



DEVELOPING COMMUNICATIVE COMPETENCE OF STUDENTS: HISTORICAL AND PEDAGOGICAL EXPERIENCE

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Article history:	Abstract:
Received: April 10 th 2021 Accepted: April 21 st 2021 Published: May 21 th 2021	The article reveals the content and essence of the cramming method in the development of the communicative competence of students. Methodical recommendations of interactive methods implementation in teaching general education subjects and the formation of communicative competence of students through the organization of independent work are presented.
Keywords: Updated pedagogical thinking, communicative competence, cramming, "skills of the future".	

INTRODUCTION:

It is known that the process of acquiring the skills of the new century can be successful only if the active independent activity of young people, including the acquisition of communicative competence and the creation of their own communicative space. On this basis, as an important criterion for the development of education, a student's academic achievement should be determined not only by his personal and social competence, but also by the acquisition of competitive "skills of the future" [1].

Based on competency-based education in the curricula and curricula of school education, approved by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 No 187 "On approval of state educational standards of general secondary and secondary special, vocational education" The communicative competence of students in the content of the approach is the leader in the block of "basic competencies" [2]. This requires the definition of the structure, components, criteria and indicators of the development of communicative competence in general secondary school students, the improvement of the model and didactic support of the development of communicative competence in high school students.

Communicative competence implies the ability to communicate effectively in social situations, first of all in the native language and in a foreign language, to adhere to the culture of communication, social flexibility, the ability to work effectively in a team.

A person solves all the tasks set for him through communication through language, and the ability to communicate pleasantly is the basis of a successful life in competition and market relations.

The communicative situation of school-age students, the manifestation of problematic situations, the low level of adequate communication skills in communication, the absence or lack of ways to overcome barriers to communication have a negative impact on interpersonal relationships and learning effectiveness. natural

Despite the fact that the issue of communicative competence of older schoolchildren in the general education system is analyzed as one of the important educational foundations, it is important to improve the technology and didactic support of students to form a system of communicative competencies on the basis of innovative approaches. Also, acquaintance with the research conducted abroad and in our country on the issues of innovative approaches to the problems of this field showed that there is no single interpretation of this pedagogical phenomenon.

The relevance of the topic was determined by the lack of axiological (value) development of local innovative processes in the formation of communicative competence of schoolchildren and the need for diagnostic criteria that correspond to the content of communicative competence.

A BRIEF ANALYSIS OF SCIENTIFIC RESEARCH ON THE TOPIC.

Leading scientists of our country NN Azizkhodjaeva, U.Sh. Begimkulov, R.Kh. Juraev, U.I. Inoyatov, N.A.Muslimov, O.M.Musurmanova, E.A.Seytkhalilov, N.M. In the scientific researches of Egamberdieva, FR Yuzlikaev, ZE Azimova the socio-pedagogical, integral-pedagogical aspects of formation of communicative competence in students, conceptual and methodical bases of introduction of the competence approach in system of continuous education. Vakhobov, O.Musurmonova, M.Mirsolieva, M.Pardaeva, Sh.Urakov, B.Khodjaev, M.Pardaeva, didactic opportunities for the development of creative activity and creativity in students were studied by B.Adizov, K.Inokov, D.Yakubjanova.

Among the scientists of the Commonwealth of Independent States Yu.N.Emelyanov, V.A.Kan-Kalik, S.L.Bratchenko, A.N.Ivashov, V.N.Grishina, U.Thomas, A.A.Bodalyov, A.I. In the research of Dontsov, Zh.M. Zhukov,

the principles of organization of interpersonal cooperation, socio-psychological issues of interpersonal communication are covered.

The scientific researches of foreign scientists J.Bivin, J.A.Greham, J.Raven, D.Shon reveal socio-cultural, pedagogical-psychological and linguistic aspects of formation of communicative competence in students.

Despite the fact that the issue of communicative competence of older schoolchildren in the general education system is analyzed as one of the important educational foundations, it is important to improve the technology and didactic support of students to form a system of communicative competencies based on an innovative approach. Also, acquaintance with the research conducted abroad and in our country on the issues of innovative approaches to the problems of this field showed that there is no single interpretation of this pedagogical phenomenon.

Setting a scientific problem. One of the most pressing issues of the day is to conduct research on the level of feedback, the innovative approach in the selection of effective communication strategies, a stable attitude in communicative situations, based on the historical experience of ancestors in the formation of communicative competence of secondary school students. The object of research. Secondary school students, teachers, family.

THE MAIN PART.

This harmony is envisaged when thinking about the connection of the past with the present and the future, their complementarity, the upbringing of a new generation, the correct formation of their worldview. History is a unique memory that cannot be forgotten, it means remembering the exemplary deeds of the ancestors, drawing the right conclusions from historical experiences, connecting the past with the future.

It is known that the updated pedagogical ideas have allowed to move from the traditional method of teaching to the technological, creative and exploratory method in the organization of the educational process.

As a starting point in the analysis of news, Robert Park chooses the "form of knowledge", ie a list of events of the past and their comparison with history, which consists of a certain sequence [3]. Here are some of its key findings:

- news reflects the latest or recurring events;
- news is not systematic: they are related to discrete events and happenings; the world assimilated through news arises from unrelated events, the interpretation of which is not the main task of news;
- News is not eternal: they exist until the event loses its relevance, and then other types take their place for recording, use.
- News serves primarily as a transmitter and indicator of attention, rather than a substitute for knowledge.

This view was later expressed in a shorter definition: "novelty is, in fact, 'obsolescence'."

