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COMMUNICATIVE COMPETENCE AS A FACTOR OF TEACHER'S PROFESSIONAL COMPETENCY

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ABSTRACT

This article explores the importance of communicative competence in the context of professional competence of teachers. Communication plays a key role in the educational process, and understanding its role in the formation of quality education is becoming increasingly relevant. The authors analyze the main aspects of communicative competence, including communication skills, interpersonal interaction, and the use of modern communication technologies. The article also discusses strategies for developing communicative competence among teachers and its impact on the quality of education. In conclusion, it is concluded that communicative competence is an integral part of the professional competence of teachers and is necessary for the successful performance of their professional duties.

KEYWORDS

Competence, professional dialogue, professionalism, communicative competence, professional competence.

INTRODUCTION

At all times, the key role in education and upbringing has been assigned to the teacher. The well-being and success of students depended on his professionalism,

ability to establish relationships, and manage the educational process. In this regard, the problem of increasing the professional competence of a teacher is

of particular importance, one of the important factors of which is communicative competence.

The importance of the communicative component of professional competence is revealed within the framework of the activity approach, according to which the professional competence of a teacher includes knowledge, abilities, skills, as well as methods of performing communicative activities, that is, it requires high indicators of communicative competence, the content of which is defined by the authors differently:

- this is language proficiency, the ability to navigate in the object of communication to create a predictive model of his behavior, empathy, personal characteristics (adequate self-esteem, social orientation) of the subject of communication (M.A. Khazanova);
- ability to orient (G.M. Andreeva) or orientation in various communication situations (G.S. Trofimova);
- the ability to establish and maintain necessary contacts with other people (L.D. Stolyarenko);
- situational adaptability and fluency in verbal and non-verbal means of social behavior (Yu.N. Emelyanov);
- communicative flexibility (O.I. Muravyova), the presence of a set of knowledge, skills and abilities, including the functions of communication, types of communication and its main characteristics, means

of communication, representative systems and access keys to them (A.P. Panfilova).

Depending on cultural characteristics, the content of the concept of “competence” varies. According to the Italian researcher F. Zivelli, in America and Europe there are at least three ways of understanding what should be called competence. He believes that it is common for North Americans to associate competence with the basic characteristics of an individual that lead to outstanding success in certain types of activities, primarily in the field of management. In continental Europe, competence is more often associated with abilities, personality traits and acquired knowledge. As for the UK, the prevailing definition of competence is the compliance of the results shown with certain established standards in a particular type of activity [2, p. 250-251].

As for issues of professional competence, they begin to attract the attention of scientists in the late 80s - early 90s of the twentieth century. The process of professionalization of a person is often associated with the level of qualifications, professionalism, and professional competence of a specialist. A.K. Markova considers professionally competent the work of a teacher in which teaching activities, pedagogical communication are carried out at a sufficiently high level, the personality of the teacher is realized, and good results in professional activities are achieved. At the same time, the competence of a teacher is also

determined by the ratio in his real work of professional knowledge and skills, on the one hand, and professional positions, psychological qualities, on the other. A.P. Akimova interprets the professional competence of a teacher as the sum of knowledge, skills and abilities acquired by the subject during training - in the narrow sense of the word, and as the level of success of interaction with the environment - in the broad sense.

The formation of professional competence, as noted by A.A. Derkach, lies in the systemic unity of special and psychological-acmeological knowledge, experience, properties and personal qualities of specialists, which allow them to effectively carry out professional activities and purposefully organize the processes of professional communication [3, p. 22-23] involving personal development and improvement of the professional activity of a teacher.

Since pedagogical activity is built in accordance with the psychological laws of communication, one of the most important factors in the professional competence of a teacher is communicative competence. In particular, L.A. Petrovskaya notes that one of the components of professional competence is communication competence. In this case, communication is defined as the interaction of people, the content of which is the exchange of information using various means of communication to establish relationships between people [1]. According to B.F.

