

# THEORETICAL BASIS AND PRACTICAL IMPORTANCE OF FORMATION OF COMMUNICATIVE COMPETENCE OF THE INDIVIDUAL

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## ANNOTATION

This article discusses an individual's communicative competence and its theoretical foundations.

**Keywords:** competence, personal qualities, science, educational paradigm, learning process, theoretical knowledge, communicative, means of communication.

## INTRODUCTION

Today, the development of science, engineering and technology, the changing needs of society are changing the paradigm of education in the developed and developing countries of the world, and the educational process depends on the development of skills to apply knowledge gained from theoretical knowledge is changing. The concept of modern education is aimed at developing a person who has the ability to effectively understand himself in the future, including in his future professional career. In this regard, the problem of forming the communicative competencies of schoolchildren in the process of teaching Russian is of particular importance. Using language as a means of communication requires the speaker to know the social, situational, and contextual rules that the native speaker must consider. An analysis of the modern scientific literature allows us to speak of communicative competence as an interdisciplinary phenomenon, in the definition of which there is no clear standardization.

## MATERIAL AND METHODOLOGY

The concept of a person's communicative competence is important not only for theory but also for communication practice. Theoretically, too, in the technical plane, it develops an understanding of the communicative personality, revealing more fully the characteristics of working in a system of social interactions. At the practical level, both this category and its practical application are used to assess the performance of professional communicators, personnel management, organization of training systems for professionals, analysis of conflict and crisis situations, and many of the management tasks mentioned above. necessary. It cannot be said that the problem of human communicative competence has been neglected in modern communication science. On the contrary, more and more work has been dedicated to it in recent decades.

Communicative competence was considered by psychologists (G. M. Andreeva, Yu.N. Emelyanov, L.A. Petrovskaya), linguists (E.M. Batrikova, N.V. Dolgoplova, G.I. Bezrodnykh) and Methodists (G.K.). The term "communicative competence" emerged as "the development of N. Chomsky's idea of linguistic competence - limited grammatical rules that allow the creation of an unlimited number of correct sentences" (9, v ... 53). This idea turned out to be attractive for scholars working in the field of language testing, as linguistic competence could be accurately measured (tested) using existing measurement tools (tests). Since linguistic competence significantly limited the object of language testing in the context of communicative language teaching, the idea of expanding this 'constructive' emerged, which was called 'communicative competence' (L. Bachman). "Thus, L. Bachmann was the first to remove the term 'communicative competence' and define it as a demonstrated area of successful communicative activity based on verbal communication and strategy, supported by language skills and speech skills."

Among the scientists who have developed various aspects of this problem, we have Yu. N. Emelyanov, A. A. Bodalev, Yu. N. Zhukov, N. Yu. Khryashchev, II Seregin, FI Sharkov, MA Vasilik and his colleagues and others. However, so far many theoretical and practical problems in the field under consideration have not been adequately addressed. The most important of these are as follows. First, it is the task of firmly defining the concept of 'communicative competence of the individual', separating it from relevant concepts such as

communicative efficiency and communicative efficiency. Second, it is the task of determining the parameters of communicative competence. Third is the task of measuring and evaluating the communicative competencies of professionals in different areas of activity. The first two tasks belong to the subject area of communication theory. Let's turn to their solution. There are several approaches to understanding communicative competence in the scientific literature.

Hence, MA Vasilik describes it as follows: "Communicative competence is a certain level of formation of personal and professional experience of interaction with others that is necessary for a person to work successfully in the professional environment and society within their abilities and social position. " F.I. Sharkov understands communicative competence as "the ability to select a communicative code that provides adequate comprehension of information and targeted transmission in a given situation". Due to the following factors, both definitions cannot be considered satisfactory. First, they do not rely on the basic concepts of such a category of powers. At the same time, the adjective "communicative" in the phrase "communicative competence" is a predicate of the basic concept of "authority". In addition, the above definitions are based on incomplete ideas about the communicative person as a social subject performing communicative practice. The first of the definitions extends communicative practice to the whole area of an individual's social practice. As a result, without any controversy, the communicative competence of the individual is equated to a much broader category - social competence. The second definition, on the contrary, unreasonably narrows the understanding of the category under consideration, reducing it only to the ability to select contact codes.

## RESULTS

Communicative competence usually means the ability to establish and maintain the necessary connections with other people. Competence includes a set of knowledge, skills, and competencies that enable effective communication. This type of competence includes the ability to change the depth and scope of communication, to be understood and understood by communication partners. Communicative competence is the experience of developing and largely conscious communication between people that is formed in the context of direct interaction. The process of improving communicative competence is related to personality development. The means of regulating communicative movements are part of human culture, and their assimilation and enrichment takes place according to the same laws as the development and reproduction of the entire cultural heritage. In many ways, the acquisition of a communicative experience only occurs in the process of direct interaction. One also learns from literature, theater, and cinema about the nature of communicative situations, problems of interpersonal relationships, and how to solve them. In the process of mastering the communicative sphere, a person receives from the cultural environment the means of analyzing communicative situations in verbal and visual forms.

Communicative competence is directly related to the characteristics of a person's social roles. Communicative competence implies the flexibility and freedom of use of verbal and non-verbal means of communication and can be considered as a category that regulates the system of human relations to himself, the natural and social world. Thus, both individual-personal qualities and socio-cultural and historical experience contribute to the formation of authority in communication. One of the tasks of communicative competence is to assess the knowledge resources that provide adequate analysis and interpretation of these situations. To make a diagnosis at this price, there is now a large block of techniques based on the analysis of "free descriptions" of various communicative situations. Another way to study communicative competence is to observe and meaningfully analyze the data obtained in natural or specially organized game situations using technical means. Depending on the objectives of the study, the speed of speech, intonation, pauses, non-verbal techniques, facial expressions and pantomime, the organization of the communicative space can be taken into account. One of the diagnostic parameters may be the number of methods used, the other - the adequacy of their application. Of course, such a diagnostic system is very laborious and its quality implementation requires a lot of time and high skills of the observer. The difficulty in assessing communicative competence is that in the communication process, people are guided by a complex system of rules governing the interaction of actions. And if it is possible to analyze the interactions, then the rules that people fall into this situation are not always enforced.

## CONCLUSION

The changes and reforms taking place in the education system of our country, of course, require a competent approach to education. This requires the training, retraining and retraining of teachers who have thoroughly mastered their field in life and professional practice, have a thorough knowledge of modern knowledge and are able to apply it successfully. The competent approach is aimed at the formation of social, communicative, informational, professional and other personal qualities of teachers, not only to convey knowledge, skills and abilities from the teacher to students, but also to provide them with professional knowledge. also requires development and guaranteed mastery.

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