

## TRENDS IN THE DEVELOPMENT OF COMMUNICATIVE AND SPEECH COMPETENCE OF TEACHERS IN THE SYSTEM OF CONTINUING EDUCATION

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### ABSTRACT

*This article highlights the issues of trends in the development of communicative and speech competence of teachers, teachers in the system of continuing education, the concepts of professional competence and competence-based approach to learning are given. According to the author, communicative-speech, information competencies are one of the important components of a specialist's professional competence. The article also highlights the main factors contributing to the formation of communicative and speech competence and professional growth of the teacher.*

**KEYWORDS:** *Communicative, Professional, Contributing, Competence, Development.*

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### INTRODUCTION

There are many positive trends in the modern system of continuing education in Uzbekistan: there is a variability of pedagogical approaches to teaching, both preschoolers and junior, senior schoolchildren and university students; teachers have freedom for creative search, author's, specialized boarding schools, Presidential schools, private specialized schools are being created, a network of branches of joint universities of different countries is growing; foreign best practices are being actively and effectively introduced into the system continuing education of our country; parents are given the opportunity to choose a pedagogical system. At the same time, in my opinion, at present the theory and practice of the system of continuing education wants to be much better in scientific, methodological and practical terms, and as for theory, active forms and methods of teaching and upbringing in secondary schools are insufficiently described, and even less is used in the pedagogical process on the ground.

The current stage of development of the methodology of teaching school subjects characterizes new approaches to determining the goals and objectives of learning. The concepts of "competence", professional competence and competence approach are increasingly entering our lexicon.

Russian Russian as a Foreign Language is defined in the new version of the state educational standard for grades 2-11 of schools with Uzbek and other languages of instruction and the

"Concept of teaching Russian as a foreign language" three main tasks of teaching Russian as a foreign language are defined: it is the formation of speech (language), communicative and linguistic competencies that contribute to the implementation of the new "Concept" by means of this educational subject development of the public education system of the Republic of Uzbekistan until 2030" (No. UP-5712 dated 29.04.2019), developed in pursuance of the Decree of the President of the Republic of Uzbekistan "On additional measures to improve the public education management system" (No. UP-5538 of September 5, 2018).

In accordance with this, humanization, democratization, informatization of education are considered as key positions of updating the teaching of Russian as a foreign language, as factors of accelerating the development of the school – the creative search for a teacher, the dynamism of the educational process, its multivariance, focus not only on the perception and improvement of social experience, but also on its cardinal transformation and development, as value priorities that determine the content of training.

Before we talk about competence, professional competence and competence approach in teaching, it is necessary to define these concepts.

The formation of a teacher's professional competence (this includes communicative-speech, information competence, etc.) is today one of the main tasks of the modern system of continuing education. The concept of professional competence should be distinguished from traditional knowledge, skills and abilities.

Professional competence should be understood as an integral characteristic of a specialist's business personal qualities, reflecting their level of knowledge, skills and experience sufficient to implement a certain type of activity. The formed communicative-speech and information competencies are an important indicator of a teacher's professional competence. Only then can the quality and effectiveness of the educational process be achieved if professionally competent teachers are engaged in training.

What is the professional competence of a teacher?

1. Extensive and in-depth knowledge in the field of science taught;
2. Mastery of the methodology of teaching the subject and ICT;
3. Armed with knowledge from pedagogy, general and age psychology, the ability to use them in the practice of teaching and upbringing;
4. General high culture and erudition;
5. Formed communicative-speech, information, etc. competencies.

Professional competence of a modern teacher should be considered as a multifactorial phenomenon, as a culturological component of professionalism, as an integral competence-based education, including a system of theoretical and practical knowledge of the teacher and ways of their application in specific pedagogical situations, value orientations, as well as integrative indicators of his culture (speech, communication style or communication, attitude to himself and his activity, informativeness, etc.).

What is included in the professional skills of a modern teacher?

Every teacher should have clear ideas about the social role of his profession, interest in the child as an object of activity, be able to understand his needs and age characteristics, possess pedagogical observation, pedagogy of cooperation and tact, organizational abilities, have stable spiritual, cognitive interests, be honest, principled, modest, sociable. Russian language teacher should: comprehensively know his subject, understand the role of language as a foreign language in the life of society, know the theory of general linguistics, the theory of speech, all branches of the theory of the Russian language, be philologically educated, constantly monitor the novelties of science and literature in his field, cultural life. Possess the culture of speech: have the skills to freely express their thoughts in oral and written forms, possess the language norm (orthography, spelling, vocabulary, grammar, etc.), expressive reading, intonation. Possess all the skills and abilities that are mandatory for students at a high level.

Competence (from lat. *competentia*. This is a range of issues in which someone has good knowledge, experience and awareness) can be objectively observed, measurable with a certain accuracy, purposefully formed.

