



PSYCHOLOGICAL AND PEDAGOGICAL FACTORS OF INNOVATIVE APPROACH TO THE FORMATION OF COMMUNICATIVE COMPETENCE OF THE FUTURE TEACHER

Munisa Adilova,

Lecturer, Department "Primary Education"

Tashkent State Pedagogical University Named After Nizami, Uzbekistan

ABSTRACT: - Interactive technologies approaches to communicative competence formation in future teachers, just psycho-pedagogical aspects of such phenomenon becoming are covered in this article.

KEYWORDS: Active socio-psychological education, discursive technology of communication, interactive technologies, communicative competence.

INTRODUCTION

The field of education is designed to prepare a person for life in a world of different communication opportunities. One of the sources of developing a person's communication skills is professional-pedagogical communication. It should be noted that the pedagogical profession means the types of work in which communication is of professional importance, an important aspect of the teacher's activity, and

professional-pedagogical communication is the main form of the pedagogical process and is determined by productivity. Objectives and values of communication (norms of individual behavior) adopted by all its subjects.

THE MAIN RESULTS AND FINDINGS

Reconstruction processes in the field of education are primarily aimed at humanizing and democratizing the educational process.

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At present, the solution of the tasks set for the school is possible only if the teacher exercises a certain type of control over the activities of students. The essence of the latter lies in effective, reflexive management, in the opinion of scientists, in changing the position of the student, transforming him from an object of external influence into an active subject of his activities in the general context of social life. In developing the ability to self-manage their activities [5].

Recent research and publications are clear evidence that the problem posed at the current stage of development of the higher education system is relevant and requires careful study and generalization. The purpose of the article is to consider innovative approaches to the formation of communicative competence of future teachers. Presentation of the main material of the article.

The complexity of professional-pedagogical communication lies not only in the high demands placed on the communicative culture of the teacher, but also in the mastery of methods of involving students in joint activities. The teacher's communication skills are to help students become active participants in their aromatherapy relationships. In this context, the communicative training of the future teacher is an important component of his professional development, primarily involving the formation of skills to establish and correct relationships with students, which ultimately has a positive impact on the educational process.

One of the promising directions of updating the content of teacher education and harmonizing it with the requirements of general civilization trends and standards of the international community is the implementation of the basic principles of a

competency-based approach to training specialists in this field. Competence in a particular field is a combination of knowledge and skills that allows you to rationally assess an area and act effectively in it.

Educational competencies are complex generalized methods of activity that a teacher acquires during his or her teaching and professional activities, and competence is the result of the acquisition of these competencies. Different structures and types of core competencies of professional activity in world educational practice are considered.

Communicative competence, in our opinion, is the key to pedagogical activity. Within the framework of psychological and pedagogical research, communication competence is understood as: - complex formation, including the ability to know socio-psychological factors and use them in certain activities, understand the motives of intentions, behavioral strategies, frustration; the ability to understand both themselves and their communication partners, the socio-psychological problems of the group, to understand the possible barriers to mutual understanding, to master communication technology and psychotechnics; - as a system of internal means of regulating communicative actions; - the ability of a person to act in communication situations, based on knowledge, emotional experience and fluency in communication; - as a specific feature of communication, which is a means of knowing the moral and ideological relations of the individual, his general and professional orientation, the level of politeness [3; 4; 6; 7].

Communicative competence is interpreted by scientists as the ability of a person to establish and maintain the necessary connections with other people. It involves a set of specific knowledge and skills that

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enable the communicative process to proceed effectively. Communicative competence is considered as the degree of mastery of certain norms of communication and behavior as a result of mastering socio-psychological standards, standards, stereotypes of behavior, mastering communication techniques. The works of many scholars justify the understanding of pedagogical communication as an important in-depth description of the pedagogical process, a variety of professional communication, as a result of which there is a socio-psychological interaction between teacher and student [1; 3; 6; 7; 8].

The close interdependence of communicative competence indicators can ensure complete communication between teacher and students, which is determined by value orientations based on the organization of effective pedagogical collaboration and determines students' ability to adequately comprehend and comprehend personal qualities and behaviors. Effective interpersonal relationships with them, creating a comfortable emotional microclimate in the community.

To determine the level of formation of communicative competence of future teachers, we conducted a series of studies. To this end, certain methods were selected and tested to identify individual components of students' communicative competence: type of communication, communicative character, communication style, readiness for communicative interaction with student and class (listeners).

The results of our study suggest that the majority of prospective teachers (mainly third-year students) show an average (59.6%) and elementary (29.8%) level of communicative competence. And only 10.6 percent of respondents rank high. In the

context of defining the pedagogical conditions for improving the communicative competence of the future teacher in the course "Solving pedagogical problems" we tested innovative technologies for the formation of individual components of the communicative competence of the teacher. Active socio-psychological education plays an important role in the formation of this phenomenon, thereby developing communicative knowledge, skills and abilities, as well as improving the professionally important personal qualities of the future teacher, influencing the pedagogical interaction.

The basis of a teacher's communicative competence is the effective mastery of communication techniques, which he has full rights in the following conditions: - "equal" interaction of partners (equality of important positions of participants or subject-subject relations), if discrimination against each other is not allowed; - trust in mutual openness of both parties; - Lack of a "dimensional" approach to assessing any aspects of the individuality of each; - mutual acceptance of each person as a unique and valuable person.

Teacher Communicative Competence, I.D. Beha provides access to You-Message and Me-Message techniques. Many of the messages a teacher sends to a student include the "you" pronoun: "You better put it off later," "You shouldn't do this," and so on. In this sense, "you" insults and humiliates the child. The "I-message" construct shows how your child's behavior makes you feel. For example, "I can't explain the noise to my dad," or "I don't like the lack of order in the classroom."

This design focuses on the emotions of the adult and does not blame the child. The self-report construction is more effective when

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the child exercises trust and respect for the teacher.

The scientist suggests a triangle of construction "I-message": - to describe the child's behavior without judgment: "Because you throw your things everywhere ..."; - an indication of how the child's behavior interferes with the adult: "... I have to put them down"; - a description of the emotions that adults experience at the same time: "... and I don't like to take that responsibility at all." When using the "I-message" construct, you should be prepared to: - focus on your own or someone else's experience, not the student's; - communicate with the student in a tone that shows attention and respect; - avoidance of accusations, criticisms, threats, etc .; - Listen carefully to what the student has to say about the problem. Thus, the "I-message" construction as a whole encompasses three specific moments of the situation: the student's behavior - the teacher's perception - the consequences of the student's behavior. Here are a few examples of "you-messages" that show the lack of professional competence that should not be allowed to increase the effectiveness of the learning process: - command, instruction, instruction, command. These messages tell the student that their feelings and needs are not important. For example: "I don't care what you're doing right now, start doing my job right away." These statements evoke in students feelings of resistance, irritability, resistance to the teacher's will; warning, warning, threat.

CONCLUSION

In students, these statements evoke a sense of fear. For example: "If you do, you will regret it!"; - teaching, persuasion, moralization. Such statements are based on the power of external authority, duty, obligation. Children may respond with

"need", "need", "need" with resistance and may not follow the teacher's instructions. For example: "You should behave properly" or "You should not think so"; - strike, rebuke, strike, "judgment." These messages degrade children's dignity, lowering the child's self-esteem. Thus, in order to organize an effective pedagogical cooperation, it is necessary to use the "I-message" construct more often and to avoid the "You-message" construct.

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