

***THEORETICAL-PEDAGOGICAL FOUNDATIONS OF INFORMATION-
COMMUNICATIVE COMPETENCE DEVELOPMENT IN FUTURE
ENGLISH LANGUAGE TEACHERS***

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**THEORETICAL-PEDAGOGICAL FOUNDATIONS OF INFORMATION-
COMMUNICATIVE COMPETENCE DEVELOPMENT IN FUTURE
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Abstract: Development of professional competence of future teachers one of the current issues. It will be discussed in the educational institutions of our Republic the communicative competence of the pedagogue is his team of students, parents, colleagues normative bases of implementation of effective mechanisms of communication with created.

Key words: communicative competence, future teachers, pedagogical foundations, language teaching, approaches, methods.

INTRODUCTION

Formation of professional competence of the future teacher in the training of pedagogues has a special place among complex problems. Especially with the modernization of education the problem of adaptation to professional pedagogical activities at the current stage of related reforms is becoming more evident. To train future teachers in practical, psychological, methodical, along with the formation of the teacher's professional competence, along with types of research is getting rich. Assessment of professional competence is the essence of professional formation groups of diagnostic, communicative, management and projective studies should be entered. The cognitive activity of the teacher is in many ways the things being studied complexity, dynamics, non-standard, boundaries that separate social

phenomena influence, their search, is determined by uncertainty, which is observability, interlocutor's internal refers to the skill of modeling the world.

In the action strategy for development of the President of the Republic of Uzbekistan "The quality of professional skills of pedagogic personnel and priority tasks such as continuous improvement of the level" have been defined. In these social processes, creates conditions for increasing the level of professional communication. Republic of Uzbekistan PF4947 dated February 7, 2017 of the President of the Republic of Uzbekistan Decree No. PQ2909 of April 20, 2017 "On Measures for the Further Development of the Higher Education System", Uzbekistan Decree of the President of the Republic of June 5, 2018 No. PQ-3775 "Education in Higher Education Institutions quality improvement and active in comprehensive reforms implemented in their country on February 7, 2017 of the President of the Republic of Uzbekistan on ensuring participation No. PF-4947 "Strategy of actions for further development of the Republic of Uzbekistan on decisions on additional measures " decree and this in the implementation of the tasks specified in other regulatory legal documents related to the issue this dissertation serves to a certain extent.

THE MAIN PART

At the present time, issues of human worldview are being fundamentally considered in pedagogy, the status of a person in social life is changing and the education of the growing generation is being re-evaluated, and this is also the interaction of the subjects of these processes is leading to change. The relationship between the teacher and the students humanitarian aspects today I. Kant allows each person to achieve his goals and firm, which means not allowing yourself to become a tool for others based on the formula of non-coercion.

Pedagogical communication is based only on pedagogical goals and tasks it is impossible to get out, in fact, it is natural that they are the basis of the activity. Communication in such a case, the nature of action leads to the fact that the teacher always shares his opinion with him, that is, he tries to communicate only by stating

his demand. In communication with children not by stating "one's own" requirements, but by getting opinions from "children", their interests, It is important to communicate, considering their aspirations, so that the child has his own interest and his own world will be within the radius of pedagogical goals.

In communication, there are three interrelated communicative, interactive and perceptive. As a unit of components, the tripartite approach is of particular importance (G.M. Andreeva, A.A. Bodalev, B.D. Parigin). This is the communicative aspect of communication the interactive organizational aspect of students' information transfer, interaction, perceptual aspect and their perception of each other and the mutual understanding and emotionality established on this basis shows the connection. Communication skills of the teacher with different concepts: "pedagogical skill", "qualification description", in the theory of pedagogical education, professional-based requirements for the teacher are expressed by different concepts: "pedagogical skill", expressed by "qualification description", "person's professionogram", "professional readiness", "professional professional competence".

In general, the pedagogical categories listed above describe one phenomenon it has different content aspects and is used in different contexts. "Communicative closely related to the concept of "competency" - "communicative core of the person" there is a concept. The concept of "communicative core" has recently appeared and is scientific it was used for the first time by modern psychologist A.A. Bodalev in research work.

The communicative core of a person is considered as a psychological phenomenon a person has a basis that allows communication to be more successful. Such a basis exists in any adult person, even in children. Personal characteristics and qualities can enter the communicative core. In the end, it is they, the method and direction of communication, on the other hand, is the teacher's. The low level of professional communicative competence makes him a professional does not allow him to realize, as a result, it gives rise to dissatisfaction

with life in general possible. Considering the interaction of general and professional communicative competence and we determined the following criteria for its manifestation: the first criterion is general communicative values. They were taught the value of a person for a pedagogue, the value of the communication process, we included the value of traditional forms of communication for the pedagogue; the second criterion is that of the pedagogue implementation of interpersonal communication was defined as general communication skills.