Competence is a consequence of learning, as it relates to the individual, and is formed in the process of performing a certain set of actions. If professional pedagogical activity is considered as the solution of certain tasks, then this approach involves the development of the following key competencies: recognition of practical problems, their formulation, translation of problems into the form of a task, correlation with the context of the received knowledge system, analysis and evaluation of the result.

Many scientists have come to the conclusion that competence is a quality of personality that exists and develops in duality: in the individual and society. Thus, by developing competence, we develop the personal qualities of the subject and the qualities that connect him with society, with life. In modern scientific literature, there are several definitions of the concepts of "competence" and professional competence. The definition given by the scientist Elkonin can be considered the closest and more specific: "Competence is a measure of a person's involvement in activity."

It should be said that competence is a personal quality of a specialist, prone to development and improvement. This is what creates a vast field of activity for a modern teacher. Teachers of the Russian language and literature are, of course, the key figure in modern personality-oriented education, in the formation of all types of key competencies, especially communicative-speech, linguistic, informational, etc.

A modern teacher today needs three key components for the successful self-realization of his knowledge, skills and abilities: creativity, broad mastery of information and communication technologies, the formation of communicative-speech and information competencies. Special attention should be paid to communicative and speech competence, which is in the first place before linguistic, linguistic, informational and cultural studies and is one of the components of professional competence.

Communicative-speech competence should be understood as "mastering all types of speech activity (speaking, reading, writing, listening) and the basics of the culture of oral and written speech, basic skills and skills of using language in vital areas and communication situations for this age."

The formation of communicative competence involves knowledge about speech, its functions, the development of skills in the field of four main types of speech activity (speaking, listening and understanding, reading, writing).

Communicative competence presupposes the ability for full-fledged speech communication in all spheres of human activity, in compliance with social norms of speech behavior. The main skill formed within the framework of communicative competence is the ability to create and perceive texts – products of speech activity. It includes knowledge of the basic concepts of language linguistics – speech styles, types of speech, structure of description, narration, reasoning, ways of linking sentences in the text, etc., skills and skills of text analysis.

There are different components of the situation or speech conditions that dictate the speaker's choice of words and grammatical constructions. This is, firstly, the relationship between the interlocutors and their social roles. It should be said that the nature of speech communication will be different depending on who we communicate with, what is the social status of the speakers: teacher or student, teacher or student, what is their age, gender, interests, etc. Secondly, the place of communication (for example, communication between a teacher and a student in the classroom, a teacher with a student in class, during recess, a teacher with students in conversation, or a librarian with a reader (student, student) in the library. The third, very important component of the speech situation is the purpose and intentions of the speaker. So, an order, advice, request or demand, of course, will differ from a message, information or their emotional assessment, an expression of gratitude, joy, resentment, etc.

Thus, the actual communicative competencies are the skills and abilities of speech communication, taking into account who we are talking to, where we are talking, and, finally, for what purpose.

There is no doubt that their formation is possible only on the basis of linguistic and linguistic competencies. The need to teach different competencies is essentially the answer of education to the challenges of modern society, which is characterized by increasing complexity and dynamism.

Therefore, the competence-based approach in teaching focuses on not increasing the amount of human awareness in various subject areas, but helping people solve problems independently in unfamiliar situations. The same skills that help a person navigate new situations in their professional, personal and social life, achieving their goals, began to be called competencies or key competencies.

The competence approach puts in the first place not the awareness of the student, but the skills and abilities to solve problems by analogy that arise in the following situations:

The essence of the competence-based approach to learning is that it is not the "ready knowledge" offered by the teacher for assimilation that is assimilated, but "the conditions of the origin of this knowledge are traced." The student himself forms the concepts necessary for solving problems. With this approach, educational activity, periodically acquiring a research character, itself becomes the subject of assimilation. In other words, the competence approach assumes that one should teach not just specific "frozen" knowledge, but should "teach to learn". The main task of the teacher, as K.D.Ushinsky wrote, is to turn the student's activity into amateur activity. And in

turn, it depends on the competence-based approach to learning, professional competence (from the communicative-speech, language, linguistic and information competencies) of the teacher.

Therefore, modern pedagogical technologies and experimental activities are the reality of the current approach to education and upbringing. The teacher or teacher needs to understand that now the way of presenting the material and exchanging information is not as important as the way of joint activity, that the learning objectives have changed. And they should be aimed at the formation of students' key educational competencies, which cannot be solved without communicative, speech and information competencies.

