



# FORMATION OF COMMUNICATIVE COMPETENCE OF FUTURE TEACHERS IN THE CONTEXT OF IDEAS OF A PERSONALLY-ORIENTED APPROACH

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## ABSTRACT

*This article is devoted to the study of the problem of forming the communicative competence of future teachers. The author considers a personality-oriented approach as a conceptual basis for the implementation of this process. The article substantiates the main theoretical aspects of the process of forming the communicative competence of future teachers in the context of the ideas of a personality-oriented approach.*

**KEYWORDS:** *competence, personality-oriented approach, the concept of personality-oriented learning, the formation of communicative competence, future teachers, professional pedagogical education, the principles of personality-oriented education.*

## INTRODUCTION

Education is one of the important elements of the cultural system of society. Currently, our education system is undergoing major changes due to integration into the global community, which contributes to the modernization of the national education system. The rapid changes taking place in the socio-economic, political and cultural life necessitate the transformation of the model for the implementation of higher professional education, the purpose of which is to ensure a high quality of professional training of future specialists.

Research by N.V.Kuzmina, A.K.Markova, Yu.V.Vardanyan, A.A. Vorotnikova, E.V.Grigorieva, G.S.Smirnova, Z.A.Yagudina, T.V.Zamorskaya, N. A.Zimina et al [5]. The problems of the formation of communicative competence - a key professional characteristic of the teacher's personality - are becoming very relevant today [3]. The content structure of this competence includes the following skills: to form the goal and objectives of professional communication; organize a discussion; manage communication; use the means of etiquette to achieve a communicative goal; conduct conversation, discussion, dialogue, debate, negotiations; use various tactics to implement the chosen strategy; analyze conflicts, crisis situations and resolve them, etc [4].

Analysis of the nature of modern education reveals its focus on the individual. In this regard, one of the leading conceptual approaches to the implementation of higher professional education at the present stage is the person-oriented one. Focusing on the personality, this approach, as the main goal of the formation of communicative competence, determines the acquisition by a future specialist of a number of communicative qualities and competencies necessary for the implementation of full-fledged personal and professional life in modern society.

## STATEMENT AND PURPOSE OF THE ARTICLE

The purpose of this article is to study the essence of the process of forming the communicative competence of future teachers in the context of the ideas of a personality-oriented approach.

## PRESENTATION OF THE MAIN MATERIAL OF THE ARTICLE

In modern science, the personality-oriented approach is considered as a psychological and pedagogical principle in the training of future specialists. Its theorists in domestic science are V.I.Andreev, A.V. Drummers, I.A.Zimnyaya, I.S.Yakimanskaya and other scientists.



Despite the large number of publications devoted to various aspects of the implementation of the personality-oriented approach, they do not highlight the problem of the formation of communicative competence as one of the leading in the context of teacher education. So, the features and patterns of the implementation of a personality-oriented approach to the process of forming the communicative competence of future teachers need a special study and theoretical substantiation of its results.

Communicative competence is “the ability to establish and maintain the necessary contacts with other people” [1, p. 19].

Within the framework of this study, we will consider the person-centered approach in the meaning of methodological orientation in pedagogical activity based on humanistic worldview and allowing on the basis of the system of interrelated concepts, ideas of humanistic pedagogy, humanistic ways of pedagogical actions to provide and support processes of self-cognition, self-actualization and self-realization of the future specialist and development of his individuality.

The personality-oriented approach in education is based on the formation of subject-subject relations in the pedagogical process based on the use of the subject experience of each student and respect for his personality. This approach focuses on the need to create favorable and safe conditions for the development and self-development of the individual, the realization of its natural potentials.

So, in the center of attention in the concept of student-centered learning is a unique, holistic personality, striving to maximize his capabilities, open to the perception of new experience, able to consciously and responsibly make a choice in various difficult situations [6].

The formation of the communicative competence of future teachers based on the ideas of a personality-oriented approach is based on three main positions:

1. The focus of the educational process in the professional education of the future specialist on the development of his personality. While attracting students to communicative activities, solving and communicative tasks, the teacher directs his efforts to the formation of the personal characteristics of the student's qualities (his perception, memory, thinking, speech, imagination, feelings, volitional qualities, abilities, analytical and critical attitude to life, etc.).