In light of this expression, today in a number of developed countries, the communicative competencies of students are identified as the main tool to ensure the effectiveness of the educational process.

In choosing the methods and tools for the formation of communicative competence of secondary school participants, it is advisable to use the educational experience of the past, which has passed a rich historical path of development. The analysis of historical sources shows that in the past, in the schools and madrasas under the mosque, there was an extremely serious attitude to the formation of communication skills of students.

The works of Hussein Voiz Kashifi, a skilled preacher and a great scholar of the art of preaching, "Futuvvatnomayi Sultani" and "Akhlaqi Muhsiniy" were used as textbooks in madrassas.

Well-known scientist F. Bobojonova. As noted in the research work "The system of education in the Bukhara Emirate (late XIX and early XX centuries)", students studying in Bukhara madrassas often received speech lessons from a teacher from Kunjaki [6]. The main task of the Kunjaki teacher was to provide additional training in the study of a particular course or book prescribed in the madrasa.

The Wikipedia database provides information on the educational process in madrassas: "Classes lasted from four to ten o'clock in the morning, prayers were offered from twelve o'clock, lunch, followed by discussions and debates. There was a break from sixteen, dinner, and again a night of dialogue. Each classroom had its own students (team) and its own group leader (team). "[7]

The above quote has been actively used in the past in the education of the method of dialogue (repetition) in the formation of students' speaking ability, ie communicative competence.

Our studies have shown that this method is a joint solution of an activity or problem in a dialogue, in a discussion, in a way of thinking. The advantage of this method is that the whole activity is aimed at teaching students to think independently. As a result, the study material is studied independently. In the past, this method was approached as a tool to regulate behavior, speech, and relationships between two people.

In our modern schools, enriching it with a variety of methods that activate the activities of students, while maintaining the traditional approach to the formation of communicative competence of students through the method of "dialogue" leads to an increase in the level of mastery of students.

The Mukolima method - each student independently asks 3-5 questions at home or during the lesson, depending on the situation, and shares the questions with another student. The questions written by one student are answered by the other student and the question card is returned to its owner. Students write the correct answers after checking each other's answers. The results will be announced and students will realize their mistakes. Students with high scores will be evaluated. Written and oral forms of the Mukolima method can be used. In the oral form, each learner expresses his / her opinion orally on the question posed by the student. Learners state their answers

clearly and concisely. When used properly and positively, this method teaches a person to think freely, creatively and non-standardly, to communicate openly.

To do this, the lesson process should be organized rationally, the teacher should constantly stimulate the interest of students in the learning process, work in small groups to discuss the content of the material in small pieces, debate, problem situation, reference text, project, role using techniques such as games and encouraging learners to perform practical exercises independently.

DESCRIPTION OF THE TEACHING METHOD:

This method helps to teach students to work independently, to use time efficiently in the classroom, to increase and motivate students' interest in the lesson, to apply it in almost all subjects and lessons, to improve the quality of education and to facilitate the teacher. In addition, the use of the Mukolima method provides an opportunity to engage all learners, including a culture of communication and discussion. Learners develop the ability to express their opinions not only orally but also in writing, and the ability to think logically and systematically.

WHICH PART OF THE LESSON CAN BE USED:

Repetition, reinforcement of a new topic and homework.

The method of "dialogue" is carried out depending on the purpose set by the teacher:

1. When the goal is to determine the initial knowledge of the learners, this method is implemented in the introductory part of the lesson.
2. When it is intended to repeat a topic or link one topic to the next topic - this is done in the transition section to the new topic.
3. Reinforcement of the topic covered is done after the topic, in the reinforcement part of the lesson, when the goal is set.

Basic rules for using the method "Mukolima":

The ideas expressed are discussed and evaluated.

Any opinions expressed will be taken into account, even if they are not correct.

Every student must attend.

"Evaluation of opinions expressed is of interest to students in science. This method serves to develop students' communication skills and creative thinking.

The following (Table 1) shows the structure of the Mukolima method.

Table 1. The structure of the method "Mukolima"

Nº	Question	Answer	The correct answer	Ball
1.				
2.				
3.				
4.				
5.				

The steps of the Mukolima method are as follows:

- Students ask questions independently and are asked to write (express) their answers (thoughts, ideas and comments), replacing the cards with questions;
- Students write (express) their opinions on the issue;
- Students' answers or opinions are checked and evaluated by the students (the student who asked the question);
- The correct answers are written on the cards, errors and omissions are identified;
- The method of "dialogue" helps to improve the educational process, directly and indirectly in the formation of communicative abilities of students;
- creates a friendly, creative environment that allows students to freely exchange ideas, communicate, learn and teach from each other;
- The use of this tool gives the socially active citizen the expected effect of being able to discuss the situation more in solving problems, to explain it to others;
- Students have a desire to change, the balance of theory and practice, emotional connection with the group is provided.

CONCLUSIONS AND PRACTICAL SUGGESTIONS.

1. In choosing the methods and means of forming the communicative competence of the participants of general secondary education, it is expedient to take a modern approach to the educational experience of the past, which has passed a rich historical development path.

2. The collaborative "dialogue" method is designed to increase the activity of students, to make them listen to, understand, respect the interests of others, to take into account the interests of others, to learn from them, to teach them, to influence, to feel "themselves" and others. is a method of education aimed at teaching to feel, to control oneself, to express one's thoughts concisely and clearly.

3. Effective use of the experience of the past in the formation of students 'speaking skills in the formation of communicative competence of secondary school participants increases and stimulates students' interest in the lesson, teaches students to work independently, forms effective communication skills.

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