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INVESTIGATING COMMUNICATIVE COMPETENCE AS A VITAL OF PEDAGOGICAL CATEGORY

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Abstract. The trends occurring in the sphere of contemporary education make the study of the issue of the development of communicative skills relevant. The unfettered development of a person, creative initiative, and student independence are the three areas where socioeconomic changes are influencing education.

The subjectivity, individuality, and psychological readiness of secondary school pupils for intensive communication activity in the context of business communication, as well as the lack of sufficient scientific elaboration of this issue in pedagogy, determine the relevance of studying the process of formation of communicative competence. It is vital to perform educational research in this regard to identify efficient techniques for developing communicative skills.

Key words: competence, communicative competence, social competence, social and political awareness, communication skills.

Kommunikativ kompetentsiyani o‘rganish muhim pedagogik kategoriyalardan biri sifatida

Annotatsiya. Zamonaviy ta'lim sohasida ro'y berayotgan tamoyillar aloqa ko'nikmalarini rivojlantirish masalasini o'rganishni taqozo qiladi. Shaxsning to'siqsiz rivojlanishi, ijodiy tashabbus va talabalarning mustaqilligi ta'limga ta'sir ko'rsatadigan uchta muhim omildir.

O'rta maktab o'quvchilarining ishbilarmonlik aloqalari nuqtai nazaridan intensiv kommunikativ faoliyatga sub'yektivligi, individualligi va psixologik tayyorgarligi, shuningdek, pedagogikada ushbu masalaning yetarli darajada ilmiy jihatdan ishlab chiqilmaganligi kommunikativ kompetensiyani shakllantirish jarayonini o'rganishning dolzarbligini belgilaydi. Shu munosabat bilan aloqa ko'nikmalarini rivojlantirishning samarali usullarini aniqlash uchun ta'lim tadqiqotlarini o'tkazish juda muhimdir.

Kalit so'zlar: kompetentsiya, kommunikativ kompetentsiya, ijtimoiy kompetentsiya, ijtimoiy-siyosiy xabardorlik, muloqot qobiliyatlari.

Исследование коммуникативной компетенции, как одно из важных педагогических категорий

Аннотация. Тенденции, происходящие в сфере современного образования, делают актуальным изучение вопроса развития коммуникативных навыков. Беспрепятственное развитие личности, творческая инициатива и независимость учащихся - три области, в которых социально-экономические изменения влияют на образование.

Субъектность, индивидуальность и психологическая готовность учащихся средней школы к интенсивной коммуникативной деятельности в контексте делового общения, а также отсутствие достаточной научной проработанности этого вопроса в педагогике определяют актуальность изучения процесса формирования коммуникативной компетентности. В этой связи важно провести образовательные исследования, чтобы определить эффективные методы развития коммуникативных навыков.

Ключевые слова: компетентность, коммуникативная компетентность, социальная компетентность, социально-политическая осведомленность, коммуникативные навыки.

The substance of the following study's key concepts-"competence," "communicative competence," and the criteria-level traits of the indicators of students' communicative competence-is studied in this paragraph.

All academic fields that investigate communication issues in some capacity now include the concept of "communicative competence," including philosophy, sociology, general and social psychology, pedagogy, linguistics, private instruction methods, management theory, and enterprise economics.

Competence, which derives from the Latin *competentia*, which means "belonging by right," refers to knowledge that enables judgment [19, p.412]. Notice that this idea has a slightly different interpretation in the scientific literature. In the theory and practice of professionalism in management, communication training, and foreign language instruction, the terms "competence" and "competency" are employed; the notion of "social competence / social competencies" is being created [5].

In the works of Russian scientists, the issue of analyzing the essence of professional competence has a prominent place. Competence is a certain talent that enables you to solve normal issues and tasks that present themselves in day-to-day settings. The capacity to complete a specified range of tasks is a prerequisite for some types of competence. A person needs a specific knowledge base, as well as highly specialized, unique abilities. A.A. Bodalev (1983) and L.I. Bozhovich (1997) claims the highest levels of competence require initiative, organizational skills, and the capacity to weigh the effects of one's decisions [5;6].

Certain academics as V.I. Zagvyazinsky and I.A. Zimnaya (1992), professionalism is mostly based on competence [8; 9]. The term "competence" is defined as a type of confirmed right of membership in an employee professional group that is acknowledged by the social system as a whole, by representatives of both this professional group and other social and professional groups, and by the employees themselves. However, N.V. Kuzmina (2001) refers to the fact that, one of the subjective components of a specialist's productive activity is competence, which holds a significant place in the personality structure alongside the personality's direction and level of skill [12].

“The ability and willingness to carry out professional duties in accordance with the norms and standards currently accepted in society is what defines competence as a professional and personal trait …” A.K. Markova (1996) points. Besides, she claims that, a specialist's competency directly affects the outcomes of professional work. She concluded that the culmination of the more than ten subsets of abilities that guarantee the efficacy of a specialist's work and his personal attributes is precisely professional competence [15].

