STRUCTURAL ORGANIZATION OF COMMUNICATIVE COMPETENCE

Khurshida Nuritdinova Norpulatovna
Teacher at the Termez State Pedagogical Institute

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.

Keywords: competence, language, professional, development, education, communicative, linguistic, development, spirituality, intellectual, science, structural component.

Introduction
It is necessary to educate an intellectually mature generation that meets the requirements of modern, advanced science, spirituality, sustainable development, and cares about the future of our republic. The main goal of teaching at all levels of education in the Republic of Uzbekistan is to develop students' communicative competence so that they can act in everyday, scientific and professional fields in a multicultural world[1].

When studying communicative competence as a component of the general professional competence system of a specialist, it is noted that as part of this system, communicative competence necessarily implies a certain structural complexity and, in turn, considers it as its lower subsystems. structural components. It should be said that this requires a system that includes itself, because any system[15].
1) Is a set of interrelated elements;
2) Creates unity with the environment;
3) Usually any system under study is an element of a higher order system;
4) In turn, the elements of any system under study are usually studied as lower-order systems

Analysis and Results
Therefore, the task of identifying and defining the structural components that make up the communicative competence of a person is high[2].
Analysis of scientific literature shows that researchers emphasize the complex structural organization of communicative competence. For example, scientist I.E. In

the modern period of development of language teaching methodology, Bobrishev's competence is understood as a competence that includes a number of competencies, such as language, linguistic, 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 (Yu.D. Apresyan, A.A. Evgrafova, Yu.N. Karaulov), the scientist N. FROM. Zubareva points to the presence of linguistic and pragmatic competences in the structure of communicative competence [3].

Communicative competence includes the following substructures:

- speech competence - all types of speech activity (speaking, listening, reading, writing) and the basics of the culture of oral and written speech, the use of language in areas and situations where communication is vital at this age, the acquisition of basic / basic skills and abilities[16];

- language competence - mastering the basics of the science of language, the basic skills and abilities of analyzing linguistic phenomena and facts, the formation and improvement of students' ability to use words, their forms and syntactic structures in accordance with the standards of the literary language, the possibility of using synonymous resources of the Uzbek language;

- sociocultural competence - mastery of language units with a national-cultural component of meaning and speech etiquette", "understanding of the language as a form of expression of national culture, the relationship between the language and the history of the people, national and cultural characteristics, norms of speech etiquette, culture of interethnic communication"[4].

At the same time, "communicative competence" ensures the normative and purposeful use of the language, the ability to communicate in social, social, cultural, educational, scientific, service and business areas, "provides the improvement of communication skills". and skills" in the above 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 information processing of the text[17].

However, the organization of state educational standards and programs oriented (on the basis of) science also affects (leaves its mark) on the nature/character of studying the phenomenon/phenomenon of communicative competence. This competence, 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[5].

For example, communicative competence in teaching foreign languages involves the acquisition by graduates of speech, language (linguistic), sociocultural, compensatory

and educational competencies. Speaking as elements of communicative competence, speech, language (linguistic) and socio-cultural competences in the general sense are the same qualifications, skills and abilities as in teaching the Uzbek language, but also among students, which also involves the development of familiarization with the culture of the country / country studied foreign language[18].

In legal education, communicative competence is considered as an element of legal competence and includes the ability to constructively interact and resolve conflicts, negotiate, negotiate, negotiate, justify and prove one's point of view.

Social and communicative competence in teaching history - positive communication skills and attitudes based on knowledge of the historical roots and traditions of various national communities and social groups in a multicultural, multiethnic and polyconfessional society; the ability to consciously build one's behavior in non-standard social situations is highlighted[6].

So, it can be noted that communicative competence is a phenomenon with a complex structural organization and includes speech, language (linguistic) and sociocultural competences as its substructures. In this case, it is easy to compare (compare, compare) specific types of competencies within the framework of communicative competence with the two sides of communicative competence that we indicated above: speech and language competencies describe the linguistic side of the communicative competence itself, and socio-cultural competence describes the communicative competence of a person, it must be emphasized that it is compared with behavioral questions.

At the same time, defining the structural organization of this or that phenomenon, concept, and in our case - communicative competence, highlighting the components that allow you to directly observe the existence of this competence with a sufficient level of specificity in its structure, which allows you to make judgments about its formation. It should be emphasized that that it needs to be shown. Such components are communicative skills that form a practical block in the structure of communicative competence [7].

