subjects, ie 17% of 1st year cadets and 19% of 3rd year cadets. It can be said that the presence of results in this way is determined by their age and individual characteristics. Also, the fact that the results are the same in the first-year cadets is characterized by the fact that they are not fully adapted to the educational institution, and at least a little submissive. We were able to determine from the results of the study that this condition is specific

to 3rd year cadets.

Circumstances requiring a request from their peers require 19% in 1st year cadets and 15% in 3rd year cadets. It depends on the system of attitudes of the cadets towards the cadets and is distinguished by the extent to which they accept the instructions given by them. There are situations where, in some cases, a serviceman has to make a request to a cadet. The results show that 1st year cadets are strong in begging because they do not know how to deal with and communicate with military personnel. That is why they were determined by their ability to make a request rather than a command tone when approached with a job.

If we look at the results of the subjects, we can see that the interview situation was 24% in the 1st year cadets and 22% in the 3rd year cadets. It seems that for 1st year cadets, the conversation process is interesting in the essence of its content and they feel that it is very necessary for them. Because they receive information during the conversation and have the opportunity to get the information they need. In the 3rd year cadets, this indicator is characterized by a lower level, more knowledge than them, and the ability to use their abilities to search for information.

### **3. CONCLUSION**

Based on the above, the following conclusions can be made:

- The formation of communicative competence in the research of foreign psychologists is explained by the fact that they have a culture of communication, interpersonal skills and interpersonal relationships;
- The formation of communicative competence in future officers of public security leads them to establish effective relationships with their peers and servicemen;
- It is necessary to identify and purposefully develop the qualities of communication in future public security officers, taking into account the fact that communicative competence plays an important role in their interpersonal communication.

### **REFERENCES**

1. Бодалеев АА. Личность и общение. Moscow: Международная педагогическая академия; 1995. 328p.
2. Куницина ВН, Казаринова НВ, Погольша ВМ. Межличностное общение. Учебник для вузов. Спб.: Питер, 2001. 544p.
3. Жуков ЮМ. Диагностика и развитие компетентности в общении. In: Жуков ЮМ, Петровская ЛА, Растяжников ПВ. Moscow: Изд-во МГУ; 1991.
4. Зотова ИН. Коммуникативная компетентность как аспект социализации личности студента в условиях информатизации общества. Актуальные социально - психологические проблемы развития личности в образовательном пространстве XXI века, Кисловодск; 2006. p.109.
5. Литвинова А. Коммуникативная культура учителя. Учитель, 2012;(5):13-15.
6. Емельянов ЮН. Активное социально-психологическое обучение: монография. Л: Изд-во Ленингр. ун-та; 2015. 166p.

7. Петровская ЛА. Компетентность в общении [Текст]. Moscow; 1989. 216р.
8. Езова СА. Культура общения библиотекарей: учеб.-метод. Пособие. Moscow: Либерия; 2004. 144р.
9. Васильева ЛН. Исследование коммуникативной компетентности студентов-медиков на стадии завершения обучения в вузе. Личность в современных исследованиях: Сб. науч. тр. Вып. 11. Материалы VIII международной научно-практической конференции “Проблемы развития личности: психологическое консультирование и психотерапия”. Рязань: ООО “Копи Принт”, 2008. pp. 159-164.
10. Руденский ЕВ. Основы психологической технологии общения менеджера [Текст]. Кемерово; 1995. 181р.
11. Крючкова ОВ. Тренинг как средство совершенствования коммуникативной компетентности разномотивированных к общению людей. Автореферат диссертации на соискание ученой степени кандидата психологических наук. Moscow: МГГУ; 2007.
12. Кабардов МК, Арцишевская ЕВ. Языковые и коммуникативные способности и компетенция. Вопр. психологии. 1996;(1):43-48.