Today, the position of the teacher, the teacher, is fundamentally changing. We need to stop being a carrier of "objective knowledge" together with the textbook, which we are trying to convey to students. Our main task should be to motivate students to show initiative and independence. We must activate the independent activity of students, in which everyone could realize their abilities and interests. In fact, in this way we create conditions, a developing environment in which it becomes possible for each student to develop certain competencies at the level of development of his intellectual and other abilities, especially communicative, speech and information.

The widespread use of interactive methods and techniques involves "co-learning", where both students and the teacher are subjects of the educational process.

Interactive learning allows you to solve several tasks simultaneously, the main one of which is the development of communication skills. This training helps to establish emotional contacts between students, provides an educational task, since it teaches them to work in a team, listen to the opinions of their comrades, provides high motivation, strength of knowledge, creativity and imagination, sociability, an active lifestyle, the value of individuality, freedom of expression, emphasis on activity, mutual respect and democracy.

One of the effective active methods of teaching the Russian language is the introduction of elements of research activities in the classroom and in extracurricular time. The practical result of this work are scientific reports – presentations, joint with teachers, scientific articles in journals, collections of materials of scientific and practical conferences, training seminars. It should be noted that research activities, for example, in linguistics, are very useful for philology students. This form of work introduces students to the independent analysis of works, individual books, dictionaries, encyclopedias, Internet materials, scientific articles, etc. In addition, this type of activity promotes the development of independent thinking, educates speech culture, develops types of speech activity, broadens horizons, enriches the skills of a scientific approach to linguistic problems. And most importantly, this method forms students' communicative-speech, informational and linguistic competencies.

Thus, the main goal of the competence approach in teaching any subject is to form a comprehensively developed personality of a student, his independent thinking, linguistic intuition and abilities, mastering the culture of communicative and verbal communication and behavior.

Communicative orientation – mastering modern means of communication, the formation of skills and abilities to express thoughts in oral and written forms, a characteristic feature of the current curriculum in Russian as a foreign language.

The new curriculum of teaching Russian as a foreign language for schools of general secondary education with Uzbek and other languages of instruction presents the following main goals and objectives:

Formation of communicative and speech competence, development of skills of using the Russian language in the process of communication, for continuing education and everyday life of students; formation of key general academic competencies aimed at developing self-education of students, as well as the ability to use the acquired skills, knowledge and skills in social life and personal activities; formation of linguistic competence aimed at functional mastery of grammar the system of the Russian language and the development of oral and written speech of students.

Practical mastery of the Russian language for use in the most important areas of communication: everyday life, educational, socio-political, socio-cultural is the main goal of this program.

Every person entering this complex and contradictory world needs certain thinking skills and personality qualities. The ability to analyze, compare, compare, highlight the main thing, solve a problem, the ability to self-improve and the ability to give adequate self-esteem, be responsible, independent, be able to create and cooperate - these are the qualities that modern children should develop. Therefore, the task of each teacher (whatever specialty he may be) so build the learning process to help reveal the spiritual powers of the child. A competent teacher needs not only to tell and show everything in an accessible way, but also to teach the student to speak and think, to instill in him the skills of practical actions. Interactive forms, methods and techniques of teaching will greatly help this, contributing to the formation of the communicative and speech competence of the teacher and students themselves, and the development of independent learning activities.

The modern strategy of progress of the advanced countries of the world is based on the concept of comprehensive cultural, intellectual, professional and physical development of the potential of the individual. At the same time, in the implementation of its goals, the main place is given to the system of continuing education. Today, by increasing the level of education of the population, the developed countries of the world receive almost half of the gross national product. Therefore, the informatization of education and the competence-based approach to learning in the world as a whole, and in Uzbekistan in particular, are of great importance.

The main competence of the subject teacher becomes his renewed role - the role of a knowledge conductor, a kind of "navigator", helping students navigate the limitless sea of information. The use of information technologies in the educational process allows not only to modernize it, increase efficiency, motivate students, but also to differentiate the process taking into account the individual characteristics of each student. The relevance of this topic is due to the fact that computers are increasingly invading the humanities and natural fields of education, their skillful use arouses a strong interest among students in the subject, helps them to study with passion, achieve high results in educational activities. The scope of the study is an educational process that contributes to the formation and development of communicative competence and motivation to study subjects using ICT.

Today, you can often hear from teachers that in the age of computer technology, the latest TSO and new developments of audio – video equipment, it has become quite difficult to interest students in studying. Especially with the Russian language. The importance of the English language has come to the fore.



What should a teacher do in such a situation? How should he interest students so that they start learning Russian or other subjects?

First of all, any teacher should increase students' interest in studying their subject. Russian is a teacher, you need to start with a simple one: you need to constantly remind students that Russian is one of the world languages, it was and remains a communicative means of communication between the peoples inhabiting the former republics that were part of the USSR, and to this day it has not lost the meaning of the "language of interethnic communication" in the countries CIS.