Lomov, communication is a specific form of human interaction with other people, a specific form of subject activity. Communication involves direct or indirect interaction between people, which affects the formation and development of various forms and levels of mental reflection, the mental development of those communicating. B.D. Parygin notes that the process of communication can act at the same time as a process of interaction between people, and as an information process, and as the attitude of people to each other, and as a process of their mutual influence on each other, and as a process of their mutual experience and mutual understanding of each other [9, p. 178]. Thus, the definition of B.D. Parygin, which focuses on a systematic understanding of the essence of communication, presents a complete and comprehensive picture of communication, all its components. Thus, communicative competence as part of the culture of communication is a necessary socio-psychological condition for achieving pedagogical mastery and successful professional activity of a teacher.

Currently, in the context of the introduction into pedagogical practice of the idea of pedagogy of “cooperation”, “dialogue”, “co-management”, the requirements for the communicative side of pedagogical activity inevitably increase.

The specifics of pedagogical activity presuppose that for a teacher communication acts as the goal, content

and method of activity, therefore, there is a need to improve the teacher's communicative abilities, abilities, skills, that is, the development of "communicative competence". Communicative competence is one of the significant subsystems in the structure of a teacher's professional competence. Being, according to N.V. Yakovleva, an integrative personal quality, communicative competence presupposes situational adaptability and freedom of use of verbal and nonverbal means of communication. Clarification of the interpretation of "communicative competence" suggests that competence is a set of professional and personal qualities that ensure the effective implementation of competencies.

Communicative competence means mastery of a set of pedagogical functions that ensure the semantic perception of information from the teacher (communicator) to the student (recipient) and back. This definition is informational and semantic in nature. From a psychological and pedagogical perspective, communicative competence can be considered the organization of pedagogical interaction, in which a community of participants in the educational process is created while preserving the individuality of each of them, a psychological readiness to cooperate on the basis of "counter efforts" is formed, and the achievement of expected (or given!) results is ensured [8, p. 63].

The integrativeness of a teacher's communicative competence, which is "consistency (co-level) between his value orientations, knowledge, practical skills and real behavior manifested in the process of pedagogical communication" [12], presupposes a number of substantive components, such as personal dispositions, knowledge and communication skills.

It is important to note that when solving the problem of improving and developing a teacher's communicative competence, it is difficult to be guided by a limited understanding of the term "communicative competence," reducing its content to a set of communicative skills and abilities, although it is the latter that should be considered as the core, or nuclear, formation of the entire system of communicative competence teacher.

The main components of communicative competence as a factor in the professional competence of a teacher are: emotional stability (associated with adaptability); extraversion (correlated with status and effective leadership); ability to construct forward and feedback; speech skills; listening skills; ability to reward; delicacy, the ability to make communication "smooth" and harmonious.

In fact, communicative competence is, firstly, a personal quality of a teacher, formed in the process of development and self-development of the individual; secondly, an indicator of the teacher's awareness of

the goals, essence, structure, means, and features of pedagogical communication; level of proficiency in the relevant technology; individual psychological qualities of a specialist; desire for continuous improvement of communication activities; orientation towards a person's personality as the main value, as well as the ability to non-standard, creative solutions to problems arising in the process of pedagogical communication. In this context, an important characteristic of a teacher's communicative competence is observation. The combination of observation and ability to analyze V.G. Zazykin called insight, which he characterized as a special personality quality that depends on the ability to observe, notice a lot, guess and even foresee.

A teacher's competent professional communication always includes two closely related facets: communication based on a subject-object scheme, in which partners are essentially assigned the roles of a manipulator and a manipulated object (this is communication in the form of orders, instructions, prescriptions of various kinds, etc.) and communication based on the subject-subject scheme. In particular, L.A. Petrovskaya, considering subject-subject forms of interaction to be the leading aspects of communication and communicative competence, noted that "the development of competence in communication involves the use of a whole set of tools focused on the development of subject-subject, productive, personal aspects of communication, as

well as its subject-object, reproductive, operational components (components)" [10, p. 31]. Developed, full-fledged communication combines two interrelated, but significantly different levels: the external, behavioral, operational-technical level and the internal, deep level, affecting personal and semantic formations and playing a decisive role in relation to the external, behavioral.