2. Recognition of the need to provide maximum assistance to the communicative development of the future teacher by ensuring productive communication in various situations, conditions and in the social environment.

3. Confirmation of the subjective role of the future specialist in the learning process.

In the context of the formation of the communicative competence of future teachers, the personality-oriented approach performs the following functions:

- Humanitarian, the essence of which is the recognition of the inherent value of the individual and the provision of physical and moral health (the mechanisms of this function are understanding, communication and cooperation);

- Cultural, the purpose of which is to preserve, recreate, develop and transmit a communicative culture through communicative activities (mechanisms: cultural identification, acceptance of social values, morality, etiquette, norms of behavior as their own and building their own life taking them into account);

- The function of socialization, which provides for the possibility of assimilation and reproduction by an individual of social experience necessary and sufficient for the person to enter society (mechanisms: reflection, preservation of individuality, creativity as a personal position and a means of self-determination).

Substantiation of the personality-oriented approach as a conceptual basis for the formation of the communicative competence of the future ideas of the teacher allows:

- To develop the individual abilities of each student for productive communication;

- Maximally identify, initiate, use the individual communicative experience of a person;

- help the student to know himself through communication with others;

- change communication settings in accordance with modern requirements;

- To promote self-determination and self-realization of each student as a subject of communicative activity;

- To form the communicative culture of the future teacher [2].

The process of forming the communicative competence of future teachers in the context of the ideas studied in this research approach provides for the creation of certain professional, pedagogical, psychological and methodological conditions.

The professional and pedagogical conditions include the following:

- Empathy of the teacher, who implements the formation of the communicative competence of future teachers;

- Organization by the teacher of communicative activities of future specialists in multivariate flexible forms in accordance with personal characteristics, the specifics of the social environment;

- setting clear and feasible tasks for students in a clear and friendly manner.



We define the following psychological conditions for the formation of communicative competence:

- The development of a future specialist of self-reflection as a subject of communicative activity;
- The possibility of students' free choice of the form of communication activities and ways to achieve goals

Methodological conditions provide for:

- modeling the process of forming communicative competence on the principles of human self-worth, respect for the personality of each student;
- Compliance of the aspirations and goals of future teachers with their capabilities and the requirements of society;
- Consideration of the process of formation of communicative competence as the implementation of pedagogical assistance to a student in his professional development.
- Timely identification and elimination of factors that negatively affect the process of achieving the set goal;
- modeling the process of forming communicative competence on the basis of the subject-subject nature of relations between the participants on the principles of their equal cooperation and mutual understanding;
- Development of dialogical forms of pedagogical interaction between teachers and students;
- ensuring the development and self-development of the student as a subject of communicative activity;
- providing the student with the right to self-determination and self-realization in personality-oriented or socially-oriented communicative activity through his mastery of various ways of verbal and non-verbal behavior;
- Motivation of students to develop their own models of communicative behavior and activities, search for methods of their implementation, interact with people in various activities;
- providing each student with the opportunity to individually perceive the communicative situation, to approach it creatively, to widely implement individual experience in the interpretation and assessment of facts, phenomena on the basis of personally significant values and internal attitudes;
- diagnostics and identification of the real level of formation of professionally significant communicative characteristics.

In the system of implementation of the process of formation of communicative competence, classical didactic principles do not allow to fully describe and regulate the personality-oriented

educational process. This justifies the need to take into account special principles. In this regard, it is expedient, in our opinion, to take into account the principles determined by A.V. Khutorsky, among which the principles:

- Personal goal-setting;
- choosing an individual educational trajectory;
- metasubject foundations of the educational process;
- Productivity of training;
- The primacy of educational products;
- Situational learning;
- Educational reflection [7].

## CONCLUSIONS

Summarizing the above, we conclude that the formation of the communicative competence of future teachers on the basis of the ideas of the personality-oriented approach is based on the positions of the orientation of the educational process on the development of the student's personality, the maximum contribution to his communicative development, the statement of the student's subjective role in the learning process.

The implementation of the formation of the communicative competence of future teachers in the context of a personality-oriented approach is possible by observing professional pedagogical, psychological and methodological conditions, as well as taking into account the principles of the conceptual approach analyzed in this study.

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