

**INGLIZ TILINI O'QITISH JARAYONIDA TALABALARNING  
MULOQOT MADANIYATINI RIVOJLANTIRISH METODIKASINI  
TAKOMILLASHTIRISHNING METODIK ASOSLARI**

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**Annotatsiya:** Ushbu maqolada ingliz tilini o'qitish jarayonida talabalarning muloqot madaniyatini rivojlantirish metodikasini takomillashtirishning metodik imkoniyatlari tadbiq etilgan.

**Kalit so'zlar:** muloqot madaniyati, til imkoniyatlari, metodik imkoniyatlari, axloqiy sifatlar, odamiylik, insonparvarlik.

Due to the orientation of society to a new system of relations, humanization of educational structures, subject-subject relations of the participants of the didactic process, the problem of communication competence is considered urgent and arouses general interest. (psychologists, pedagogues).

Determining the nature of communication competence and its constituents, the logic of the research implies the solution of the following issues:

- What knowledge is objectively necessary for a student to have a high level of communication competence?
- What are the objective necessary skills and qualifications?
- What should the situation of a student with a high level of communication competence and the communicative direction underlying it represent?
- what are the main individual-psychic characteristics that determine the communication competence of the future pedagogue? How are the main components of the student's communication competence related to each other?

In the scientific literature, two concepts are distinguished that are close, but different in content: competence and competence. Both concepts are directly related to professional training [13].

The analysis of foreign and national sources made it possible to study the origin of this concept in detail.

Competence (from the Latin *competere* - to be able to do something) is related to a profession, profession, position, professional or social criteria.

French scientists believe that competence is a set of potential actions (emotional, cognitive, psychomotor) that allow an individual to perform a complex type of activity. It includes directly interconnected "knowledge", "skills", "skills to be" (*savoir-etre*, a

term representing a set of internal variables of an individual: attitudes, values, feelings, emotions, motivation, personality traits, behavior style, self-concept).

Based on cognitive terminology, competence reflects knowledge about declarative, practical and behavioral characteristics.

L. D'Eno gives the following definition: competence is "a set of knowledge, skills, competence (savoir-etre) that allows the appropriate implementation of a role, function or activity. Appropriately, i.e. practicing situations leads to the desired or optimal result" [15].

In the pedagogical dictionary of F. Danver, competence is expressed as deep knowledge of a certain subject or certain skills [7].

Communication competence is considered one of the most important in professional and social life and lies between groups 4 and 5. On the one hand, it helps the socialization of the individual and meets the personal needs of citizens, on the other hand, it satisfies the need of the society for professional personnel.

The complexity and versatility of the issues expressed in the concept of "communicative competence" explains the diversity of existing definitions in sociological and psychological-pedagogical research.

In psychology, communication competence is defined as the potential ability to acquire, process and express meaningful information.

The concept of "communication" is equated with the concept of "communicable" and is described as "able to communicate, to establish connections, inclined to establish them."

According to D. Haims, communication competence is the ability to manage where, when, why, and how to speak ("it is a competence, when to speak, when not, and as what to talk about with whom, when, where, in what manner According to Haims, communication competence combines cognitive, psychological, social and cultural factors.

Creatively understanding the ideas of D. Haims, S. Savinon defined communicative competence as "in the real conditions of communication, that is, linguistic competence in the dynamic exchange of information that must be adapted to receive a wide range of information (linguistic, paralinguistic) by one or more interlocutors defined as ability to work" [9].

Dj. Gumpers expresses a new definition of communication competence: "It is knowing and observing certain communication norms in order to attract the attention of the interlocutor, to be understandable and to conduct a conversation" [8].

Thus, in Western didactics, communication competence is understood as the learner's ability to communicate appropriately in certain communication situations and his ability to organize speech communication taking into account the socio-cultural norms of behavior and the appropriateness of communication.

In foreign and domestic research on communication competence, there is still no single definition of this concept, and there is no consensus on defining its essence.

L.A. Petrovskaya developed the theoretical and methodological foundations within the framework of socio-psychological research and introduced the concept of "communicative competence" and defined it as the ability to freely work with linguistic material and communicate in the studied language. In using this term, however, in essence, he brought it closer to the understanding of the problem of "communicative competence" [17].

E.M. Vereshagin and V.G. Kostomarov understands communication competence as a set of social, national-cultural rules, values and values that determine the form and content of speech in the language being studied [3].

M.N. Under Vyatyutnev's communication competence, the ability to choose and implement speech behavior programs according to a person's ability to work in a communication environment; the ability of the participants to classify the situations that arise in the process of adaptation before the interview, as well as during the interview, based on the topics and tasks, according to the communication conventions; understands knowledge in the nature of country studies.

V.G. Kostomarov, O.D. According to Mitrofanova, communication competence is expressed as "...the knowledge, skills and abilities necessary to pass the speech behavior program of strangers and oneself" [14].

A.R. Arutyunov understands communication competence as "the tactics of solving communication tasks with language tools" [1].

D.I. Izarenkov believes that "communicative competence is a person's ability to communicate in one or all speech activities acquired in the course of natural communication or specially organized training..." [11].

- N.B. According to Ishkhanyan, communication competence represents "the ability to choose and implement foreign language speech communication programs,

taking into account the changing situations of communication, communicators' relations and communication institutions" [12].

Based on the analysis of the term "communicative competence", the main general principles of national approaches to this concept can be distinguished:

- language should be considered as knowledge that the learner should acquire, as a skill that he should learn to use in a suitable situation;
- voluntary opinion should not only be grammatically correct, but should also be suitable for the situation.

Thus, the general situation is clear in the diversity of approaches to the essence of communication competence in foreign and national studies:

- communication competence is considered as the main concept for describing communication;
- communication competence implies the existence of the ability to organize speech communication, taking into account the skills of language tools related to the tasks and conditions of communication, social norms of behavior and the conformity of reasoning with the purpose of communication.

The analysis of modern concepts shows that communication covers all types of professional activity, and is especially a harmonious part of the field of education: it is one of the methods of knowing and developing the personality of the future teacher, and the teacher fulfills the task, serves as a condition of education and training that helps to form valuable directions.

#### **Used literature.**

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