The communication competence of a teacher depends on a number of characteristics in the intellectual, emotional, volitional, motivational spheres of his personality and is determined by various factors. V.L. Zakharov and Yu.Yu. Khryashchev builds the factors of competence in communication as follows: knowledge in the field of personality psychology, communication groups; communication skills and abilities; correction and development of attitudes necessary for successful communication; the ability to adequately and fully perceive and evaluate oneself and other people, as well as the relationships that develop between people; correction and development of the system of personality relationships.

At the same time, a teacher's competence in communication can be considered as a system of internal resources necessary for building effective pedagogical action in a certain range of situations of interpersonal interaction. This is a holistic manifestation of personality, allowing the teacher to

reflect on the external requirements of the situation and implement the appropriate influence on it.

It must be emphasized that communicative competence as an important component of a teacher's professional competence is directly related to the effectiveness of human interaction and communication in accordance with the requirements of pedagogical problem situations that need to be resolved. Communicative competence acts as the possession of cognitive, emotional and motor modes of behavior, which in certain communicative situations lead to a favorable ratio of positive and negative consequences. The correlation of communicative competence with pedagogical activity presupposes the unity of orientation and performance components, therefore communicative competence is manifested both in the professional concept and in the methods of performing actions - skills, behavior.

At the same time, communicative competence as a factor of a teacher's professional competence acts as a combination of three main communicative functions: influence (as formation), organization (as motivation) and transmission of information.

Influence is understood as the process and result of an individual (in this case, a teacher) changing the behavior of another person (student), his attitudes, intentions, ideas, assessments during interaction with him. A distinction is made between directed and non-

directed influence. In the case of directed influence, the teacher sets himself the task of achieving a certain result from students. Non-directional influence does not have such a special task, but the effect of influence occurs in any case. Thus, influence is considered as formation, that is, the process of the teacher's active influence on the student.

To achieve his goals in communication, the teacher more or less consciously uses his speech and expression, that is, he encourages students to act in a certain way. Choosing the most appropriate ways to interact with another person helps to reveal the personal potential of the person with whom you communicate. In addition, the teacher's activities are aimed primarily at organizing and managing the educational process. At the same time, managing the development of an individual's acmeological culture in the educational space is a purposeful step-by-step influence of the teacher on the emotional, sensory and value-semantic spheres of the individual against the background of establishing dialogue relationships with a step-by-step analysis of the effectiveness of the process and further adjustment of joint actions in order to transfer the value of self-development into the internal plan of the individual and the formation of the need for self-fulfillment. Thus, the development of acmeological culture acts as the goal of the educational process [5].

Improving the quality of education and achieving high levels of communicative competence of a modern teacher are directly related to the task of increasing the acmeological culture of the individual. "The activities of teaching and learning involve analysis of the current level of acmeological culture, explanation by the teacher and acceptance by students of the goals and objectives of the educational process; planning educational activities; presentation by the teacher and solution by students of acmeological problems; control and self-control of the educational process; analysis and assessment of the achieved level of acmeological culture as a result of training" [5, p. 285-286].

Any interaction process, as is known, is also carried out for the purpose of transmitting various types of information. But the transmission of information as the main communicative function can carry a social, psychological, and moral burden. Having mastered this communicative function, the teacher not only conveys educational information (scientific information within the framework of various educational subjects), but also expresses his own opinions, assessments, judgments, gives information about his attitude towards people around him, events, actions, the presence of different ways of behavior and interactions, about their interests, aspirations, stereotypes, prejudices, etc. The ability of a teacher to understand the impact on the audience of various aspects of information (especially the psychological

aspect) and the ability to use them for the purpose of pedagogical influence is an important aspect of communicative competence.

