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**EFFECTIVE DEVELOPMENT OF COMMUNICATIVE COMPETENCIES OF
FUTURE SPECIALISTS**

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Annotation

In this article, the author reflects on the development of the communicative competence of future specialists, the work being done to study the role of communicative competence in the professional activities of future specialists, and the problems encountered in this process.

Keywords: communicative, competence, education, competence, expert, modern approaches, pedagogical activity.

Introduction

Today, at all stages of the historical development of society, high demands are placed on highly qualified specialists. Currently, the training of a specialist for any field of production should provide the most favorable conditions for his high qualification, mobility, and development of his personality. The competence of the specialist is becoming more and more important due to the increasing complexity. This is explained by the expansion of social experience, the emergence of new and very diverse forms of information presentation and processing, and the ever-increasing demands of society on specialists.



In the conditions of modern globalization, our country, like many other countries, is experiencing huge changes that affect all spheres of life, promote new values, and change priorities.

Analyzing that the development of communicative competencies of future specialists in the higher education system is a pedagogical problem, it is necessary to determine the priority directions of the systematic reform of the education system in the Republic of Uzbekistan, the quality of the process of training highly qualified personnel with modern knowledge and high moral and ethical qualities, independent thinkers and communicative competences. It can be recognized that the adoption of the Decree of the President of the Republic of Uzbekistan based on Decree No. PF-60 of January 28, 2022 "On the Development Strategy of Uzbekistan for 2022-2026"[2] is aimed at eliminating these problems.

This decree, based on the proposals of the personnel orderers, to increase the admission parameters in 2022, to introduce the procedure for independent determination of admission parameters by higher education institutions based on a fee contract, to increase the admission rate to at least 250 thousand in 2026, to give academic and financial independence to state higher education institutions. including establishing the practice of independent determination of wages, the number of employees, the number of payment contracts, and the form of education by them, as well as clearly defining the relevant rights and powers of state higher education institutions issues are given great importance. This is the basis for the development of professional competencies of future specialists.

Analysis of literature on the topic

are considered to be an urgent issue today. Therefore, the Law "On Education" reflects the system of training highly qualified specialists who think independently. [1]. At the same time, decrees No. PF-5847 dated October 8, 2019 "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030" [3], No. 606 of the Cabinet of Ministers of the Republic of Uzbekistan dated July 19, 2019 "Highly qualified scientific and scientific pedagogue We believe that this article serves to a certain extent in the implementation of the tasks defined in other regulatory legal documents related to the activity of the decision on improving the system of target training of personnel" [4].



According to A.R. Khojaboev, an approach from the perspective of competence is a way to achieve a new quality of education. Of course, such a view did not appear by chance, the scientist said, here we are talking about a new unit of measuring human enlightenment, because today knowledge, skills, and qualifications do not allow us to fully measure the level of education quality, to determine it [13].

T.V. Shtykova considers the basic concept of "communicative competence" as the integrative integrity of the experience of communicative activity, which includes professionally important communicative-personal, didactic, and gnostic knowledge, skills, as well as professionally important qualities of the pedagogue and ensures the effectiveness of his communicative activity. [15]. M. Stefanova puts forward the opinion that the priority of communicative competence of learners should be determined in education, she says that "the growing generation should be literate and independent from the communicative and human aspect both in their education and in their lives" [14].

In the research of M. Gulyamova, it is clear that today the competence approach is widely applied to the teaching process of all subjects, and it is clear that it is not enough to give students knowledge, skills, and qualifications in science, but it is necessary to form the competence of practical application of the acquired knowledge, skills, and qualifications in various situations. became Therefore, education based on the competence approach is education aimed at developing the ability to apply the acquired knowledge, skills, and abilities in their personal, professional, and social activities, to enable students to think independently, to have an active citizenship position, initiative, to be able to use information and communication technologies wisely in their activities, implies the formation of conscious career choice, healthy competition, and general cultural skills [10].

N. Muslimov said that education focused on personality includes the organization and implementation of joint educational activities of teachers and students. The joint educational activity is not immediately and permanently given in a finished form, and its content is not limited only to the content of acquired knowledge, which means expanding the boundaries of personality formation.



It is a combination of transferring knowledge and experience with their generation, production, and modification. During the implementation of education directed at the student's personality, it is necessary to pay special attention to its content, tools, and how different methods are structured, because they allow the student to demonstrate the ability to choose educational material, its types and forms in the process of education [9].

Research Methodology

In this work, the content, purpose, and tasks of developing communicative competencies of future specialists in the higher education system were studied.

This is the theoretical and methodological basis of the article, literature, and scientific articles on the development of communicative competence in future specialists, research conducted by pedagogues, psychologists, and sociologists on this topic, and written and oral opinions of scientists and representatives of the field were observed.