The teacher also needs to be constantly reminded of Russian as the language in which world problems are solved at UN meetings, because it is one of the languages spoken by half of the Members of the United Nations.

By showing the global and international significance of the language, students can be interested in learning Russian as a foreign language. This will be an interest in another foreign language, which will open up prospects in the future.

This interest should be consolidated in the purposeful work of the teacher to improve self-education in the constant use of interactive forms, methods and techniques of teaching in the educational process. To increase interest in their subject, any teacher must master the latest technology in teaching the subject. The purposeful use of innovative technologies in teaching contributes to the formation of communicative and speech competence in both teachers and students, as well as the development of their mental activity.

Any job requires the development of certain skills. And the most important skill that every highly qualified specialist should have is the skill of self-education.

Self-education is the need of a creative and responsible person of any profession, especially for professions with increased moral and social responsibility, which is the profession of a teacher.

Self-education of a teacher is a necessary condition for the professional activity of a teacher. Therefore, professional growth can also be called finding your own way, finding your own voice. No wonder Leo Tolstoy said about the teacher: "If the teacher stops working, then the teacher dies in him." These expressions have become winged and have a deep meaning.

Self-education is one of the important factors in the formation of professional competence, communicative-speech, linguistic and information competencies of a teacher.

Creating a model of a professional and personal self-development program, it is important to proceed from the fact that today society needs initiative and independent specialists who are able to constantly improve their personality and activities. By engaging in self-education according to a personal self-development plan, it is possible to achieve significant success in work proving that students have a new system of knowledge, skills and abilities; students' self-activity in their subjects develops, which contributes to improving the effectiveness of teaching students.

What motives encourage self-education?

Daily work with information requires more and more knowledge not only on the search, analysis of new information, but also on its storage, use and reliability.

The desire for creativity. A teacher is a creative profession. A creative teacher should not work according to the same lesson plan or scenario from year to year, read the same reports. The work should be interesting and enjoyable.

Competition. The opportunity to be in demand at work. Today it is no secret to anyone that many parents, when bringing a child to school, ask for a particular teacher or class teacher in the classroom.

Types of activities in the process of self-education that contribute to improving the professional competence of the teacher.

- Systematic viewing of certain TV shows;
- Reading pedagogical periodicals;
- Reading of scientific and methodological, pedagogical and fiction literature;
- Familiarization with Internet materials on your subject, pedagogy, psychology, modern educational technology;
- Attendance of training seminars, master classes, lessons of colleagues, scientific and practical conferences;
- Discussions, meetings, exchange of experience with colleagues;
- Study of modern pedagogical techniques in the process of interactive trainings;
- Timely completion of advanced training courses;
- Study of information and computer technologies;
- Visits to subject exhibitions and thematic excursions on the subject;
- Maintaining a healthy lifestyle, sports, physical exercises.

Stages of Self-Education:

The content of the concept of professional competence of a teacher includes three aspects of personality qualities and properties:

- Professional and personal, related to the development and development of professional knowledge and skills, intellectual potential and emotional-volitional sphere; - professional and activity, related to the development of personality and the creation of conditions for its self-development;
- Professional and creative, related to readiness teachers are ready to perceive and implement innovative ideas, new information, and the ability to master new technologies.

This approach makes it possible to form a model for the development of professional competence in the conditions of additional pedagogical education as an integral, dynamic system that includes diagnostic, information-motivational, design-organizational and generalizing stages.

Thus, from all of the above, the following conclusion can be drawn: a professionally competent teacher is called upon to implement all these requirements for education. The peculiarity of his



work is that the object and product is the most "unique in its value material" – a person. And not just a person, but a growing person, his inner world.

The changes taking place in the life of modern society primarily affect the students, form their worldview, and accordingly, I would not like my image to be formed by them as an image of an "out-of-date person".

A teacher today should strive to fulfill the basic principles of continuing education. Keep up with the times and be able to anticipate upcoming requirements.

Improving the quality of education and upbringing in the system of continuing education directly depends on the level of teacher training. The society has always provided the teacher with good working conditions and made the highest demands. Now these requirements are increasing at times. After all, in order to teach others, you need to know more than everyone else, and be able to transfer this knowledge to others and students. The teacher should not only know the methodology of teaching the subject, but also be knowledgeable in other fields of knowledge, in various spheres of public life, and be oriented in modern politics and economics. The teacher must learn everything constantly, because, in the faces of his students before him, time stages change every year, ideas about the world around him deepen and even change.

Today, a modern school does not need a teacher – a "lesson teacher". Today, all types of educational institutions in the system of continuing education need teachers, teachers who deeply know their subject, modern teaching methods, possess modern ICT and are able to purposefully, effectively use them in the educational process, teach children to independently acquire knowledge.

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