In terms of content, the concept of a teacher's communicative competence also includes such a component as knowledge. In this case, the teacher must have three blocks of knowledge. The first block is factual knowledge of the characteristics of communication, depending on gender, age and individual characteristics of children, understanding of communication mechanisms, knowledge of role prescriptions and expectations, knowledge of etiquette, etc. Procedural and technological knowledge constitutes the second block. These include knowledge of the mechanisms of perception, rules of listening, ways of maintaining attention, self-regulation, etc. The third block includes conceptual knowledge about the essence of humanism, leading pedagogical ideas, the structure of relationships, the general theory of communication, etc.

According to most researchers, the necessary and most important components of any type of competence are skills and abilities. It should be noted that in relation to the concept of communicative competence it is preferable to use the term "skills". The concept of skill is often associated with highly automated body movement systems that, with rare exceptions, do not play an important role in interpersonal communication processes.

At the same time, there is controversy over what should be the specific composition of the skills included in the content of the concept of communicative competence as a factor in the professional competence of a teacher.

Blocks of general and special skills are distinguished. General skills are divided into speaking and listening skills. Both have verbal and non-verbal components. It is common to give priority to listening skills and non-verbal behavior. The primary focus on listening is explained by the fact that this set of skills is not formed within the framework of the traditional education system.

Many domestic psychologists do not consider behavioral skills as a central link, or core component, of communicative competence. A fairly common point of view, which was clearly expressed by Yu.N. Emelyanov: "The key ways to increase communicative competence should be sought not in polishing behavioral skills and not in risky attempts at personal reconstruction, but on the paths of the individual's active awareness of natural interpersonal situations and of himself as a participant in these activity situations, on the paths of developing socio-psychological imagination, allowing see the world from the point of view of other people" [6, p. 56].

At the same time, the importance of skills as such is not denied, but the emphasis is on skills of a different kind,

primarily providing an understanding of the communicative situation. U Yu.N. Emelyanov is the ability to put oneself in the place of another person, mastery of non-verbal means of communication, and the ability to work with feedback. A similar position is taken by L.A. Petrovskaya. In her opinion, socio-psychological training solves two groups of problems: developing special skills such as the ability to conduct a discussion or resolve interpersonal conflicts and deepening the experience of analyzing communication situations, that is, increasing the adequacy of the analysis of oneself, a communication partner, and the group situation as a whole. Among specific skills, she highlights diagnostic skills, as well as the ability to express one's feelings and listen to the interlocutor. She also notes the importance of the ability to build contact at different psychological distances and flexibly change your position. According to L.A., a special role in the development of competence is played. Petrovskaya, skills related to giving and receiving feedback [10, 11].

It is necessary to highlight in the list of skills those that are fundamental (fundamental), nuclear (part of many synthetic skills) and special (optional). The first include, first of all, the ability to work with feedback, since only on their basis is it possible to fully master and further improve other skills. The core skills are the ability to listen and express one's thoughts clearly. Special skills

include, for example, mastery of facial and pantomimic accompaniment of speech during public speaking.

According to researchers, the communicative competence of a teacher includes the ability to take on and perform various social roles, the ability to adapt to various social situations, and fluency in verbal and nonverbal means of communication. Therefore, according to Yu.N. Emelyanov, a teacher has communicative competence if he has professional communication skills. These include, first of all, professional pedagogical speech, which is included in the concept of professional pedagogical communication, which includes good knowledge of the language of the profession (terms, concepts) and involves the communication of specialists with non-specialists, implements the interaction of teachers with colleagues, students and their parents around issues related to training and education.

It is believed that the actual skills of pedagogical (verbal) communication are associated with the following:

A. By carrying out a communicative attack, in other words, attracting attention to oneself in four ways, namely:

- speech (verbal address to students);
- pauses in speech with active internal communication (demand for attention);

- hanging visual aids, tables, writing on the board, etc. (using the sign-motor option);

- a mixed version, including elements of the three previous ones.

