



**METHODOLOGY OF ORGANIZING AND CONDUCTING
EXPERIMENTAL WORKS TO DETERMINE THE DEVELOPMENT OF
COMMUNICATIVE COMPETENCE OF THE STUDENTS OF THE
PEDAGOGICAL COLLEGE**

Azizov Obid Ergashjanovich

JizPI, Doctoral Student of the "Professional Education" Department

Annotation

The article describes the stages of experiment-testing, the results of the work carried out on the formation of the communicative competence of the students of the pedagogical college, and the methods of using the given conclusions and recommendations.

Keywords: competence, competence, communicative competence, communicative speech activity, methodological approach, innovative methods and training, cognitive, active, creative.

INTRODUCTION

The concept of competence and competence is characterized by its versatility and systematicity. The competence of future specialists studying at the Pedagogical College is reflected in the following:

- Knowing knowledge, skills, qualifications, methods and tools related to raising children;
- They can use pedagogical knowledge and skills effectively;
- Have a valuable direction in relation to inclinations and relations;
- Being able to apply knowledge and experience based on educational goals;
- Regularly expanding the range of questions and assignments given to students;
- Such as having a level of creative thinking that serves to provide solutions to problems.

A number of pedagogues understand the concept of competence as its components: knowledge, tasks, situations that ensure the level of preparation of the future educator [1].

Competence means the level of readiness of the future educator for professional activity.





METHODS AND RESEARCH

Based on the mentioned points, we can see that our eminent professors-scientists working in our country have given a number of definitions to the concepts of competence and competence in their research.

Among our scientists, who have made a great contribution to the development of the theory and methodology of vocational education, N.A Muslimov's definition, competence is defined as the acquisition of knowledge, skills and abilities necessary for the student to carry out professional activities of personal and social importance and their application in professional activities, "competence means ability", but the term competence expresses knowledge, skills, skills and abilities. showed that it also serves [2].

M.M. Kholmukhamedov, one of our pedagogues working at the Institute of Pedagogical Innovations, Management of Vocational Education and Retraining of Pedagogical Personnel, in his article entitled "Current issues of introduction of competence approach in professional education" "Competence" is "in the process of knowledge manipulation in order to create new value" is an indicator of achievement of dividend". Competence is the main criterion that determines the success of a particular specialist in his professional activity." From this point of view, in accordance with international experience, we recommend classifying competencies in professional education into 4 categories: general cultural, personal, general professional and professional competencies [3].

Along with the competences presented in the students of the Pedagogical College, i.e. future specialists, it is also considered relevant to form the following aspects of communicative competence:

- The concept of communicative speech activity;
- Types of communication and speech activity;
- Necessary conditions for the manifestation of communicative-speech activity;
- Causes of communicative and speech inactivity;
- What task does the student need to be a communication leader?;
- Speech techniques used by the student to achieve various communicative goals;
- Professional and personal qualities;

As can be seen from the above, the basis of communicative competence is speech and speech activity.

Based on this, the experimental work, where we studied and analyzed the aspects that should be paid attention to in the development of speech activity of the students of the pedagogical college, and based on the results of which we made conclusions and suggestions, also serves to expand the information.





Experimental work was carried out in pedagogical colleges of our republic during 2019-2022, and the following main tasks were set as a result of the research:

- development of communicative competence of students of pedagogical college.
- To help the students of the pedagogical college to understand the individual characteristics of their communicative competence;
- To help increase the skill of development of communicative competence;
- To study the theoretical methodological approach to the formation and development of communicative competence of the students of the pedagogical college and to analyze the psychological-pedagogical literature;
- To study the state of development of communicative competence of students of pedagogical college;
- Use of innovative methods and training to improve the communicative competence of the students of the pedagogical college;
- Identifying the problems faced by future educators in the application of innovative methods and training.
- Development of an innovative approach program for the development of communicative competence of students of the pedagogical college.
- Development of the content and methodology of development of communicative competence of the students of the pedagogical college based on the use of innovative methods and trainings in the educational process.
- To determine the possibilities of using innovative methods and training in the development of communicative competence of the students of the pedagogical college.
- Organizing and conducting experimental tests on the development of communicative competence of students of the pedagogical college based on innovative methods and training.