W.A. Alamri (2018) states, professional competence of a specialist is defined as a generalized personal education, an integral quality of personality, the most important characteristic of activity, as well as a result and condition of professional training of a specialist, based on theoretical and methodological, cultural, subject, psychological, and technical readiness. The study points out that while the foundations of competence can and should be laid during the people training process, a working specialist's interactions with coworkers are the only place where they can fully take shape [1, p.10].

It is underlined that competence offers the chance to not only possess knowledge but also the prospective willingness to use that knowledge to solve challenges. Therefore, M.A. Choshanov (1996) claims, competence is a combination of qualities, including knowledge mobility, operational knowledge, method flexibility, critical thinking, the capacity to select the best option among several options, the ability to refute false claims, and the capacity to challenge effective solutions [21, p.160]. He is developing a similar idea: competence is characterized by the presence of knowledge for successful activity, understanding the importance of this knowledge for practice, a set of operational skills, possession of algorithms for solving work tasks, and the capacity to approach any type of activity creatively. Competence shows up in dynamics, introspection and self-evaluation are linked to the increase of competence and knowledge (H.H. Lobanova, V.V. Kosarev, A.P. Kryuchatov, 1997) [14, p.106].

The state of actualized ability of the person to know, think, communicate, and act; to put forth and solve specific classes of problems; to analyze the progress and results of their solution; and to continuously make appropriate adjustments is what is meant by competence, which is formed on the basis of the synthesis of theory and practice.

J. Raven used personal characteristics including responsibility, confidence, ability, and readiness to describe 37 different types of competences. Competence is made up of many different parts, most of which are quite independent of one another. Some parts of competence are cognitive, while others are emotional. These parts can be substituted for one another to make up effective conduct [17].

By competence, A.B. Khutorskoy (2002) comprehends some alienated, given the need for the student's educational instruction, and by competence - his innate trait (characteristic). With the use of educational content, educational competencies are formed. As a result, the student gains skills and opportunity to address genuine issues in daily life, including home, industrial, and societal issues. The

elements of a student's social literacy are among the list of educational competences, but they are not the only one. The scientist claims that by integrating the idea of educational competencies into the normative and practical aspects of education, it is now possible to address a problem that is typical of Russian schools, where students can master a body of theoretical knowledge but have significant difficulty applying it to tasks or problematic situations [22].

He claims that, educational competence includes elements of value-semantic, general cultural, educational, and cognitive competence (a set of competencies of a student in the field of independent cognitive activity, including elements of logical, methodological, general educational activity correlated with real cognizable objects), informational, communicative, social, and occupational competence, as well as competence in the area of personal self-improvement.

Some scientists were able to develop a competence-based approach to specialized training thanks to the introduction of the concepts of "competence" and "competence" into pedagogical science. This strategy is centered on developing the future specialist's requirements for ongoing knowledge replenishment and updating, skill and ability enhancement, consolidation, and transformation into competences. The competence approach entails structuring the educational process in order to develop superior competencies. It should be highlighted that one unique aspect of professional competencies is their capacity to produce new phenomena, information, and objects of reality as part of an ongoing process of human development.

The socio-political, communicative, socio-cultural, and readiness for lifelong learning are the five key competencies that the Council of Europe has identified as ensuring that graduates of different educational institutions are prepared to adapt to and self-actualize in the conditions of the modern information society labor market. It should be clear that all of these competencies are interconnected. However, it is also undeniable that despite sharing much with the others, each competency is distinct in its own right, and the foundation for its development is a differentiated understanding of its core. The definition of competencies put forth at the Berlin Symposium shares many similarities with the readiness and skill ideas used in Russian science. Let's take a closer look at these abilities.

1. Social and political awareness. The ability to solve issues and accept responsibility for choices made by oneself is the essence of this competency. Personal, academic, professional, and social conflicts can be rapidly resolved and avoided if a person is psychologically prepared to respond to the current situation, takes an active role, and can identify the core issue. To do this, it is required to simulate a variety of challenging activities during educational engagement, develop fundamental reflexive abilities, and instruct students to adhere to specific activity algorithms.

2. Knowledge of information. The core of this competence is defined as a collection of skills and a willingness to engage with contemporary information sources in both professional and domestic domains of activity:

Determine the degree of the information's reliability, novelty, and importance; 1. locate the necessary information using a variety of sources, including contemporary multimedia tools; 2. process in accordance with the situation and the tasks set; 4. archive and save; and 5. use it to complete a variety of tasks.

3. Communication skills. Three elements—linguistic, speech, and sociocultural—can be combined to represent the essence of the existing national and pan-European definitions of this competency. In practically every sector, effective professional functioning and career advancement depend on the ability to communicate effectively in both one's native language and at least one other language.

