

FORMATION OF COMMUNICATIVE COMPETENCES OF FUTURE TEACHERS ON THE BASIS OF EFFECTIVE SOCIALIZATION OF STUDENTS AS A PEDAGOGICAL PROBLEM

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Abstract

This thesis talks about the effectiveness of organizing the educational process on the basis of communicative competence and the impact on the socialization of the young generation in finding their place in the rapidly developing social life.

Keywords: modernization, social life, competence, communicative, primary education, vocabulary.

INTRODUCTION

In today's globalization process, modernizing and rapidly developing social life, fundamental reform of the education system remains the need of the hour. In addition to the effective use of innovative pedagogical technologies in education, it is noted that the development of students' knowledge, skills, and abilities in science is insufficient. Nowadays, it is known that it is not enough for students to have only knowledge, skills and qualifications in educational subjects.

MAIN PART

Currently, it is envisaged that education will be organized on the basis of a competency-based approach, so let's look at the meaning of the word competence. According to scientific pedagogical and psychological sources, competence and competence are very complex, multi-part concepts common to many disciplines. Therefore, its interpretations are different both in terms of volume and content, as well as in terms of meaning and logical content. The essence of the term is also described on the basis of concepts such as "efficiency", "adaptability", "achievement", "success", "comprehensibility", "effectiveness", "readability", "property", "characteristic", "quality", "quantity". Accordingly, we accept educational competencies according to the definition given in the approved standard.

It is necessary to distinguish between competences and educational competences. Educational competence models the activity of the student in his full-blooded life in the future. For example, a citizen cannot apply certain competencies until he reaches a certain age. But this does not mean that they cannot be formed in the student. In this case, we are talking about educational competence. For example, when a student learns civic competence at school, he uses it fully after finishing school. Accordingly, such competencies are manifested as

educational competencies during the study period. There is no universal list of core competencies. Because every country or region has its own traditions, mentality and specific requirements. Competence is a social order placed by society on its citizens, whose list is determined by the social environment of a particular country or region. Such an agreement cannot always be reached. For example, in the project "Selection and identification of basic competencies" of the Organization for Economic Cooperation and Development of Switzerland and the United States of America and the National Institute of Education Statistics, it was not possible to strictly determine the basic competencies.

The issue of intensive preparation for high school education and life through comprehensive development of children of primary school age is considered urgent. The formation of communicative competences in children of this age is considered a factor of socialization and quick and effective entry into the tasks in society. Communicative competence has a social character, and for its formation in children, it is necessary to organize a process based on general didactic, specific principles and innovative approaches. The technological structure and didactic support of this process is directly related to the formation of professional competences and speech culture in pedagogues. The listed tasks are carried out within the scope of the content of primary education and the state requirements for it.

In state requirements, communicative competences are specified as a separate criterion in the field of competences of the development of children of primary education age. In this regard, the study planned to be carried out will fulfill the tasks related to the fulfillment of the requirements of the social order of the state.

Speech competence [2]

- mastering the native language and any foreign language perfectly and being able to use it effectively in communication in order to communicate in society;
- to be able to clearly and clearly express one's opinion verbally and in writing, to be able to logically ask and answer questions based on the topic;
- social flexibility, adherence to the culture of communication in interaction, ability to work in team cooperation;
- being able to defend one's position while respecting the interlocutor's opinion in communication, being able to convince him;
- to be able to manage one's passions in various conflict situations, to make necessary (constructive) decisions in solving problems and disagreements.

We substantiate the relevance of the topic with the following cases, based on the first observational studies of elementary education children's introduction to communication, the level of fluency, and how they laugh in a daily speech environment:

- that the vocabulary of children of primary education age is not enough to acquire general education subjects taught at school;

- insufficient didactic support for the development of children's ability to freely express their opinions, adapt to the speech environment;
- that parents are not sufficiently aware of the criteria and requirements for making their child ready for school education;
- primary education pedagogues do not fully understand the social and spiritual aspects of communicative competence.

The influence of social experience on the socialization of a child of primary school age is incomparable. Children learn different activities based on imitation of adults independently, and others with the help of adults. As a result of socialization, children adapt to the culture and civilization of the people around them. In the socialization of children of primary school age, the role of communication is incomparable. A child uses speech to express his thoughts and feelings, that is, to influence the people around him. It is important that the speech is expressive, emotional and connected. During the period of primary education, important tasks of speech development are solved: vocabulary enrichment, speech culture, grammatical construction of speech, development of connected speech. Dialogic speech is also developed: the ability to speak accurately, expressively, meaningfully; listen to the interlocutor, try to understand him, do not find someone's words; not jumping from one topic to another, etc [3]. The experiences of peers can serve as a basis for the curiosity of children of primary school age. Because when children are studying, playing, and talking with their peers, they can tell what they have seen or some activity they have done with someone, and make their peers interested in the results. As a result, they make a plan together and begin to independently implement one or another activity (reading, solving examples, writing, playing games, making objects, drawing, etc.). However, some children may reveal their future plans by asking questions to the teacher or adults before starting to act. In this situation, the teacher notices in advance what the child wants, what this desire can lead to, and what kind of result it can lead to. (asks various questions related to arises as a result of his independent reasoning. What interests children of primary school age? Children ask different questions to find out what they are interested in. According to psychologists, there is no field where children are not asked questions. As time passes, the questions will change in form [4]. The questions of 6-7-year-old children are typical of the environment, changes in nature, clarification of imaginations that connect objects and events, and at the age of 8-9, how these events are related to human life. Their questions were focused on the relationship between objects and phenomena: systematization of impressions, finding similarities, commonalities and differences between them, and the interrelationship between nature and humanity.

Speech has the following characteristics:

- 1) is focused on the realization of the need to express an opinion, represents a completed topic, is built on the basis of logical and grammatical rules, is divided into independent, completed, interconnected meaningful parts;

- 2) expressed orally and in writing;
- 3) the development of oral and written speech takes place in a single process;
- 4) nevertheless, there are serious differences between oral and written speech (they will be discussed in detail in the next chapter of the work);
- 5) speech is divided into dialogic and monologic types according to the number of participants during communication;
- 6) dialogue is one of the common types of oral speech, one of the natural forms of speech communication, and takes place between two or more persons;
- 7) oral speech, by its nature, occurs more in the form of a conversation;
- 8) monologue, which is considered one of the most important forms of speech, has a certain traditionality in the choice of language tools for expressing content compared to dialogue, according to the construction of speech.

CONCLUSION

The scientific research carried out in this direction served to justify the conclusion of our work. That is, if children of primary age have developed communicative competence, they will be ready for higher school education and will easily adapt to a new environment. Only when a child of primary school age is armed with the skills and qualifications necessary for higher education, the opportunity to meet the state requirements for the content of education will be created.

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