

PSYCHOLOGICAL PROBLEMS OF COMMUNICATIVE COMPETENCE OF FUTURE TEACHERS

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ABSTRACT

This article discusses the psychological problems of communicative competence of future teachers. The article also examines the role of communicative competence, the role of communication and its pedagogical activity, the stages of development of communication, the psychological and pedagogical aspects of communicative competence in future teachers, the psychological and pedagogical approaches to communicating with teachers and psychological and pedagogical analysis. Widely covered.

KEYWORDS: *Communication, communicative competence, teacher, pedagogic Faoliyat, verbal mulot, globalization, harmonious development, communication sphere, personality, good breeding, speech, situation.*

INTRODUCTION

It is well known that the term communicative competence is widely used in psychological and pedagogical literature and is currently being studied as part of pedagogical activity. Communicative competence is the possession of complex communicative skills and abilities, the formation of adequate skills in new social structures, knowledge of cultural norms and restrictions in communication, knowledge of customs, traditions, etiquette in the field of communication, observance of decency, upbringing, and orientation in communicative means inherent in the national, estate mentality and expressed in the framework of the profession.

Competence in communication involves willingness and ability to build contact at different psychological distances - both detached and close. Difficulties can sometimes be associated with the inertia of the position - the possession of any one of them and its implementation everywhere, regardless of the nature of the partner and the uniqueness of the situation. In general, communication competence is usually associated with mastering not one single position as the best, but with adequate familiarization with their spectrum. Flexibility in an adequate change of psychological positions is one of the essential indicators of competent communication, etc.

Therefore, we can talk about various types of competence in communication. The personality should be aimed at gaining a rich diverse palette of psychological positions, means that help the partners to express themselves fully, to all facets of their adequacy - perceptual, communicative, and interactive.

Communicative competence is a generalizing communicative property of a person, including communicative abilities, knowledge, skills, sensual and social experience in the field of business communication.

Communicative competence consists of abilities [1, 123]:

1. Give a socio-psychological forecast of the communicative situation in which to communicate;
2. Socio-psychological programming of the communication process, based on the originality of the communicative situation;
3. To carry out socio-psychological management of communication processes in a communicative situation [2, 76].

Competence is an integral quality that synthesizes the general culture and its specific manifestations in professional activity. One of the conditions of communicative competence is the implementation of certain rules and requirements. The most significant of these rules are as follows [3,145]:

1. The most general rule is the rule according to which it is impossible to start communicating a thought if it is incomprehensible or not completely understood by itself.
2. The rule of "constant readiness to understand." There are a large number of semantic and personality barriers that often lead to incomplete and inaccurate understanding of messages.
3. The rule of specificity. Uncertain, ambiguous, vague expressions and words should be avoided, and without the need not to use unfamiliar or highly specialized terms.
4. The rule of control over non-verbal signals. It is not enough to control only your speech and message content. It is also necessary to control its form in that part that relates to its external "accompaniment" - facial expressions, gestures, intonation, posture.
5. The rule of "own wrong". In communication it is always necessary to assume that the personal point of view may be wrong. This often warns against serious errors.
6. "Places and times." The effectiveness of any message increases dramatically if it is timely and the most appropriate situation in which it is implemented is selected.
7. The rule of openness means a willingness to reconsider one's point of view under the influence of newly discovered circumstances, as well as the ability to accept and take into account the point of view of the interlocutor.
8. The rule of active and constructive listening is one of the basic conditions for effective communication.
9. Feedback. It is this rule that ultimately ensures the achievement of the main goal of the communicative process - mutual understanding [3, 63].

In contrast to the theoretical approaches above, competence is understood as a system of psychological knowledge about oneself and about others, communication skills, and behavioral strategies in social situations, which allows one to build interpersonal communication in accordance with its goals and conditions. The structure of competence includes cognitive, emotional and behavioral components, as well as features of communicative competence in professional communication. We can offer the following criteria for the formation of information and communication competence of the future teacher [4,128]:

1. The development of communicative qualities of speech;
2. Knowledge, skills and management skills of the information and communication process;

3. Knowledge, skills and abilities of finding information, structuring its adaptation to the characteristics of the pedagogical process;
4. Knowledge, skills and wordings of the formulation of the educational problem in various information and communication ways;
5. Knowledge, skills in the field of non-verbal communication, etc.

Each of the proposed criteria is disclosed in the aggregate of indicators. Based on the selected criteria, the levels of formation of the information and communication competence of the future teacher are determined: low, satisfactory, medium, high.

