

## **THE PROCESS OF DEVELOPING COMMUNICATIVE-DIDACTIC COMPETENCE IN FUTURE TEACHERS**

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### **ABSTRACT**

*This article analyzes the models of teaching foreign languages based on the developments of existing scientists in non-philological universities in the field of formation and development of communicative-didactic competence of a foreign language in the field of vocational education.*

**Keywords:** *students, communication, professional, communicative functions, activity, motivation.*

### **АННОТАЦИЯ**

*В данной статье анализируются модели обучения иностранным языкам на основе разработок действующих ученых нефилологических вузов в области формирования и развития коммуникативно-дидактической компетенции иностранного языка в сфере профессионального образования.*

**Ключевые слова:** *студенты, общение, профессионал, коммуникативные функции, активность, мотивация.*

### **INTRODUCTION**

Today, in the development of communicative-didactic competence in students of higher education institutions, English has become the most important and obvious means of global communication, preventing our isolation from the world and paving the way for rapid development in all spheres of life. It is the most widely spoken language for cultural and educational exchange between different nationalities and individuals around the world. In addition, the use of English is now required not only locally but also globally.

Considering the training (education) of a future specialist as a complex, multifaceted process, we consider a systematic approach to be the main (fundamental) approach to our research. This is because a systematic approach allows the study of the process of developing communicative-didactic competence of future teachers as an integrated system consisting of several interrelated / interrelated and interdependent (conditional, causal) elements.

From a philosophical point of view, the structural approach emphasizes its integral essence, quantitative and qualitative characteristics of its parts, structure (internal organization and interaction of components), functions, integrative,

structural factors, mechanisms that ensure the integrity of the system, its relationship with the external environment is given.

Scholars have different interpretations of the concept of system (Greek system - a whole made up of parts). However, they all agree that the system is a complete set of interconnected and mutually exclusive (conditioned, causal) operating elements with different connections.

## **DISCUSSION AND RESULTS**

The structure is of great importance in determining the qualitative properties of the system and its properties, because the disclosure of the structure of the whole allows to understand the specific place, role and importance of the components as a whole. On the one hand, the structure determines the composition of the elements present in it, and on the other hand - it allows to evaluate each element in its relations and relationships with others and to determine its independent functional role.

The process of teaching is not only the transfer and acquisition of knowledge, but also a complex multi-level system of organizing and managing the learning activities of students. Therefore, such a system requires a thorough analysis of the organization, methodological support, the conditions of its effective implementation.

The systematic approach is widely used in various fields of science.

Applying a Systematic Approach to Pedagogical Research N.V. Basova [1], T.B. Igonina [2], L.N. Makarova [3], studied in the works and other scholars.

The importance of a systematic approach in our work is that it allows us to:

- Opportunity to study the process of formation of communicative-didactic competence in students as a system of integrity;
- the ability to distinguish the system-forming factor, ie the goal - the development of communicative-didactic competence in students;
- allows students to build a model of the process of formation of communicative-didactic competence, to determine its system structure and essence.

As noted above, the teaching process represents a specific type of interaction between teacher and student, the unity of two different activities - teaching and learning, so the development of the learner can not (can not increase) outside the context of his activities. This fact also necessitates the application of an activity-based approach as a theoretical and methodological basis for our research.

We believe that the idea of modeling teacher and student performance is important for our research. It is communicative-didactic in future teachers. In the development of their competence, it is necessary to involve students in activities that model their future professional and pedagogical activities.

Thus, the activity-based approach in our research allows us to design the activities of the teacher and the student as an integrated system with its own characteristics, such as expediency, careful thinking and awareness.

Therefore, based on the study of the possibilities of systematic and activity-based approaches in the field of pedagogical research, we consider it appropriate to use these approaches as a theoretical and methodological basis for the process of developing communicative and didactic competence of future foreign language teachers.

We use the method of modeling in our research work to study the process of developing communicative and didactic competence as a whole system and its components.

Model (from the Latin "modus" - image, size, method) - to know an auxiliary object that changes the person (essence, form) for the purposes, and gives new information about the main object.

The method of modeling in theoretical research is still in practice serves the task of constructing a new thing (object, event) that does not exist. A researcher who studies the characteristic features of real processes seeks out new combinations (co-occurrence options) of them, i.e., "models the necessary / necessary state of the problem under study".