In the clearest/concrete understanding, these requirements are expressed in a set/set of skills that a graduate must update in order to solve problems that arise in real/actual situations. Thus, it is possible to represent and understand each type of competence in a set of certain/specific skills that allow not only to fix, but also to assess the presence and level of development of competence.

Many are considered supporters of this view of competence. In particular, V.S., Lednev, N.D. Nikandrov, M.V. Scientists such as Riyakov emphasize that it is possible to assess the level of the presence of a particular competence by evaluating the level

of formation of certain skills: "... It is possible to observe, fix and evaluate only your skills." On the other hand, reflecting on the essence of communicative competence, the scientist V. V. Sokolova points out that in the structure of communicative competence it is a practical block, that is, only communicative skills can actually be observed [8].

This is the qualification that can be actually observed, and according to the level of its formation, one can come to an opinion and judge the extent to which a person's properties and abilities are developed, how wide the range of his knowledge is, how rich is the experience of interpersonal interaction.

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

Researchers generally agree that communicative competence can be viewed as a set of communication skills and abilities that allow communication to be carried out effortlessly and effectively in terms of achieving goals, however, the set of these skills is very wide and argue that this can include various skills[9].

For example, when studying communicative competence as one of the components of a person's professional and professional competence, the scientist S.A. Druzhilov in its structure: "clearly and intelligibly explain thoughts, convince, substantiate and construct evidence, analyze and express thoughts, convey rational and emotional information, establish interpersonal relationships, the actions of one's work emphasize the presence of such communication skills as coordination with the actions of colleagues, choice optimal communication style in various business situations, the ability to organize and continue the dialogue.

At the same time, the presence of communicative skills in a teacher is "the ability of a teacher to communicate between people / in public, the ability to organize creative activities with students through a properly created and managed system, to organize and manage communication in an -oriented way" refers to "qualification".

In addition, the teacher "chooses a calm, friendly, benevolent, interested tone, which corresponds to a student-centered learning model, speech depends on the age of the students, the level of education, the level of complexity of the studied material, etc., in order to be able to use a horse; the choice of volume and strength of voice according to the situation; use the right tone, take short breaks/pauses when necessary, observe logical accents (say 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 an attentively friendly (benevolent) attitude towards

schoolchildren; politely lead the discussion that took place in the lesson; respond quickly and politely to mistakes made by students in oral speech; must master the skills of using language means in accordance with the standards of the literary language[10].

In general, the above-mentioned communication skills are generalized, enlarged groups of skills and, in turn, are the ability of a teacher to quickly and correctly navigate in changing (changing) conditions of communication, qualifications; the ability to properly plan and implement a communication system, including its very important link - speech influence; be able to find communicative means that correspond to the content of communication, at the same time both the creative individuality of the teacher, and the situation of communication, and the individual ability to always feel a two-way response in communication;

the ability to always feel a two-way response in communication[11];

freely take on (manage) an unexpected, unprepared communicative situation, acquire the ability for pedagogical improvisation in communication - the ability to quickly and correctly assess the situation and actions of students, immediate and logical reasoning of decisions, the ability to make these decisions without carrying out, to bring (implement) these decisions with it is natural for children to change the situation, to reform their activities, the ability of the teacher to clearly and emotionally express their feelings and thoughts, to exteriorize their inner experiences / emotions as necessary in this situation: anger, joy, etc. (natural and "pedagogically appropriate" emotions, experiences) includes transformational skills.

Therefore, the understanding of communicative competence as a sum / complex of communicative skills requires not only the enumeration of such skills, but also their certain systematization, which makes it possible to determine their place and significance in the structure of communicative and general professional competence[12].

In our opinion, such structuring of communicative skills makes it possible to emphasize the activity nature (activity nature) of the teacher's professional competence and its dependence on the formation of communicative skills, more precisely, communicative competence, realized through a set of communicative skills[13].

Conclusion/Recommendations
At the same time, we consider it important and necessary to coordinate the entire set of communicative skills that make up communicative competence with the two sides we have indicated above - speech, language and communicative behavior.

At the same time, communication as a creative process requires the teacher to constantly work on himself, self-renewal and self-improvement of the teacher's personality, and this, in turn, leads to the teacher's awareness of his own to the level of satisfaction of him and other participants in the educational process. Reflection allows the teacher to achieve the desired and socially acceptable results in education and training by building interpersonal interaction, taking into account the personal, motivational and other characteristics of students, their emotional sphere, peculiarities of thinking and other aspects [14].

