



THE SIGNIFICANCE OF COMMUNICATIVE COMPETENCE IN THE PROSPERITY OF PEDAGOGICAL SCIENCE

Rustamova Shokhista Sharifovna

*(PhD) senior teacher, Samarkand State
Institute of Foreign Languages*

Annotation: *In today's world, we have seen substantial progress in the realm of Education, especially in the instruction of foreign languages. The communicative language teaching method has become a crucial part of English teaching techniques and is still widely used by language teachers. Furthermore, scholars are actively researching and examining the subject of communicative language teaching.*

Key words: *competence, communicative competence, social competence, social and political awareness, communication skills.*

Introduction

The Council of Europe has outlined five key skills necessary for graduates to thrive in today's labor market in the modern Information Society. These skills include sociopolitical, informational, communicative, sociocultural, and lifelong learning readiness. While these competencies are interconnected, it is important to recognize their individual uniqueness and foundations. The interpretation of these skills at the Berne symposium aligns with the readiness and competence concepts in regional science, showcasing their depth and significance.

1. Being socially and politically competent involves making independent decisions while also being open to resolving challenges and accepting advice. This involves being psychologically prepared to respond to the surroundings, taking an active approach, and being able to quickly address personal, academic, productive, and social issues, as well as prevent them. Developing basic reflexive abilities, following specific activity patterns, and learning to simulate various problem-solving tasks during educational interactions are all necessary to achieve this.

2. Information competence. This skill includes the following structural tasks: The essence of this competence is a combination of a set of skills and the willingness and necessity to deal with contemporary information sources in the context of daily and professional activities.

Locate the required information from a range of sources, including modern multimedia tools; evaluate its degree of validity, novelty, and significance; process it according to the tasks and circumstances; archive and store it; and apply it to a range of problems.



3. Proficiency in communication. The current local and general European definitions of this skill incorporate the three elements of language, speech, and socio-culture. Effective communication is essential for job progression and professional success in almost every area. A person needs to be fluent in at least one additional language in addition to being able to express himself freely in his home tongue.

4. Cultural and sociocultural proficiency. As previously stated, this competency is regarded as a component of communicative competence; however, in recent research, it has emerged as a distinct concept, linking it to the ability and desire to live and interact in the contemporary multicultural world rather than communicative skills.

5. The ability to study for the rest of his life. Without systematic and continuous personal growth and development, a strong education today won't ensure future work success as the world's technology and informational landscape evolves and various sectors of human activity evolve. If specialists are not consistently improving their previously acquired knowledge and skills, evaluating circumstances with expertise, and keeping an eye on modifications to the legal documents that control their operations, the results of their job may be considered unprofessional. Furthermore, it makes the assumption that everyone should be psychologically prepared to alter their usual routine because of a wide range of potential objective and subjective circumstances.

Thus, the process of forming a competent (competent) specialist involves the creation of a set of basic competencies. As can be seen from the above sources, a characteristic feature of a modern specialist is its communicative competence. A.K.Markova wrote that professional competence is an activity in which communication is carried out with a sufficiently high level of experience. It is noted that the changed conditions require changes in organizational processes and impose new requirements on the interaction between the members of the organization and their external groups [1, p.56].

Some contend that the term "competence" describes a person's capacity for successful environmental communication. A crucial component of communication is interaction. In this context, communicative competence refers to the ability to communicate via language and particular information technologies, as well as knowledge, experience, forms of engagement, and information exchange between subjects of professional activity.



One of the prerequisites for personal orientation, according to psychology, is the ability to communicate effectively. Effective communication is made possible by a combination of knowledge, abilities, and skills that make up communicative competence.

From the point of view of the theory and methodology of professional education, communicative competence is interpreted as a component of a generalized assessment of professional ability. A number of researchers (L.G.Antropova, L.V.Smirnova) characterizes communicative competence as an integral representation of an individual. L.G.Anthropova also adds that it is a professionally significant quality consisting of communicative knowledge, skills and skills; communicative orientation, humanistic position, communicative creativity [2, p.12].

Discussions about professional communicative competence in a foreign language have led researchers (O.Yu.Iskandarova) lead to the conclusion that this is a complex of personal characteristics, striving for which creates the best conditions for stimulating the educational and cognitive process, since it provides optimal psychological interaction in the process of professional communication in a foreign language [3, p.16].

Keeping in mind that communicative competence is the final result of the educational process, L.A.Petrovskaya offers specific forms of training for the formation of this personality trait [5, p.24].

E.V.Rudensky sees communicative competence as a manifestation of the subjectivity of an individual in communication based on a technological description [6, p.75]. According to the author, communicative competence is knowledge of the norms and rules of communication, awareness of the technology of application [6, p.107].

Communicative competence consists in the ability to make a socio-psychological diagnosis associated with the prospect of how the communication situation in which it is necessary to communicate occurs; programming the communication process, based on the specificity of the communication situation; "getting used to" the environment of a communication situation; the implementation of socio-psychological management of communication processes in a communication situation [6, p.101].



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