Analysis and Results

At the end of the third millennium, a change in worldview occurred with the revolution in the field of communication and information. Mass computerization, the introduction, and the development of the latest information technologies have led to an impressive change in the fields of education, business, industrial production, scientific research, and social life. The development and implementation of production and software accelerated the collection, processing, and transfer of information, which made it possible to radically expand the possibilities of using information. Today, foreign experiences play a special role in the development of communicative competencies of future specialists in the higher education system.

The development of communicative competencies of future specialists in the higher education system is carried out based on several principles:

1. The principle of communicativeness. Familiarizing a person with the spiritual values of other cultures through personal communication.



2. The principle of interactivity. Presupposes the existence of real cooperation, where the main focus is on the development of communication skills and teamwork.

3. The principle of authenticity. Its essence is to create real situations in the educational process that stimulate the learning of the material and contribute to adequate behavior.

The development of communicative competencies of future specialists in the higher education system includes the acquisition of skills and competencies in the process of communication in specific communication conditions. Modern didactics fulfill the tasks of state policy in the field of higher professional education and actively develop a competency-based approach. Also, attention is paid to the creation of didactic conditions in which the participant in the educational process can show not only his intellectual and cognitive activity but also his personality.

Today's developing educational system requires studying the communicative competence of students in all aspects. In modern pedagogy, the concept of communicative competence is thoroughly studied based on different approaches.

Rapid changes in modern society determine the importance of elements of the student's communicative competence, such as the ability to identify, search, exchange, and transfer information through various channels. For a university graduate, the ability to effectively collaborate in the professional field, and meaningful use of communication methods is very important. The most important components of the communicative competence of students of higher educational institutions should include a set of interrelated knowledge, skills, and methods of activity that allow for establishing and maintaining the necessary relationships with other people, achieving mutual understanding, and determining the situation.

Effective development and successful development of the communicative competence of students in the higher education system requires the implementation of these components in the interaction of universities. Also, it determines the priorities in the selection and application of various methods, forms, and tools, pedagogical techniques in the educational process, and made it possible to determine the system of pedagogical conditions.



As a basis for studying the level of development of the student's communicative competence, the teacher should use the concept of didactic potential as a set of tools, methods, and forms, an inseparable unit.

Didactics and pedagogical knowledge are focused on as one of the main aspects of the problems of the higher education system. The solution to this requires learning the essence of learning, i.e. laws, principles, approaches, and a system of methods and tools for the implementation of tasks. The study of communicative competence, and understanding their didactic potential, allows the pedagogue to see the factors that determine the results in the process of education. In addition, it allows one to choose effective methods and forms in the process of formation, development, and evaluation of skills and their correct application.

In the modern system of higher education, the didactic principle becomes the development and regulator of the system of communicative competence. In this regard, it is necessary to put the concept of "didactic potential" into practice, to consider it as a concept that adequately ensures the effectiveness of achieving the intended goals in the educational process, and to define it as a general set of methods, tools, and forms, taking into account its content, laws, and principles[11].

The purpose of didactics, its principles, and individual components of the methodology is to provide educational tools and forms together for practice at the level of pedagogical technology. In this case, it is very useful for us to determine the didactic possibilities in studying the communicative competence of students. Higher education allows us to further increase the quality of training of specialists, using the methods and forms in the process of realizing the purpose of our research, to give a qualitative assessment of the level of training of specialists for various areas of pedagogical activity. In the process of achieving the goal, learning also solves educational, cognitive, and communicative tasks [12].

Possibilities of didactic principles in the development of communicative competence In the process of assessing the level of communicative competence, the didactic interaction of a teacher and a student is carried out based on the use of various tools, methods, and assessment forms, and they serve as the basis for the development of competence.



The methods of interactive research of the communicative competence of students of higher educational institutions can be divided into three types depending on the form and the methods used:

- Controversial: such forms of conversation, group discussion, analysis of situations, and assessment of the direction of a problematic issue in writing, as a result, lecture texts, creative assignments, especially essays, reports, essays, reports);
- game: role-playing games, business games, situation methods, etc.;
- training: project method, portfolio development, communicative training.

Conclusions and Suggestions

In conclusion, discussion elements and game forms can be distinguished in the project method, but they are all used as part of the training. In the higher education system, students in the process of interactive teaching learn the content of communicative competence in scientific interaction with the environment of the educational process and gain new experience in real communicative situations related to their future professional activities. The skills of mutual understanding, sympathy, and tolerance towards communication partners are developed.

Today, the development of communicative competencies of future specialists in higher education institutions is one of the main issues.

Firstly, based on the reforms in the educational system implemented today, to increase the awareness and activity of future specialists, it is necessary to organize the teaching process in such a way that students consciously and actively acquire scientific knowledge and methods of their practical application, they have creative initiative and independence in educational activities, creativity, focus on ensuring that it serves to develop thinking, speaking techniques.

Secondly, today, in the era of the digital economy, the implementation of ways to form and develop the communicative competence of future specialists is based on the requirements of the time.

the third, is competence, especially in the representatives of each field, to make them understand that since professional competence marks the



position of future specialists in society, society is also interested in training specialists with highly qualified communicative competence.

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