Thus, the ability to easily communicate and reflect, such as empathy/kindness, can be included in a complex of professionally important communicative properties of a teacher, which allows you to think about the professional and communicative competence of a teacher, make judgments and form a personal block in its structure.

REFERENCES

1. Gutnik E. P., Sheremetyeva E. V. Modern theoretical ideas about communicative competencies // Young scientist. 2016. No. 27.
2. Adolf, V.A. Mutahassisning malakasini oshirishning ўkuv jarayonini competensiyaga asoslangan yondashuv asocida loyihalash. // V.A. Adolf, I.Yu.Stepanova
3. Atutov, P.R. Pedagogy universitylari talabalari uchun darslik / Ed. V.D. Simonenko. - M .: Ventana-Graf, 2006
4. Samarovna, X. D. (2020). RAQAMLI IQTISODIYOT SHAROITIDA TURIZM INDUSTRIYASINING TARAQIY RIVOJLANISHIDA TURISTIK MAHSULOTLAR TAKLIFINI MAVSUMIYLASHTIRILISHI UCHUN USLUBIY YONDASHUVLARNING SHAKLLANISHI. Иқтисодиётда инновация, (SPECIAL 2).
5. Пулатова, С. Ю., & Хамзаева, Д. С. (2019). ТУРИЗМ В СИСТЕМЕ МЕЖДУНАРОДНОЙ ТОРГОВЛИ. Интернаука, (5-1), 21-22.
6. Khamzaeva, D. S. ASSESSMENT OF THE SEASONAL FACTOR IN REGIONAL TOURISM AND THE WAYS OF ITS USE. Happy New Year 2021..., 25.
7. Dilfuza Shabbazova. (2022). MODEL OF PERSONAL VALUE FOR PRIMARY SCHOOL LITERACY LESSONS. European Scholar Journal, 3(5), 80-83.
8. Shabbazova, D. (2022). CONTENT OF FACTORS DETERMINING THE EFFICIENCY OF PRIMARY SCHOOL STUDENTS. Web of Scientist: International Scientific Research Journal, 3(5), 630-636.

9. Ruzikulovna, S. D. (2021). The Role Of The Family In The Formation Of Personal Value In Teachers And Students In Primary School. European Journal of Research Development and Sustainability, 2(10), 52-54.

10. Ruzikulovna, S. D. (2021). Primary Education Teacher And Student Teaching Activities And System Of Personal Values. European Scholar Journal, 2 (7), 32-33.

11. Davlatovna, N. R. (2021). Methods of Forming Beautiful Writing Skills in Primary School Students. International Journal of Development and Public Policy, 1(7), 181-183.

12. Norqobilova, R. D., & Xoliyeva, S. (2022). Eastern Scientists Views on Speech. Web of Sciencentific Research Journal. ISSN, 2776-0979.

13. Norqobilova, R., & Irohimova, S. (2022). Pedagogical and psychological Factors of using the heritage of Asian thinkers in the formation of ecological thinking in primary school science classes. European Journal of Humanities and Educational Advancements. https://www. scholarzest. com, 3(06), 2660-5589.

14. Norqobilova, R. D., & Nazarova, P. Pedagogical Possibilities of education of young generation at Abu Rayhan Beruni teaching. Web of Sciencentific Research Journal. ISSN, 2776-0979.

15. Norqobilova, R., & To'Rayeva, M. (2022). Importance of talent in child development. Web of Scientist: International Scientific Research Journal, 3(7), 56-61.

16. Шаббазова Дилфуза Рузикуловна (2020). Особенности развития творческой деятельности учащихся начальных классов. Вестник науки и образования, (10-2 (88)), 88-91.

17. Салохитдинова, Н. М., & Эрданаев, Р. Х. (2021). РАҚАМЛИ ДУНЁ ШАРОИТИДА ТАЪЛИМГА ИННОВАЦИОН ЁНДАШУВНИНГ ПЕДАГОГИК АСОСЛАРИ. Academic research in educational sciences, 2(NUU Conference 1), 271-274.

18. Салохитдинова, Н. (2021). Development prospects of primary education integration (on the example of exact and natural sciences). Общество и инновации, 2(7/S), 221-225.