B. Establishing psychological contact with the audience, facilitating the effective transmission and perception of information, is manifested in the teacher's skills:

— create an environment of collective search and joint creative activity;

- to arouse the students' mood to communicate with the teacher and the subject he teaches.

C. Management of communication in the pedagogical process, which involves acting organically and consistently in a public setting, that is, the ability to communicate in public. This group of skills includes the following skills:

— organize creative activities together with students;

— purposefully support communication by introducing elements of conversation and rhetorical questions;

- distribute and maintain attention;

- choose the most appropriate method of behavior and communication in relation to the class and individual students, which would prepare them for the perception of information, remove the psychological

barrier, and bring the student closer to the teacher; - analyze the actions of students, see behind them the motives that guide them, determine their behavior in various situations;

- create an experience of emotional experiences for students, ensure an atmosphere of well-being in the classroom.

D. Establishing emotional feedback in the process of communication, which in turn is achieved (manifested) by the following skills:

- capture the general psychological mood of the class by the behavior of students, their eyes and faces;

- feel the moment of change in emotional states when communicating with students in the class;

- timely see the exclusion of individual students from general activities and, as far as possible, include them in activities again. Considering communicative competence as a factor in the professional activity of a teacher, it is necessary to indicate the importance of the cognitive component in the structure of communicative competence. The following signs indicate this: the severity of observation, insight, stability of attention in relation to other people and oneself; the ability to analyze individual characteristics of a communication partner; knowledge of the peculiarities of the emergence and functioning of the effects of interpersonal perception; knowledge of the

patterns of understanding by participants of communication of each other; the ability to transform the sensory into the conscious; preparedness in the use of psychodiagnostic tools and methods of analysis; modeling abilities through social perception; determining the mental states of the interlocutor; selection of a method of communication adequate to the mental state of the interlocutor; knowledge of the mechanisms of self-knowledge and self-esteem; the ability to model one's own goals, values and ideals; curiosity.

As one of the most significant indicators of the development of communicative competence as a factor in the professional activity of a teacher, we can highlight such a feature as the development of functional mechanisms of the emotional component.

This can be judged by the following indicators: knowledge of basic emotional states, their external expressions and the ability to record them in the process of communication both in other people and in oneself; maturity of the level of social-perceptual skills (empathy); receptivity of oneself and others in the process of communication; emotional responsiveness; emotional sensitivity to another.

Summarizing the considered positions and interpretations, it seems important to structure the algorithm of communicative competence and its most important aspects:

- 1) value-orientation stage;
- 2) diagnostic stage (methods for diagnosing communicative competence);
- 3) theoretical-cognitive stage;
- 4) orientation-prognostic stage (orientation in objects of communication, creation of predictive models of interaction);
- 5) the stage of subject-subject interaction based on communicative competence;
- 6) stage of individualization of communicative competence;
- 7) stage of communicative correlation and its verification.

In this regard, communicative competence is a complex, multi-level process that is formed and activated in conditions of direct human interaction and is a professionally significant factor in a teacher's activity.

Thus, since the main thing in the art of pedagogy is the art of interaction between teacher and student, education can be considered as personality-centered, aimed at nurturing the individual in the spiritual and moral interaction of mentor and student. The process of exchanging humanistic values can only be realized in the process of intensive communication between teacher and student, the effectiveness of which largely

depends on the professional competence of the teacher and, in particular, on his communicative competence, the process of improving which cannot be separated from the overall development of the individual. The means of regulating communicative acts are an integral part of human culture; their appropriation and enrichment occurs according to the same laws as the development and enhancement of cultural heritage as a whole.

At the same time, professional communication is the core of a teacher's communicative competence; it always presupposes community, similarity, a mutual desire to understand and accept the other, not only to rationally measure and react, but to empathize emotionally.

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