Thus, in our study, the modeling method provides the following:

- identification of important aspects and elements of the process of formation of the studied (envisaged) type of competence;
- opportunity to obtain information about the features and capabilities of the process of formation of communicative-didactic competence.

In future foreign language teachers as part of our research the process of formation of communicative-didactic competence is the object of modeling.

The model of the process of development of communicative-didactic competence developed in accordance with the objectives of our research work - aimed at developing didactic competence.

The model of the process of developing the communicative-didactic competence of the future teacher is based on fundamental principles and includes target, content-procedural, organizational-technological, criteria / criteria-level components. Scholars add different meanings to the concept of "principle" (from Latin: principium - basis, beginning).

In relation to our study, we believe that the definition given by the scientist V.I Zagvyazinsky[4] is more relevant / adequate. Expression of the "principle" of the

scientist in the categories of categories of pedagogical concept; understands as the knowledge of the essence, content, structure of education, its laws and regularities, expressed in the form of norms of activity.

As a result of theoretical analysis of the problem of general pedagogical principles and their transfer to the training / professional education of future professionals, we have identified a set of principles underlying the model of the process of developing communicative-didactic competence of the future teacher. The principles of polysubjectivity, the principle of integration of different content of vocational training, the principle of interactivity, the principle of prognosticism, the principle of hierarchy and the principle of dynamism (moving forward) are considered as fundamental principles.

We will briefly review the characteristics of each principle: The principle of polysubjectivity implies that the views and positions of the teacher and the student are personally equal, which is related to the change in the subject-object relationship of the teacher with the students and the recognition of the value of the learner.

The principle of polysubjectivity requires the educator to look at the student as a unique (distinctive) person, regardless of his or her individual characteristics. At the same time, within the framework of this principle, the teacher should accept himself as such a person and see it in every student by looking at the personal qualities of students as an independent value. The implementation of this principle is not possible without the teacher's ability to go beyond their own individual experience and perceive reality through the eyes of students.

The principle of integration (combination) of different natural content of vocational training requires the integration / combination of special and psychological-pedagogical knowledge and skills. The teaching (learning) activity of a teacher is of a complex integrative nature, but the analysis of the wide practice of higher education institutions shows that special (communicative), professionally significant and didactic knowledge and skills are studied in a differentiated / differentiated / differentiated way. Overcoming this shortcoming, in our opinion, can be done by modeling professional activity, establishing interdisciplinary relationships.

The principle of interactivity implies the collaborative / collaborative work of students and teachers in the learning process based on mutual support and cooperation in a well-intentioned environment, which allows students to develop cognitive activity, independence, ability to take responsibility. This principle is to create a favorable learning environment in which the student has the opportunity to

succeed, to have the freedom to choose, which makes the educational process more productive.

The principle of predictability of the model of the process of development of communicative-didactic competence of the future specialist, based on the data obtained on its implementation, allows to draw conclusions about subsequent traditions in its development, to predict possible directions, to select and correct deficiencies in the competency formation process. This principle assumes the future effectiveness of the current model and allows to predict the results of its implementation in practice[5].

The principle of hierarchy is communicative-didactic implies the ability to move from one level of competence formation to another, and in such a transition the level of competency formation increases. The hierarchical nature is ensured by the presence of components in the model, the development of each of which leads to the transition from one simple level to a more complex one. we describe the formation of communicative-didactic competence at three levels (low, medium, high), and each of them interacts with the previous and subsequent levels.

The principle of dynamism implies that the process under study will gradually change, and will be filled with new content. Accordingly, the process of forming communicative-didactic competence is carried out step by step and represents the transition from simple to complex with the tradition of improving the quality of the result. The level of formation of communicative-didactic competence also increases during the transition from one level to another.

## **CONCLUSION**

By concluding this article, you can come to the following conclusions. That is, the analysis of psychological-pedagogical and scientific-methodological literature showed that the concept of "professional competence" occurs in different contexts and the authors interpret it as a set of important qualities and characteristics of the teacher's personality from the point of view of systematic, activity-based, level-based approaches. At the same time, as an integral part of professional competence, communicative-didactic competence is formed only on an empirical level, and professional-pedagogical training is a joint result of education, as there are no tools for its purposeful development.

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