

Improving Communicative Competence Of Public Education Staff

Mirzaeva Kholida Normurodovna

Teacher of the department "Pedagogy and psychology, educational technologies"
Navoi region National center for training pedagogues in new methods

Abstract: The scientific article examines the improvement of communicative competence of public education workers. Public education is important because it is aimed at finding optimal ways to improve the skills of qualified students who are able to independently solve practical problems and can communicate in one or more foreign languages. In our country, maintaining the single educational, professional and cultural-spiritual value of the competence approach becomes a factor of the integration of the world educational space.

Key words: professional qualification, public education workers, communicative competence, pedagogical problem, qualification improvement, improvement

In our country, the impact of the needs and requirements for skilled personnel on the ongoing processes, their readiness for professional activity, and the increase in requirements for communicative competence were determined. During their professional training, employees have to communicate with people of different character, because communication serves as a necessary and independent type of professional activity. In addition, prospective students with unique training experience serious difficulties in learning foreign languages, which also causes serious problems in forming their professional and communicative competence. In order to prevent these difficulties in the public education system, it is necessary to carry out a number of positive actions in order to form and develop the professional and communicative competence of employees.

Today's higher education is important because it is focused on finding optimal ways of training qualified employees who can independently solve social and professional problems and can communicate in one or more foreign languages. In our country, the realization of the single educational, professional, and cultural-spiritual value of the competence approach will become a factor in the integration of the world educational space. Taking into account the above, based on the essence of the term "competence", the prospective owner can become a competent person only after he has accumulated sufficient knowledge, skills, and practical experience.

During the development of communicative competence, cognitive and functional components of the formation of their communicative competence and new approaches to teaching foreign languages are envisaged, foreign language becomes a source of communicative communication, and interest in language learning increases.

Learning a foreign language takes a leading place in the process of developing students' communicative competence in vocational training. In this case, the students should have realistic texts on education, necessary information, and terms on education, academic mobility of teachers and students, independent use of information provided by foreign authors from various scientific sources and literature, as well as information and communication skills.

In the current stage of the formation of communicative competence of the employees of public education, the teaching of foreign languages is of great importance, and it is reflected in the state education and training documents. In the conditions of modernization of the educational system, the professional preparation of the staff of public education is problematic, the increasing role of foreign languages in the process of formation of professional competence has determined the relevance and necessity of our scientific research.

We know that the content of education and the process of its implementation are interrelated, and currently, the mechanisms of implementation of these relations in the process of learning a foreign language in the higher education system are not sufficiently disclosed. This can lead to the use of teaching methods that are not sufficiently compatible with eca, the wrong content of educational

materials and the methods of its presentation, and the forms of organizing educational activities. The full realization of the educational potential of the students in the process of professional training in "Foreign language" depends on several factors:

until now, the content and dynamics of teaching foreign languages, and the types of speech activity in public education have been paid little attention, the sad trend of teaching foreign languages is aimed at improving the pedagogical conditions in the organization of this process;

the positive experience of employees' need for a foreign language in the public education system has been gathered, however, in terms of the development of professional education, the identification of the basic and optimal directions of professional education in accordance with the needs of the international and local labor market has not been studied;

insufficient level of theoretical understanding for teaching foreign languages in public education, scientific and academic descriptions of the foreign language teaching process are not sufficiently developed;

In public education, the main components of foreign language teaching, such as knowledge acquisition activity or educational system experience, creative and creative activity experience, emotional and value relations experience, are considered. Usually, in public education, staff focus only on the first component, so teaching methods are not conducive to camaraderie and students' full mastery of the social experience.

Today, there are many ideas and concepts on the problems of teaching foreign languages in public education. The teaching camaraderie pact forces the staff to use their experience and traditional approaches to teaching foreign languages without taking into account the profile of educational needs, which significantly reduces the level of foreign language preparation of graduate students. The contradiction in learning a foreign language for students is the need for a certain level of communicative competence and the lack of a comprehensive system of the process of professional training of students and the lack of development of an adequate professional training system for mastering the content of foreign language education.

In the conditions of modern globalization, pedagogues, psychologists, sociologists, and economists are engaged in the development of the theory of professional preparation. Although these concepts are included in the system of scientific knowledge, we believe that until now, they have not been sufficiently studied in our attention. However, the complexity of these concepts requires further research. Its versatility and interrelationships show that it has not been fully explored in research.

As a result of our analysis of philosophical, pedagogic-psychological, and sociological ideas about the process of professional training of students in public education in our country, two different approaches to its essence can be distinguished. The first approach is related to the development and self-development of the individual, and the second is related to the integration of the individual into a certain system of professional activity, or in other words, the mastering of this system of activity.

In conclusion, the research on the professional preparation process carried out in the framework of modern pedagogy and the analysis of scientific theoretical sources can be formed as a result of the conflict between the painful problem of the professional education process and the system of changing professional activity. Currently, the individual development of each person means his formation as a unit of activity. However, at the beginning of these processes, it is preferable to develop professional training. In theoretical and philosophical terms, personality is always considered not only as an object but also as an active, creative being as a unit of activity.

In the conditions of current globalization and socialization, professional activity has new powers, which are related to the mental and spiritual growth of the person and the student, and professional competence. It comes from the general culture and professional culture of the professional person. In professional activities, professional culture consists of sufficient knowledge, skills, and experience necessary for the applicant to perform professional tasks. It can be defined as the process of creation, transmission, and assimilation of norms and values that interact with social activities by members of a socio-professional group. The meaning of the term "cultural culture" in this concept makes it possible to distinguish the level of ideality, i.e., the basic type of existence of the cultural consciousness, the nuclear space of the cultural spheres, and the real level - the cultural communication, that is, the ways of combining these images accepted in the cultural culture.

However, the professional culture and the professional general culture of the individual can always contradict each other.

Bibliography

1. Mirzaeva M.N. Formation of the concept and technology of intercultural competition among students in universities. International scientific journal "Scientific Horizons" No.5 / 2018- P. 81-84p
2. Mirzaeva M.N. Technology forming professional competence of students of the technical university in the lessons of foreign languages // International scientific journal "Scientific Horizon" No. 8/2019 -27-31s.
3. Bazarova U.M. The role of spiritual and moral education of students of technical university in the lessons of foreign languages //Theoretical & Applied Science. – 2019. – №. 11. – C. 614-616.
4. Bazarova U.M. The state of the problem of moral and aesthetic education of students by means of a foreign language at the present stage //International scientific journal" Scientific Horizons" no. – T. 1.
5. Bazarova U.M. Improvement of mechanisms of moral and aesthetic education of students in foreign language lessons of a technical university //Asian Journal of Research in Social Sciences and Humanities. – 2021. – T. 11. – №. 11. – C. 7-9.
6. Mansurova Dilfuza Zokir kizi, Abduganiyev Firdavs Sherzod ugli, & Bazarova Umida Mamurjanovna. (2022). Features of the classification of types of geotechnological terminology in the English language. Youth, Science, Education: Topical Issues, Achievements and Innovations, Prague, Czech. <https://doi.org/10.5281/zenodo.6643026>
7. Baxtiyorovna Y.G. Nemis tili darslarida talabalarning ijodiy faoliyatining ahamiyati //Тошкент-2021. – C. 14.