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Paper Authors:

Toshtemirova Nasibahon Pozilovna



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DEVELOPING PROFESSIONAL COMMUNICATION SKILLS IN FUTURE PRIMARY SCHOOL TEACHERS

Toshtemirova Nasibahon Pozilovna

Andijan State University Lecturer at the Department of General Pedagogy

Abstract: This article is designed to answer the question of what the idea of competent education should be as a result of education. A competent approach teaches how to overcome the conflict between ensuring the quality of education and not resolving it through traditional methods, such as increasing the amount of information that can be learned. In addition, the role of language education in the development of professional competencies and communicative competence in addressing issues of communication in foreign, educational, industrial and cultural life through foreign languages, the achievement of communication goals through language and speech.

Keywords: professional communication, competency approach, communicative competence, speech development, language education.

Introduction

The radical reforms implemented in the education system of the country on the basis of the Law of the Republic of Uzbekistan "On Education" and the "National Training Program" are aimed at introducing person-centered education, ie training well-educated, open-minded, competitive and mature people. To achieve this, it is necessary to develop students' professional skills and competencies by training them in the practical application of the knowledge acquired in various fields in the stages of continuing education. In today's era of globalization, one of the main tasks of education is not only to teach students and build skills and competencies based on their knowledge, but also to develop the ability to apply them in practice. This set the task of introducing a competent approach to the teaching of all subjects.

It is known that the main normative document defining the principles of teaching the basics of each subject at certain stages of education is the State Education Standard, which defines the goals and objectives of teaching a particular subject, the content of knowledge to be acquired by students, skills and practical requirements. given.

The word "competence" comes from the Latin word *competere* ("to be qualified"), which means a person's level of knowledge of a field. In the dictionary of higher education

terms, the word "competence" is defined as "a range of issues in which a certain official acquires knowledge and experience." At the same time, the concept of "competence" is defined as "COMPETENCE, competence - the knowledge, skills and experience of individuals with a certain social and professional status, which correspond to the level of complexity of the tasks they perform and the problems they solve." It appears that "competence" encompasses the concepts of knowledge, experience and competence.

The concept of "competence" was first mentioned in the 50s and 60s of the twentieth century in the works of the American scientist N. Chomsky, who interpreted it as the ability of a person to perform an activity. N. Chomsky in "Syntactic Structures", "Aspects of Syntax Theory" makes a comparative analysis of the concepts of "competence" and "performance" and distinguishes between the knowledge of the "speaker-listener" and the use of language in communication and activity. explains through differences.

Competency-based education is education aimed at developing students' competencies to apply the knowledge, skills and competencies acquired in their personal, professional and social activities. In this regard, B. Khodjaev's research has a basis for the development of knowledge, skills and competencies, which are the three traditional

elements of education: practical experience, competence, the promotion of competence.

It should be noted that competencies are only demonstrated when they are applied. Otherwise, they are interpreted as hidden opportunities, unnecessary abilities. Therefore, competence means to demonstrate a certain ability in a certain situation. Professional competence is manifested only in the specialist who directly carries out this activity, but its initial conditions, basis, background and individual aspects are formed and developed in the process of vocational education.

These elements that determine a specialist's qualifications are identified and evaluated through professional communication in the work process. Therefore, in our view, professional competence and professional communication are inextricably linked, and they are among the core competencies. In particular, the speech competence that is formed in language education plays an important role in the development of professional communication competence. Foreign research has also analyzed various aspects of professional competencies.

In particular, M. Daniels's doctoral dissertation on "Development and assessment of professional competencies" deals with the development of professional competencies in a creative environment, the organization of a learning environment for their development, as well as the assessment of professional skills in technical education. The researcher identified a number of factors that contribute to the development of professional competencies.

G. Cheetham's doctoral dissertation on "Acquisition of professional competencies" describes functional approaches to competence and empirical methodology, which proposes a new model of professional competence and methods of its assessment [9]. In particular, the method of testing through interviews developed by the researcher is one of the pedagogical innovations.

These aspects include educating students for the future, ie being competitive in the world market, always being prepared for any unexpected situation, yesterday's

knowledge and experience will not be effective in today's and tomorrow's activities, and the teacher will achieve as much as possible in the future. and failure should be kept to a minimum. If a teacher sees himself as the sole and basic source of knowledge, interprets his experience in life and upbringing as the best experience, and firmly identifies the "right" and "wrong" ways of solving life and professional problems to his students, "must" Education will not be effective if it is given to considerations that are difficult to justify, such as "compulsory" and "should be used to". On the contrary, teaching young people to think independently, to search for information, to apply what they have learned in unfamiliar situations, to get out of difficult situations, to solve problems on their own, is the key to their future success.

As described in the methodological literature, communicative competence is the ability to solve communication problems in a foreign language through everyday, educational, industrial and cultural life; is to achieve communication goals using language and speech tools. In addition, I would like to emphasize that communicative competence is the ability to communicate with people in society, to speak their mother tongue, the official language of the country where they live and foreign languages, to express themselves clearly and clearly in oral and written form, to ask questions logically and logically. to answer questions logically, to adapt to the communication situation, to follow the culture of communication in the communication process, to defend one's point of view while respecting the opinion of the interlocutor, to persuade the interlocutor, to self-manage in conflict situations, to make appropriate decisions covers many aspects, such as/ The role of linguistic competence in the development of communicative competence cannot be denied. Linguistic competence is referred to in most literatures as language competence. Linguistic competence in Uzbek language education skills.

Communication does not take place without speech, so communicative competence is

formed directly through the following four actions of speech activity.

1. Listening comprehension: comprehension of the teacher's and interlocutor's speech, heard and broadcast speech, basic information in the listened text, radio and TV programs on current topics.

It is known that graduates of general and secondary special education mainly develop the skills and abilities to listen and understand socio-political, popular speech and texts, conversational style of speech. One of the goals of vocational education is to develop these skills and competencies in speech that occur in industry situations.

2. Speaking: introducing oneself, making a request, accepting or rejecting an offer and an offer, receiving and giving information, briefly commenting on the opinions of others, participating in a discussion, expressing one's personal views and opinions in discussing a topic; to express one's opinion in the context of the studied topic, to make a presentation on the given topic.

Many of these skills and competencies are simply developed in the pre-university stage. However, in practice, the ability to express personal views and opinions, to express independent opinions on a topic, is not developed. This indicates the need to shape them in higher education through relevant materials.

3. Reading: reading literary and artistic texts on the topic, popular materials (newspaper materials, short stories, personal and e-mails).

It is well known that in the general education stage, students are given lexically and syntactically simpler texts and materials, which will help them to develop reading skills and competencies. In higher education, however, it is desirable that the materials provided are mainly sectoral in nature.

4. Writing: composing texts on the topic and writing official documents (letters and e-mails, receipts, applications, explanatory letters, biographies, etc.). Dictation, essay writing and creative writing on the topics studied.

In conclusion, it should be noted that the methodological tools for developing these skills

are rarely used in the general education system. In particular, the textbooks provide only examples of some official documents. Therefore, the main responsibility for the development of these types of skills and competencies lies with higher education, because if these competencies are not developed in the process of professional training, the specialist will face problems from the first day of work.

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