



Communicative Competence And Professional Success Of A Modern Teacher

Turaev Muzaffar Farmonovich

Senior Lecturer, Karshi Branch, Tashkent University Of Information Technologies Named After Al-Khwarizmi, Karshi, Uzbekistan

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

ABSTRACT

The article discusses the problem of the teacher's communicative competence as a factor ensuring professional success. Various approaches to the study of communicative competence in domestic and foreign psychology are presented. The projections of communicative competence in the professional pedagogical space are shown.

KEYWORDS

Communicative competence, professional success, pedagogical activity, communication skills, individual communication style.

INTRODUCTION

The study of communicative competence initially lies in the psychology of communication and the development of the theory and practice of socio-psychological training, as well as practice-oriented technologies for improving communications.

Communicative competence can be considered as the ability to construct and creatively transform both a communication situation and one's own internal and external activity aimed at positive experimentation in an interactive space.

It is significant to realize possible difficulties in communication and barriers as incentives for rethinking and developing oneself as a partner of interaction, as well as meaningful and operational parameters of contact. Communicative competence is associated with psychological readiness to overcome obstacles that arise in the process of interaction. It is important here to what extent the subject is able to understand the nature of difficulties, to distinguish and personify them, to associate with the previously experienced in personal experience of communication. An indicator of communicative competence is also the ability to use internal resources to neutralize and compensate for the negative effects that arise during interaction.

The formation of competent communicative behavior involves, first of all, meanings, personal values, deep motives, sociogenic needs and reserves of knowledge, abilities and skills.

Effectiveness in communication assumes that the subject has the ability to analyze and give an adequate assessment of the communication situation; put forward the goal of interaction and design a system of optimal ways to achieve it, as well as regulate, control and transform the course of communicative activity. An important role is played by knowledge of the laws, principles and rules for building optimal interaction, as well as the ability to quickly and correctly navigate in various communication situations.

Competence in communication consists in the systemic mastery of cognitive, emotional and motor ways of realizing activity in communicative situations, which leads to an

optimal balance of positive and negative delayed effects.

MATERIALS AND METHODS

Substantively communicative competence can be presented as an integrative technical characteristic of a person that determines his potential as a successful subject of social interaction. Its structure includes motivational, cognitive, personality and behavioral components. The motivational component is formed by the need for positive contacts, the motives for the development of competence, the semantic attitudes "to be a successful" partner of interaction, as well as the values of communication and goals. The cognitive component includes social perception, imagination and thinking; socio-perceptual gestalts, cognitive style and individual level of cognitive complexity, and reflexive, evaluative, and analytical abilities. The cognitive component includes knowledge from the field of human relationships (gleaned from fiction, art, history, everyday experience) and special psychological knowledge. Meanings, the image of the other as a partner of interaction, socio-perceptual abilities, and personal characteristics that form the communicative potential of a person act as a personal component. At the behavioral level, this is an individual system of optimal models of interpersonal interaction, as well as subjective control of communicative behavior. Communicative competence is operationalized in successful constructive acts of interpersonal interaction; a sense of their own competence; the ability to flexibly and adequately dynamically transform the communication situation, one's own communicative activity and partner's behavior. One of the manifestations of communicative competence is the orientation

towards supporting the “I” of the interaction partner, his positive self-attitude.

In the professional activity of a teacher, the provision of psychological support to a student as a communication partner is an important component of pedagogical success in the classroom and outside it. However, today in the content of the psychological training of teachers in universities, there are practically no practice-oriented courses aimed at the formation and development of communicative competence. This creates an interesting situation. In modern psychology, there is a whole system of well-developed trainings for the development of human capabilities as a subject of communication. At the same time, the modern teacher is in the position of the discoverer of optimal models of interaction with the class. A change in the current situation, from our point of view, requires a revision of the very concept of teacher training and retraining.

