

IMPROVING THE MECHANISMS OF DEVELOPING SPEAKING COMPETENCE OF EDUCATORS

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ANNOTATION

This article discusses communicative competence, issues related to the development of professional competence of future teachers, a combination of three interconnected communication, interactive and perspective components in communication, teacher's professional communication competence, communicative self-improvement, training sessions of higher pedagogical education.

Keywords: communication competence, prospective teacher, communication, higher education.

Nowadays, developing the professional competence of future teachers is one of the most pressing issues. In this regard, the communicative competence of a future teacher in educational institutions of the Republic has established the regulatory basis for implementing effective mechanisms for communicating with his student team, parents, and colleagues. The formation of professional competence of teachers plays a unique role in the complex problems. (Matthew 24:14; 28:19, 20) Especially at the current stage of reforms related to the modernization of education, the problem of adapting to professional pedagogical work is becoming more pronounced. Future teachers, along with practical, psychological, methodological, research types, are enriched by the development of professional competence of the teacher. Professional competence diagnosis, communication, management and projective training groups should be included in the characteristics of professional development.

In many ways, the knowledge activities of a teacher are determined by the complexity, dynamics, nostalgia, the impact of boundaries that distinguish social events, their search, and uncertainty, which entails observation and the ability to model the inner world of the speaker. The Action Strategy of the President of the Republic of Uzbekistan for the further development of the Republic of Uzbekistan sets out priority tasks such as "Continuously improving the quality and quality of professional skills of pedagogical personnel"¹. This creates conditions for improving the quality of professional communication in social processes. Decree of the President of the Republic of Uzbekistan No. PF4947 of February 7, 2017 "On the Action Strategy for the Further Development of the Republic of Uzbekistan", For more information, please contact the Treasurer's Office by writing to the address noted above or by telephoning (718) 560 - 7500. Pf-4947 of February 7, 2017 on the Action Strategy for the Further Development of the Republic of Uzbekistan to ensure participation. This dissertation serves to a certain extent in the implementation of the tasks set out in resolutions "On 6 additional measures" and other regulatory and legal documents related to this issue.

METHODS

(Matthew 24:14; 28:19, 20) Today, the issues of the human world are being considered in pedagogy. A person's state of social life is changing, and the education of the growing generation is being re-evaluated, leading to a change in the relationship between subjects of these processes. Humanitarian aspects of the relationship between teachers and educators are based on I. Kant's formula for not forcing each person to achieve his or her goals and prevent himself from becoming a tool for others today. In organizing pedagogical communication, it is not only possible to come from pedagogical purposes and tasks, but it is actually only natural for them to be based on their work. The ability to act in such a situation of communication leads to the teacher always seeking communication with him by expressing his or her opinion, that is, only by expressing his or her "self". It is important to get ideas from "children," to communicate with children, not by expressing the "self"—so that the child is within the radius of pedagogical goals with his or her own interests and his or her world.

A three-way approach as a unit of three interconnected communication, interactive, and perspective components plays a special role in communication.—G.M.Andreeva, A.A.Bodalev, B.D.Parigin. At the same time, the communication aspect of communication is that students' interfaith organizational aspects of transmitting, interacting with one another, and the perspective aspect is that they understand each other and thus demonstrate the mutual understanding and emotional connection established on this basis.

The teacher's communication abilities are expressed in various concepts: "pedagogical skills", "qualification description", and professional professional-based requirements for the teacher in the concept of pedagogical education: "pedagogical skills", "qualifications", "personal professionalism", "professional readiness", "professional professional competence". Generally speaking, the above-mentioned pedagogical categories describing an event have special content and are used in different contexts.

There is a concept of "communicative nucleus" that is closely related to the concept of "communicative competence." The concept of "communicative nucleus" was used for the first time by A.A. Bodalev, a recently emerging and modern psychologist in scientific research. There is a basis for everyone to more successfully engage in communication that a person's communicative core is considered a psychological phenomenon. Such a foundation exists in any adult person, in the person of children, and the communication core can include personal characteristics and qualities. It is they who, on the other hand, the method and direction of communication, on the other hand, do not allow a teacher to exercise himself as a professional, ultimately causing him or her not to be satisfied with life at all. Recognizing the interaction of this general and professional communication competence, we have identified the following criteria for its manifestation: the first criterion is general communicative values.