As a result of observation and analysis of activities of educators of preschool educational institutions, it became known that there are several qualities based on communicative competence that are important for educators, but educators do not develop all comprehensive qualities of communicative competence in the conditions of innovative educational environment with students. According to the program developed taking these aspects into account, methodical and training exercises were conducted for the future teachers of pre-school education organizations of three pedagogic colleges. "Dispute", "Pedagogical coaching" methods, "Communicative and organizational tendencies" methodology, "Diagnostics of communicative social competence", "Diagnostics of the level of empathic abilities" methodology, "Mirror", "Convincing others", "Vocabulary enrichment" and " Exercises such as "Who is this teacher" were effectively used. In this, the main goal was to effectively deliver through





the steps of improving communicative competence, the existing educational-methodological complex, educational-methodical support and methodological manual created on the basis of the program. Pedagogical colleges up to school The innovative master training curriculum for the development of communicative competence of future teachers of educational organizations is designed for the academic year.

The main focus is on formation of communicative competence and self-development abilities, understanding of individual characteristics of one's communicative competence, development of personal strategy for formation and development of communicative competence, reduction of feelings of fear and anxiety. In order to achieve this goal, innovative technologies, teaching methods and practical tasks that develop communicative competence, based lectures and practical exercises have been developed. In order to provide methodical assistance to future educators of preschool educational organizations of pedagogical colleges, the curriculum "Methods and master-training on the development of communicative competence of future educators through methods and training", "Organization and conducting of trainings that develop communicative competence of future educators", "Innovative educational methods" training manuals were developed. Teaching consists of teaching based on innovative methods and training in a group called an experimental group.

Step I:

Determining the communicative competence of future teachers of preschool educational organizations in pedagogical colleges
diagnosis, testing

Identify ways to develop communicative competence

Step II:

- Mechanisms of development of communicative competence of future teachers of pre-school educational organizations in pedagogical colleges.
- Through innovative methods and training

Ways to learn research experience:

- Interview with future teachers of pedagogical colleges;
- Questionnaire from participants;
- Experiential learning.

Ways to study the educational stage:

- Experiential training, observation, survey;
- Elementary analysis of the questionnaire and test and statistical processing of the results was carried out;





- Studying teachers' opinions.

In the third stage of the research, the results of experimental work on the development of communicative competence based on innovative methods and training were studied and analyzed. At the beginning and at the end of the innovative methods and trainings, the level of communicative competence of future teachers in pedagogical colleges is evaluated based on the criteria established by the developed tests, questions and practical assignments. The results of input and output tests were comparatively analyzed. The main goal of this stage was to quantitatively analyze the quality of the conducted experiments and draw a conclusion on quality indicators. In the process of experimental work, the criteria for determining the level of communicative competence of future teachers in pedagogical colleges were formed. On the basis of these criteria, the assessment of the efficiency of the process aimed at developing communicative competence in future teachers based on innovative methods and training on several levels was found to be qualitatively correct, and the indicators of the levels of competence were evaluated by "high", "medium", "low" levels. Based on the characteristics of communicative competence, the communicative competence of future educators in pedagogical colleges was evaluated based on the criteria of orientation to cognitive, active and creative activities. Organizational-pedagogical conditions aimed at increasing the communicative competence of future educators through innovative methods and training in pedagogical colleges created during the research and the stages of improving communicative competence, the effect of innovative methods and training on increasing the competence of future educators were determined depending on the results of the training conducted in the control and experimental groups and the positive grades. The quality and quantitative indicators of the quality and quantitative indicators of the questionnaire and the results of experimental training received from future teachers of pre-school educational institutions were analyzed quantitatively.

CONCLUSION

Organizational-pedagogical conditions and innovative methods and training aimed at developing the communicative competence of future teachers of preschool educational organizations in pedagogical colleges: "Dispute", "Pedagogical coaching" methods, "Communicative and organizational tendencies" methodology, "Diagnostics of communicative social competence", "Diagnostics of the level of empathic abilities" methodology, "Mirror", "Persuading others", "Vocabulary enrichment" and "Who is the teacher" exercises were determined based on the effect of the exercises on the development of the communicative competence of future teachers of preschool





education organizations in pedagogical colleges, the results of the exercises conducted in the experimental groups, and the positive evaluations.

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