Our analysis of pedagogical practice shows that teachers experience communication problems of the following nature: difficulties in creating a positive attitude towards interaction in the process of educational activities; insufficient level of formation of social and perceptual skills; lack of flexibility in situations of pedagogical communication; problems of self-control of communicative behavior; low level of conflict competence; difficulties in cognitive adjustment to the student's conceptual space.

The personal component of communicative competence is also distinguished, which includes a certain set of individual qualities: high motivation for successful communication, empathy, emotional stability, stability of self-esteem, positive self-concept,

congruence, flexibility, creativity, reflexivity, curiosity, initiative, high communicative control, etc. It is obvious that communicative competence, which is part of the structure of professional psychological competence, should not be formed spontaneously in order to avoid reducing it to an instrument of manipulation. Communication skills combine the ability to navigate in a communication situation, in the variety of interactions that arise here, as well as to navigate in interaction partners.

RESULT AND DISCUSSION

Our analysis has shown that in psychology, the learning process is considered as a communicative system, which includes the following components: goal, information design in accordance with pedagogical tasks, a teacher who is the coordinating and controlling object of the system, the student is a control object, the ability to overcome pedagogical communication, communicative situation.

In psychology, it has been proven that the mastering of a profession by a person is accompanied by changes in its structure. At different stages of professiogenesis, a person not only masters an activity, but indirectly changes his individuality; changes also concern mental processes and mental properties of the individual. These changes can be both constructive and destructive. The degree to which a teacher successfully forms an individual constructive style of activity determines in many ways the general level of his constructiveness. Flexibility, focus on development, openness to change play an important role. Stereotypes of professional behavior, patterns of professional thinking and relationships become self-sufficient and

make a person rigid in a changing social educational situation.

The teacher's individual communication style expresses the nature of the combination of requirements generated by the specifics of pedagogical activity and the individual possibilities of their fulfillment, the degree of harmony of the ratio of various types of competence at the level of the individual model of the psychological competence of the subject, as well as the nature and level of development of the system of subjective control mechanisms as a whole, and its individual types (conceptual, tactical, operational). The optimal individual style, from the point of view of achieving the essential success of pedagogical interaction, is an indicator of the tendency for the harmonious development of conceptual, tactical, operational subjective professional control of a teacher and can be regarded as a competent style. A certain part of teachers has a fragmentary development of professional psychological competence, and they need special programs for its further formation.

As an integral indicator of the level of psychological competence, as shown at the level of theoretical analysis, the individual style of communication can be used. This provision is also confirmed by the practice of attestation of teaching staff and the analysis of the teacher's professional activity. As a result of the study of self-assessment of an individual style using the methodology of S.A. Sheina found that 52% demonstrate a democratic style, 14% - an authoritarian one; 30% - conniving and 21% - conflict.

CONCLUSION

Communicative competence makes it possible to successfully position oneself as a subject of communication, producing positive relationships with others, effectively solving problems of professional interaction and providing an optimal communicative presentation of the essence of the translated meanings, values, technologies, the content of the subject of activity, constructive models of interaction with the world.

REFERENCES

1. Ismailova Z.K. Pedagogy. Textbook - Tashkent, Finance and Economics, 2008.
2. Ishmukhamedov R.Dj. et al. Innovative technologies in education. - Tashkent, Talent Fund, 2008.
3. Muqimov B.R. Improving the didactic competence of students on the basis of interactive teaching methods in the process of independent work (on the example of directions of vocational education). Author's abstract of the dissertation of the doctor of philosophy (PhD) on pedagogical sciences. - Tashkent, 2020. - 48 p.
4. Khimmataliev D.O. Integration of pedagogical and technical knowledge in the diagnosis of professional training. Monograph. - Tashkent, Uzbekistan, 2018. - 168 p.
5. Spencer S. Competence at work [Text]: S. Spencer, L. Spencer. - M.: HIPPO, 2005. - 384 p.
6. Wydett S. Competence Guide. [Text]: S. Widett, S. Halliford. - M.: "HIPPO", 2004. - 228 p.