The following prerequisites for the formation of a communicative culture of future teachers are distinguished [5,118]:

- Sociocultural, associated with changes in the scale of communication and an increase in its intensity, informatization, globalization of all spheres of public life, social differentiation of society, urbanization, the lag of achievements in the field of spiritual culture from the achievements of civilization, aggravation of interethnic and interethnic relations and confessional conflicts, gender issues, etc. d;
- Pedagogical - globalization of world education, international integration, which involves the creation of a single multicultural educational space, the leading mechanism of functioning of which is intercultural communication; global and European trends in the development of vocational education;
- Modernization of the domestic education system and its integration into the global educational space;
- Strengthening the trends of humanization and humanization of education, and increasing requirements for the level of general and professional communicative culture of the individual;
- Technological - an increase in modern information and educational technologies in the system of distance education and intercultural communication on the Internet;
- Socio-demographic;
- Traditions of cohabitation of peoples representing various ethnic, cultural, religious groups;
- Complication of demographic and increase of migration processes, violation of socio cultural educational environment, increasing neglect, decrease in educational functions of the family, activation of processes of revival of national cultures, growth of national identity, etc.

We can distinguish the following regularities in the formation of the communicative culture of a modern teacher [6, 68]:

- The first regularity: the need to form a communicative culture of a teacher is determined by increasing requirements for the quality of communicative training of specialists, modernization and integration of the domestic education system in the European and world educational space, which requires the maximum use of the resource potential of educational standards and the educational potential of the university's cultural and communicative space;
- The second holistic harmonious development of the teacher is determined by the level of formation of his communicative culture as an invariant, system-forming component of the general and pedagogical culture in their personal and socio-professional meaning and the targeted formation of the communicative culture of the future teacher as an integrally-systematic personality trait determines the success of socialization, the quality of training, professional activity personal and professional development;

- The third pattern: the communicative culture of the future teacher as a nonlinear nonequilibrium system, the development of which is multivariable by a variety of external and internal factors, should be formed as a closed cybernetic system to preserve the axiological profile and humanistic development vector and a synergistic open system to increase the axiological potential and self-development of the communicative culture of the future educator;
- The fourth pattern: the formation of the communicative culture of future teachers is determined by the socio-cultural, national-ethnic and gender characteristics of the personality, which is manifested in the differences in the meanings of factors and indicators, and the features of the manifestations of communicative culture;
- Fifth regularity: the purposeful formation of the communicative culture of the future teacher as a complex multifunctional phenomenon involves the use of the totality of "context" factors that ensure the formation of the leading model characteristics of a communicative culture;
- Sixth pattern: in conditions of the need for humanization of society, the effectiveness of the education and upbringing system is determined by the communicative culture of "teaching" as the main element of the "core of self-development" of the education system, which acts as the main mechanism for the preservation and transmission of "hereditary information" from generation to generation and the accumulation of innovative resources, providing the evolutionary development of the system, and plays the role of pedagogical genetics.

The following conclusions can be drawn [7.56]:

1. Vidology of competencies has not yet been developed, but it can be assumed that it is extremely diverse. Apparently, how many types of human activities exist, so many kinds of competencies will be. In particular, it is possible to highlight professional competence and unprofessional.
2. It is difficult to establish age limits of competencies. Modern researchers solve the problems of competence of both already-formed specialists and children of preschool and primary school age. At present, competence is denoted as the ability of an individual to carry out complex culturally appropriate forms of action.

According to the definition of J. Ravenna, competence is a special ability necessary to perform a specific action in a specific subject area, including highly specialized knowledge, a special kind of subject skills, ways of thinking, as well as an understanding of responsibility for one's actions.

So, the psychological and pedagogical conditions for the formation of communicative skills [8, 92]:

1. The creation of positive motivation based on internal needs, the previous individual experience of communication and communication skills of the student;
2. The expansion of the communicative base in the framework of the lesson, by using a system of exercises in which the formation of communicative skills will be considered as a special pedagogical and didactic task;
3. Immersion in communicative activity through the organization of work in interactive modes using information and computer technologies;
4. The construction of the "image of I" through reflective tasks, considered as a condition for the formation of communicative skills at a productive and creative level;
5. Taking into account the specific features of the subject of computer science, where the computer is one of the elements of the communicative system of the lesson;
6. Consideration of age characteristics of students;

7. The presence of a high level of formation of communicative skills of the teacher.

Some authors believe that the teacher's competence includes such personal qualities as initiative, responsibility, hard work, determination, and self-confidence. For others, it seems that it is necessary to include in the structure of competence a motivational-value sphere, which largely determines the level of knowledge acquisition.

Despite the difference in understanding of the components of communicative competence, all authors agree that essentially communicative competence is the ability to establish and maintain necessary contacts with other people. He identifies three components of communicative competence [9, 117]:

1. The accuracy of the perception of other people;
2. The development of non-verbal means of communication;
3. Possession of oral and written speech.

Today, communicative competence is considered as one of the main determinants of a successful professional activity of a teacher.

According to our conclusion, the teaching profession requires constant communication with children, parents and colleagues. Student age is a sensitive period for professional development. If more research is done, some of the pressing issues of communicative competence are likely to be resolved.

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