

## CONTENT OF THE STRUCTURAL STRUCTURE OF COMMUNICATIVE COMPETENCE

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**Annotation.** This article describes the structural organization of communicative competence, pedagogical aspects of improving the professional speaking skills of students, explains the importance of developing professional speech. The article shows effective methods for improving the professional speech competence of students.

**Key words:** competence, language, professional, development, education, communicative, linguistic, development, spirituality, intellectual, science, structural component.

## СОДЕРЖАНИЕ СТРУКТУРНОЙ СТРУКТУРЫ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ

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**Аннотация.** В данной статье описывается структурная организация коммуникативной компетенции, педагогические аспекты совершенствования профессиональных речевых навыков студентов, объясняется важность развития профессиональной речи. В статье показаны эффективные методы совершенствования профессиональной речевой компетенции студентов.

**Ключевые слова:** компетентность, язык, профессионал, развитие, образование, коммуникативное, языковое, развитие, духовность, интеллектуальная, наука, структурный компонент.

It is necessary to educate an intellectually mature generation that meets the requirements of modern, advanced science, spirituality, sustainable development, and cares for the future of our republic. The main goal of teaching at all levels of education in the Republic of Uzbekistan is to form communicative competence in students so that they can operate in everyday, scientific and professional fields in a multicultural world.

When studying communicative competence as a component of the general

professional competence system of a specialist, it is noted that, as a part of this system, communicative competence necessarily implies a certain structural complexity and, in turn, considers its lower-level subsystems as its structural components. It should be said that it requires a system that includes, because any system

- 1) represents a whole set of interrelated elements;
- 2) creates unity with the environment;
- 3) usually, any studied system represents an element of a higher order system;
- 4) in turn, the elements of any researched system are usually studied as lower order systems"

Therefore, the task of defining and defining the structural components that make up the communicative competence of a person is high.

The analysis of scientific literature shows that researchers emphasize the complex structural organization of communicative competence. For example, scientist I.Ye. In the modern period of the development of language teaching methodology, Bobrisheva competence is understood as a competence that includes a number of competences such as language, linguistics/linguistics, speech and cognitive. Based on the experience of studying the communicative competence of foreign (R.T. Bell, O.T. Yokoyama, D. Hymes) and Russian researchers (Y.D. Apresyan, A.A. Yevgrafova, Yu.N. Karaulov), scientist N.S. Zubareva points to the presence of language and pragmatic competencies in the structure of communicative competence

- Communicative competence includes the following sub-structures:
  - - speech competence - all types of speech activity (speaking/speaking, listening comprehension, reading, writing) and the basics of oral and written speech culture, using language in areas and situations where communication is vitally important at this age acquisition of basic/basic skills and abilities;
  - - language competence - mastering the basics of the science of language, the basic skills and abilities of analyzing language phenomena and facts, forming and improving the ability of students to use words, their forms and syntactic structures in accordance with the standards of the literary language, the ability to use synonym resources of the Uzbek language;

- socio-cultural competence - acquisition of language units with the national-cultural component of meaning and speech etiquette", "understanding the language as a form of expression of national culture, the interaction of language and people's history, national-cultural specific features, speech mastering the standards of etiquette, the culture of inter-ethnic communication".

In this case, "communicative competence" ensures the normative and purposeful use of the language, the ability to communicate in social-daily life, social-cultural, educational-scientific, official-business spheres. , and "ensures the improvement of communication skills and abilities" in the above-mentioned areas, mastering the forms of speech communication in the educational and scientific field of activity; provides the development of skills and abilities to work with educational and scientific text, various sources of scientific and technical information, improving the skills of informational processing of the text."

However, the organization of state education standards and programs focused on (based on) science also affects (leaves its mark on) the nature/character of studying the phenomenon/phenomenon of communicative competence. This competence, which is formed by most of the subjects of the humanitarian cycle (Russian language, foreign language, history, law, etc.), finds its tone/voice in each of them.

Therefore, defining the communicative competence of a person as a set of skills and abilities that help to implement communication, achieve mutual understanding and effectively perform communication tasks in the field of verbal and non-verbal means of communication and the laws of interpersonal interaction. We think it is appropriate.

At the same time, the presence of communicative skills in a pedagogue is "the pedagogue's ability to communicate among people/in public, the ability to organize creative activities with students through a properly created and managed system, to organize and manage communication in a goal-oriented manner refers to "qualification". In addition, the pedagogue "chooses a calm, friendly, benevolent, interested tone that is in accordance with the person-centered model of education, the speech depends on the age of the students, the level of education, the level of complexity of the studied material, etc. to be able to use a horse; choosing the volume and strength of the voice according to the situation; use the necessary tone, take short breaks/pauses when necessary, observe logical accents

(pronounce important words with a special accent); follow facial expressions and hand gestures in accordance with the lesson; listen to the interlocutor without interrupting his speech; show attentive-friendly (benevolent) attitude to schoolchildren; politely manage the discussion that occurred in the lesson; to respond quickly and politely to the mistakes made by students in their oral points; must have mastered the skills of using language tools in accordance with literary language standards.

In general, the above-mentioned communicative skills represent generalized, enlarged groups of skills, and in turn, they are the ability of the pedagogue to quickly and correctly find his way in the changing (changing) conditions of communication. qualification; the ability to correctly plan and implement the communication system, including its very important link - speech influence; to be able to find communicative tools that correspond to the content of the communication, at the same time to the creative individuality of the pedagogue, to the situation of communication, and to the individual characteristics of the student;

the ability to always feel a two-way response relationship in communication;

to freely take over (manage) an unexpected, unprepared communicative situation, to acquire the ability for pedagogical improvisation in communication - the ability to quickly and correctly assess the situation and the actions of students, immediate, fair and logical reasoning the ability to make these decisions without conducting, to introduce (implement) these decisions with children naturally to the changes of the situation, to reform their own activities, the ability of the pedagogue to express his feelings and thoughts clearly and emotionally , to externalize one's inner feelings/emotions as necessary in the given situation: anger, joy, etc. (natural and "pedagogically appropriate" emotions, experiences) includes transformational skills.

Therefore, understanding communicative competence as a sum/complex of communicative skills requires not only listing such skills, but also their systematization in a certain way, and this allows to determine their place and importance in the structure of communicative and general professional competence. In our opinion, such structuring of communicative skills allows to emphasize the nature of activity (activity-based nature) of the pedagogue's professional competence

and its dependence on the formation of communicative skills, more precisely - communicative competence realized through a set of communicative skills .

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