4. Social and cultural awareness. As mentioned above, this competency is regarded as one of the elements of communicative competence; however, it has recently been singled out as an independent competency, linking it less to communicative abilities and more to the willingness and capacity to live and interact in the contemporary multicultural world.

5. Your lifetime readiness for schooling. A decent education nowadays cannot ensure the effectiveness of subsequent work without systematic and ongoing personal self-improvement and development since technological and informational changes in the world and the growth of numerous sectors of human activity are occurring so quickly. The outcomes of the work of specialists may be deemed unprofessional if there is no continuous upgrading of previously acquired information and abilities, no smart analysis of situations, and no monitoring of changes in regulatory documents. Additionally, it presumes that the person in question is psychologically prepared to alter their regular course of action as a result of a variety of both objective and subjective factors.

As a result, developing a set of core competencies is implied by the process of educating a competent professional. As can be seen from the sources mentioned above, a modern specialist must possess strong communication skills. Hence, professional competence, according to A.K. Markova (1990), is defined as labor in which activity, communication, and personality are realized to a sufficiently high level [16, p.195]. It is stated that the altered circumstances need adjustments to organizational procedures and present new demands for communication among organization members and between them and external groups (H. Hershgen, 2000) [23, p.334]. For instance, developing relationships with clients and partners involves specific needs for business communication skills and talents, whose use in both commercial and non-commercial sectors demonstrates employees' all-around competency. This trait of a professional in the business and commerce world will be the focus of our ensuing analysis.

The direct translation of the Roman origins underlying the semantic meaning of "communication" is "with people." The meaning of the English verb "communicate" is "to transmit through speech or writing," while the definition of communication is "ensuring the successful transmission of sufficient information." "Communicative" is an adjective that denotes someone who is "competent, oriented to communication, to form contacts and ties, and easily establishes them" [19, p.412].

“It should be mentioned that the definition of "competence" refers to a person's capacity for productive interaction with his surroundings. Communication is not possible without interaction. …” G.M. Andreeva (1998). Communication between the topics of professional activity, knowledge, experience, and interactions that use language and particular information technologies are all examples of what is meant by "communicative competence" in this context [4, p.376].

O.Yu.Iskandarova believes, the pursuit of foreign-language professional communicative competence creates the best conditions for motivating the educational and cognitive process because it allows for the best psychological interaction during the process of professional communication in a foreign language [10, p.38].

A.V.Petrovskiy (2001) offers targeted trainings for the development of this personality attribute, keeping in mind that communicative competence is the culmination of the educational process [13, p.512].

Also, communication competence is reasonable from the perspective of the aim and is based on an evaluation of the success of the act of communication. Hence, context specificity, goal orientation, and efficient rationality of conduct should be considered the most important traits of communicative competence. Thus, the ability of a person to achieve their objectives and carry out their plans in specific scenarios while taking into consideration situational factors and the demands and points of view of their social interaction partners is the foundation of communicative competence.

Since it concerns a person's ability, communicative readiness can be used to distinguish between communicative competence and interactions. Some writers advise using the phrase "communication skills." We must underline the distinction between communication competence and communicative preparation and talents, even though many scientists associate these ideas with social competence. Only the presence of such a person is indicated by their communicative willingness. The use of this training in specific communicative contexts is known as communicative competence. When teaching and practicing communicative literate behavior, this distinction is crucial. A judgment about truly communicative literate conduct does not necessarily result from the presence of specific inclinations (abilities) in a person.

Communication styles, activity (in our instance, professional and communicative), and the connections that result from them are all examples of how communicative competence presents itself. Alamri (2018) adds that “Communicative Approach allows language learners to express their views through collaborative activities undertaken during classes” [1, p.132]. Similarly, Richards and Richards et al. (2001) say that “Since 1970s both Americans and British proponents have seen that Communicative Approach aims at making communicative competence the goal of language teaching and developing the procedures to the teaching of the four language skills that acknowledge the interdependence of language and communication” [3, p.155].

The degree to which a person's communicative behavior satisfies the standards of moral, ethical, linguistic, and cultural norms of society is the criterion for the efficacy of communicative competence.

Hence, communication skills are an evaluation category that designates an individual as a topic of communication in the public relations system. We can describe communicative competence as

a characteristic qualitative indication of the efficacy of communication after analyzing the definitions and traits of competence mentioned above [18, p.32].

The main conclusion drawn from the foregoing is that students' communicative competence is a complex personality trait that is characterized by their level of engagement in communicative activity and determining the quality of this activity, structurally represented in the unity of cognitive, operational-activity, and motivational-value components As V.F.Remizova mentioned, the neoplasms of students are determined by knowledge, skills, abilities and orientation, represented by creative, productive and reproductive levels [18, p.36].

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