

DEVELOPMENT OF COMMUNICATIVE COMPETENCE OF FUTURE TEACHERS IN THE PROCESS OF PEDAGOGICAL EDUCATION

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***Annotation.** The article focuses on the innovative methods of formation and development of communicative competence of students through various assignments in English classes.*

***Keywords:** communicative competence, problem-based learning, student-learning activities, communicative ability, intercultural communication.*

The main purpose of teaching English in modern education is to develop a student personality capable of using English as a medium of communication. I think the result of learning English will be achieved in the process of personal communication. The principle of communication is the basic principle of the teaching of English, in which speech skills are formed, that is, the competencies required to communicate in English within a particular subject. Communication competencies also include the development of communicative phenomena (ability to read and understand what is being read, ability to communicate, write short monologue messages, transmit information in writing), as well as general educational skills. to develop (work with textbooks, dictionaries, reference books, etc.). The communicative method is mainly for teaching speech. The prerequisite for communicative competence is to build motivation.

Practice shows that visual displays, discussions, student project activities, games, and especially role-playing in higher-level classes contribute to motivation. Students can easily express their views using vocabulary learned through visual aids. Nature based visual aids make it necessary to express their thoughts and to perceive verbal communication from friends. When explaining the material, I place new cards on the cards that contain the words and put the pictures next to them. Students read the words and guess what they mean from the picture. The development of communicative competence also helps with problem-based learning. According to I. Son, "the only way to create a deep emotional bond for a teenager is to put him in front of a problem that forces him to think and make his own conclusions." A challenging question will help students understand the purpose of the learning activity, which will influence their positive motivation.

Working in groups is the most effective form of organizing student-learning activities when solving research problems. In this case, interpersonal communication skills are improved. Working in a group provides the individual development of each student, the formation of interpersonal intelligence, which in turn means a high level of communication skills. It is clear that children have a different ability to learn English.

During the game, students develop skills, develop speaking skills, they learn to communicate, and memorize speech material. The use of different games in lessons, such as "snowball," remembering, thinking, speech development, "boasting competition", "Best student of the year" and more. Role-play also stimulates speech activity. Playing roles allows a teacher to emulate the real state of communication and is characterized primarily by the freedom and spontaneity of speech and the nonverbal behavior of the characters. The role-playing game contains a certain number of characters, as well as a problematic situation in which the game is played by the participants. During the game, each participant organizes their actions based on the actions of the partners and their communicative purpose. The outcome of the game should be a conflict resolution. In general, communicative competence involves the development of general education skills along with the development of communicative phenomena. The main purpose of a foreign language is to develop communicative competence, that is, the ability and willingness to engage in intercultural communication with native speakers. In addition, the development of communicative skills should ensure that students are introduced to the culture of the languages being studied, a better understanding of their country's cultures, and the involvement of students in intercultural communication. Here are some of the most effective ways to help students develop their communicative competence:

- Creating real opportunities for communication in each lesson; Conducting non-standard lessons;
- Creating and protecting projects using information and communication technologies, creating situations that imitate the language environment;
- A combination of independent work with teams to independently search for the necessary information by students;
- Ability to develop creativity;
- Work with different sources of information; Incorporating original material into lessons;
- Implementation of extracurricular activities as a step towards developing students' creative, communicative abilities in the subject.

Creative approaches of educators to the creation of educational programs and educational resources are important for the general development and professional

formation of students. The success of the educational process requires an individual approach to the preparation of educational materials provided by the pedagogue. In doing so, they take into account principles such as ideological, scientific, visual, systematic, consistent presentation of educational information, interdependence between educational information, appropriateness to the age characteristics of students, practical relevance, clear goal orientation, and conformity to aesthetic requirements in the effective formation of educational materials. ensures proper organization.

Thanks to this work, students are trying to transfer the beauty of English to situations such as communicating in their native language. Acquisition of these tools for the implementation of the specified communication functions using a foreign language, the ability to use basic types of speech activities (listening, reading, speaking and writing), knowledge of speech and non-speech behavior, marriages are necessary. When planning each lesson, it should be based on the basic methodological principle of teaching a foreign language – the principle of communicative communication that children participate in real-time communication.

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