

## **Improvement of Educational Services Based on Management of Development of Communicative Competence in Students**

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**Abstract:** Formation of communicative competence of students of higher education institution has a special place among the complex problems of training pedagogues. Especially at the current stage of reforms related to the modernization of education, the problem of adaptation to professional pedagogical activity is becoming more evident.

**Keywords:** communicative competence; pedagogical activity; educational services; students.

"Competence" is the main concepts of the competent approach in education. The analysis of the sources shows that they are complex, multi-component and interdisciplinary concepts that do not have a single value definition in the scientific literature. According to researchers, they differ in size, category, semantics and logical structure and can be considered as a description of a competent person (characteristics, habits, etc.). It can be expressed as a description of a competent person (trait, quality of a person, its component), holistic education in the structure of a person, a system of personal characteristics, conditions arising as a result of acquiring knowledge, skills and qualifications (readiness, orientation, etc.), is often equated with competent knowledge and experience.<sup>1</sup>

Today, the terms "competence" is widely used and stabilized in pedagogical literature. However, until now, there is no single and clear definition of the concept of "competence" that can be applied to the optimal image of a graduate of one or another stage of education. In the sources, the terms "competence" is used to express qualities such as knowledge, skills, qualifications, abilities, diligence, and professional skills of a person. Communicative competence is the ability to achieve communicative goals in a socially appropriate manner. It is organized and goal-oriented, i.e. it includes the ability to select and apply skills that are appropriate and effective in the respective context. It includes verbal and non-verbal behaviour.<sup>2</sup>

Competencies are divided into basic and basic competencies. Basic competence is general in terms of its description and level of application, and basic competence is the competence corresponding to the specialty under consideration in terms of its description and level of application. It can also be called professional competence. Communicative competence includes

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<sup>1</sup> Karimova, M. O., & Saidullaeva, A. R. (2020). PEDAGOGICAL BASIS OF THE USE OF UNIVERSAL AND NATIONAL VALUES IN THE SPIRITUAL AND MORAL EDUCATION OF CHILDREN IN THE FAMILY. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(7), 8547-8555.

<sup>2</sup> Siddikov, B., & Djalalov, B. (2020, December). MODERNIZATION OF EDUCATION-THE FUTURE INNOVATIVE COMPETENCE OF TEACHERS AS A MAIN FACTOR OF FORMATION.

interaction with students, their methods, acquisition of the language that takes priority in the communication process, skills of working in groups, organizing and conducting various spiritual and educational events in the team.

Closely related to the concept of "communicative competence" is the concept of "personal communicative core". The concept of "communicative core" appeared recently and was used for the first time by modern psychologist A.A. Bodalev in scientific research. Considering the communicative core of a person as a psychological phenomenon, there is a basis that allows each person to communicate more successfully. Such a basis is present in any adult person, in the personality of children as well, and personal characteristics and qualities can enter the communicative core.<sup>3</sup>

The formation of the professional competence of students of higher education is not only a list of educational subjects, but also professional skills and knowledge formed in the process of mastering the subject, as well as the content of education, which consists of the active role of the student in social, political and cultural life. All this collectively educates the personality of the future pedagogue in such a way that he will have the methods of self-development and work on his perfection, which in time will help the pedagogue in the "human-human" system. Master of the profession - ensures effective activity as a subject. There are different approaches to defining the professional competence of higher education students. For example, N.F. According to Talizina, it should correspond to three main components (attributes, knowledge, skills).

The goal of communicative self-improvement is clear, but the motives may be different. For a humanistic teacher, communicative self-improvement should be not only self-improvement for himself, but also as the main condition for effective interaction, which contributes to the development of children, helps to preserve their individuality and uniqueness.<sup>4</sup> Therefore, practical training is of great importance in communicative self-development. Mechanisms for developing the communicative competence of future teachers required the development of methodological support for the organization of professional-pedagogical activities through a practical approach. It is desirable to build the training in three blocks: informational, self-awareness and practical. The prerequisite for communicative competence is to build motivation. Practice shows that visual displays, discussions, student project activities, games, and especially role-playing in higher-level classes contribute to motivation. Students can easily express their views using vocabulary learned through visual aids.

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<sup>4</sup> Temirov, N. S. (1997). The life values of rural school students in Uzbekistan. *Russian Education & Society*, 39(10), 21-31.

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