We included in them the value of a person for a teacher, the value of the communication process, and the value of traditional forms of communication for a teacher; The second criterion is that the teacher's implementation of interpersonal communication has been defined as general communication skills. This is his ability to communicate with close relatives, colleagues at work, parents of students; The third criterion is the level at which a teacher incorporates general communication values into his or her professional ideal, because the level of development of these values plays a major role in both everyday and pedagogical communication. In addition,

they serve as the basis for a teacher's humanitarian, facilitatorial dialogue with children, on the basis of which he or she needs to change the methods of self-esteem and self-awareness and the changes of himself and the student's personality as a leading value of his or her work; The availability of professional communication skills in the teacher became the fourth criterion for assessing the level of communication competence because professional pedagogical communication has a number of characteristics that distinguish it from everyday communication.

DISCUSSION AND RESULTS

Competence that plays a role throughout life will be necessary in the implementation of educational tasks. These include:

- communicative kompetensiya;
- informatsion kompetensiya;
- solve problems;
- creation of a developmental environment.

Communicative competence requires full communication from the teacher. In any case, it prohibits positive contact with students and members of the team. From educational content, circumstances, and situations, the goal of any teacher is to create a "Development Environment" in the auditorium. I mean:

- motivation for students to work;
- to develop concepts and imagination and skills by using students independently, encouraging them to work.

Search for the necessary information, draft their activities and its implementation, understand the purpose of the work and take a responsible approach to the outcome;

- independent selection of subjects, objectives, tasks by students, forms and methods
- to teach students to work in groups on the project, to identify topics and problems, to distribute tasks, to plan, to discuss and evaluate the results of the debate.
- participation of students in discussions in different forms.
- to organize the regulation of their actions in students.
- to improve students' own results through the evaluation system, to evaluate their level and results, and to further improve them.

Communication competence. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared.

Pedagogy bilimlar:

- diagnostics;
- forecaster;
- loyihalash;
- konstruktivlik;
- kommunikativlik;
- tashkilotchilik;
- analysis.

Diagnostic science. Identifying the initial, secondary and final level of students in the system of knowledge, skills, experience and competence, identifying pedagogical situations in a student group, determining the student's level of public and educational well-being, and so on.

Prognostic knowledge of the teacher. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared.

Constructive knowledge of the teacher. Scientifically building, organizing educational processes, selecting and applying effective teaching and vocational education technologies, methods, forms, methods and tools, organizing and managing their educational activities, activating students' reading and creativity, and so on.

Communication of the teacher. To establish appropriate relationships with students, to find individual and unique approaches in their relationships, to organize a positive and spiritual environment during the course, to be able to control students' behavior, to be able to put themselves in the place of a dream student, to interest students in good deeds, and to find the best forms of pedagogical technology.

The ability of the teacher to organization. Students organize their academic activities, organize their own teaching and educational activities, organize professional activities in working with students, and so on.

Analytical knowledge of the teacher. Analyze the results of teaching and training students, analyze the causes of defects and achievements in the professional pedagogical hierarchy, and the experience of teachers. Analysis of the samrador methods, methods and sources of teaching used in teaching, and so on.

CONCLUSIONS AND SUGGESTIONS

The goal of communicative self-improvement is clear, but motivations may vary. Communicative self-improvement for a humanitarian teacher should take place not only in self-improvement but also as a key prerequisite for implementing effective interactions, which will help children develop, maintain their individuality and uniqueness. Therefore, practical training plays a major role in communication self-development. The mechanisms for developing the communication competence of future teachers prohibited the development of a methodological provision for organizing professional and pedagogical activities through a practical approach. It is desirable to build the training in three blocks, such as information, self-awareness and practicality. Such an understanding of the uniqueness of higher pedagogical education can be a source of search for the content of the traditional education system, requiring individuals of the cultural and educational system, the teacher, to constantly demonstrate their professional competence

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