These are his close relatives, work colleagues, parents of students communication skills; the third criterion is the general communicative ability of the teacher the level of inclusion of values in one's professional ideal, because the development of these values level is also of great importance in everyday and pedagogical communication. In addition, they are humanitarian, facilitators of the pedagogue with children serves as a unique basis of communication, on the basis of which he is the leader of his work student orientation and self-awareness as a value and self, student the need to change the methods of one's activity accordingly to the changes in one's personality; the presence of professional communicative skills in the teacher and the level of communicative competence has become the fourth criterion of evaluation, because professional pedagogical communication makes it daily has a number of features that distinguish it from communication.

The need to determine the criteria of the teacher's communicative competence made it possible to distinguish three levels of communicative competence: high, medium, and low. A high level of communicative competence, a teacher's humanity with students characterized by a clearly expressed direction of their mutual relations, in which both the participant serves as the subjects of this process, in which each of them identity is understood and perceived as unique, irrevocable. In addition, he is a teacher feels the need for communication with children and ethical forms of communication in practice uses. The teacher has significantly developed verbal and non-verbal communication skills, in which there is no discrepancy between the verbal and non-verbal components of

communication. Teacher knows how to regulate his psychological and physiological state. As a way out of a conflict situation uses a collaborative approach.

The average level of communicative competence of the teacher is not sufficiently expressed refers to value-communicative directions. As a humanitarian from the outside defining relationships with students to the nature of fulfilling social roles have Such teachers do not feel a special need for communication with children, communication itself strictly limited, often without positive emotional expressions. In this case, within the framework of professional necessity, verbal and non-verbal communication skills are significantly developed. The teacher knows how to regulate his psychological and physiological state, that's it there may be some emotional instability in the meaning. Teachers are communicative low level of competence in one or more of their valued areas determined in the exclusion of communicative values. Communication between the teacher and the student cannot be characterized as humane: students feel uncomfortable; emotional lesson appearance is more negative; contact with children is not available.

Verbal and non-verbal organizer of communication in the teacher's behavior there is an inconsistency. The teacher often regulates his psychophysiological state doesn't know how to put it. Based on the above, communicative competence is dynamic is derivative and passes through two stages in its development: general and professional communicative competence (in which they exist together from a certain stage of personality development), as well as can develop from level to level. This development is the involuntary acquisition and teaching of the "language" of communication happens through This is a profession that is directly and directly related to communication if we talk about it, this process involves specially organized training and fulfillment of certain conditions it is reasonable to say that it will be productive. First of all, the future teacher must have basic knowledge.

Development of the humanized communicative core of the person on the basis of pedagogical sciences. Explanation of the goal orientation of pedagogic sciences and pedagogic sciences:

- history of pedagogy - pedagogical ideas, theories and educational systems studies its development;
- pedagogy - a pedagogy specially organized for the main laws of education learns as a process and is the basis for the development of all branches of pedagogical knowledge creates, general principles of pedagogy, didactics (theory of education), theory of education, educational management;
- pedagogy of youth - characteristics of human development at different ages and studies examples, preschool pedagogy, primary education pedagogy, androgogy (adult education), gerontogogy (pedagogy of old age);
- vocational pedagogy - studies the problems of vocational education, vocational schools pedagogy, secondary special vocational schools, higher education, labor pedagogy; industry pedagogy - certain types of activity (pedagogical, engineering, military, legal, etc.) studies the laws of special training of people for;
- social pedagogy - influence of society on personality formation and development develops problems, family pedagogy, labor team pedagogy, re to educate;
- correctional (special) pedagogy - physical and psychophysiological in development studies the education of children with disabilities, defectology (in mental development working with retarded children), speech therapy (correction of speech defects), deaf pedagogy (working with hearing-impaired children), deaf pedagogy (weak and working with blind children), oligophrenopedagogy (working with mentally retarded children);
- ethnopedagogy - studies the laws and features of folk and ethnic education;
- comparative pedagogy - organization of education in different countries of the world reveals its characteristics;
- private (subject) methodology - specific training in all types of educational institutions learning to teach subjects;

- philosophy of education - philosophical teachings to understand the essence of education a department of pedagogy that studies the role, determines the ideology of education and training is the main concept in defining educational goals and ways of their implementation analyzes approaches.

CONCLUSION

The goal of communicative self-improvement is clear, but the motives are different it can. Communicative self for a humanitarian teacher improvement is not only self-improvement for its own sake, but effective interaction as the main condition for the implementation, it is necessary for the development of children, helps to preserve their individuality and uniqueness. That is why practical training is important in communicative self-development is important. Development of communicative competence of future teachers mechanisms of organizing professional-pedagogical activity through a practical approach demanded the development of its supply. Building training in three blocks: informational, self-awareness and practical fit for purpose. This understanding of the uniqueness of higher pedagogic education is culture and from the persons of the educational system, from the teacher, the competence of his professional specialty the need to demonstrate should be a source of search from the essence of the traditional education system possible.

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