

**On The Basis of Family and School Cooperation Theoretical and
Methodological Fundamentals of Developing Communicative Competence of
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Annotation: Nowadays a lot of work is being done to bring the development of communicative knowledge and skills to a new level in the training system and to accelerate educational reforms in this area.

Keywords: Communicative competence, competence, communicative outlook, school teacher, ability, suitability.

Main part: Today, a lot of work is being done in the system of training to bring the development of communicative knowledge and skills to a new level and to accelerate educational reforms in this area. Reforms in all spheres of our society are also affecting the system of continuing education. New goals and tasks are being set for secondary schools. At the heart of the purpose and essence of all change are issues such as the developing student's personality - his purpose and self-awareness, personal development, and communication skills. It is no coincidence that the upbringing of the younger generation in Uzbekistan on the basis of communicative competence has become a state policy issue. Because communication develops in a society where the freedom of young people is guaranteed, and freedom of thought is a guarantee that society will be strong. "Our common goal is to bring preschool and school education, the system of higher and secondary special education, and scientific and cultural institutions to the four limbs of the Third Renaissance, and to educate kindergarteners, schoolteachers, professors, and scientific and creative intellectuals." to become a pillar. "

This paragraph examines the content of the concept of communicative competence, its definition in dictionaries, its pedagogical significance and the possibilities and current state of the education system aimed at its formation. It also covers the organizational and legal framework for the development of the communicative worldview and thinking, the practical application of legal norms. To do this, it would be expedient to first clarify the content of the concept of competence.

The term competence was first used in science in the 50s and 60s of the twentieth century. The English concept of "competence" lexically refers to the level of ability, competence, based on direct in-depth knowledge. The content means "the effective use of theoretical knowledge in practice, the ability to demonstrate a high level of professionalism, skill and talent." In general, the definitions of "competence" and "competence" define competence as the behavior, conduct, and competence required in a particular activity, and the degree of conformity to that requirement, i.e., the end result of the demonstration of competence.

While the glossary of pedagogical terms defines "competence - knowledge in this or that field", the National Encyclopedia of Uzbekistan defines "competence - 1) the powers of a particular state body (local self-government body) or official, defined by law, charter or other document, law and scope of duties; 2) knowledge, experience in this or that field.

Based on the research, 16 different meanings of the word competence are distinguished and they are:

- ability to solve production problems;
- ability to apply knowledge and skills in specific situations;
- compliance with the description of the professional standard;
- the requirements of the organization to the employee in order to form a qualitative activity of the entity;
- compliance of the employee's code of conduct with the organization;
- a general set of knowledge, skills and abilities (BKM), abilities, motives, personality, communicative qualities and other concepts;
- readiness and skills for quality work;
- Responsibilities and powers of office;
- BKM + professionally important qualities;
- various aspects of competence;
- deep understanding of professional experience in conjunction with the organizational context of important professional qualities;
- personality, individuality;
- the human factor in successful activity;
- Criteria for effective production activities;
- Creativity. So, competence is a general combination of knowledge, skills, abilities, causal factors, personal qualities, target situations.

According to the research scientist I.Aliev, competence is understood as a certain acquired competence, ie a fully formed set of certain qualities. This concept is defined in dictionaries as "to have knowledge that allows you to think about something", "to be aware, to be entitled". "The definition of competence is similar and complements each other, while there is no single definition for the word competence. Situations", "having (possessing) knowledge that allows you to think about something", "a set of questions (field) that someone is well aware of". Hence, the meanings of competence have different meanings in different areas.

In fact, the concept of competence has entered the field of education as a result of scientific research by psychologists. From a psychological point of view, competence means "having a plan of action in unconventional situations, how a specialist behaves in unexpected situations, communicates, takes a new approach in dealing with competitors, performs uncertain tasks, uses information full of contradictions." Competencies also require the constant enrichment of knowledge, the study of new information, the ability to understand important social requirements, the ability to search for new information, process it and apply it in their work. It is a true, formed personal quality based on knowledge, an intellectual and personally defined social and professional formation of an individual. It also includes a set of interrelated characteristics (knowledge, skills, and methods of operation) that are identified in relation to specific objects and processes and are required for high-quality production activities in relation to them. This means that there is a certain isolated, specific requirement for students to be prepared in the learning process.

Communicative competence is a complex type of communicative skill and activity, which includes new social skills, norms and restrictions of communication, knowledge, customs, etiquette, educational orientations. According to research scientist N. Amirov, "Today, the ability to communicate effectively, which we call communicative competence, has always been of interest to many scientists. In the disciplines of sociology, social psychology, pedagogy and other modern fields of knowledge, attention is paid to the theoretical study of interpersonal relationships, communicative behavior of the individual. There is still a social need to increase research in the training of personnel, aimed at preparing them for effective communication from an early age and increasing their knowledge of the culture of communication. To this end, in today's environment of global dialogue, "the importance of scientific recommendations that can be taken into account in the implementation of various education reforms, in particular, the transition of the education system to new state standards and the training of future professionals is growing. The main goal of the modern educational process is to organize effective continuing education aimed at developing students' personal abilities, scientific potential, knowledge, skills and abilities. Hence, communicative competence is a general communicative trait of an individual that includes social experience related to communication skills, knowledge, abilities and skills.

In the organization of pedagogical dialogue can not only be based on pedagogical goals and objectives, in fact, they are the basis of the activity. The nature of communication in such a situation leads to the fact that the teacher always seeks to communicate with him by expressing his opinion, that is, only "his" requirement. In communication with children, it is important to get feedback from "children", to communicate their interests and aspirations, not by expressing "their" needs, so that the child is in the radius of his interests and pedagogical goals with his world.

The basis of communicative competence is:

- communication organization - interpersonal communication skills;
- communication, contact maintenance, feedback;
- Analysis of communication results.

Communication skills include:

- ✓ provide a socio-psychological forecast of the communicative situation in which to communicate;
- ✓ socio-psychological programming of the communication process, based on the specificity of the communicative situation;
- ✓ Implementation of socio-psychological management of communication processes in a communicative situation.

A competent approach to education involves teaching students to use the acquired competencies effectively in a variety of situations encountered in personal, professional and social life. Particular attention is paid to the use of relevant knowledge, skills and abilities in the face of unexpected uncertainties, new, problematic situations. Therefore, in the process of teaching each subject, competencies are formed based on its content and characteristics. Professor A. Abdukadirov emphasizes the problem of forming and developing a competency-based approach in students, saying that the development of competence is a process that does not stop throughout a person's life. The research of our pedagogical scientists highlights the specifics of professional and pedagogical competence. In particular, NA Muslimov in his research cited communicative competence in the form of six qualities:

- 1) Motivational qualities (covering the needs, motives and goals of the chosen profession, which are formed and developed throughout a person's life);
- 2) Intellectual potential (on the basis of all official documents the teacher seeks to convey information and data, to form knowledge, skills and abilities);
- 3) Willpower qualities (goal-orientation, ability to overcome internal and external obstacles, physical and mental stress, self-control and initiative);
- 4) Practical skills (psychological, pedagogical, methodological and technical-technological abilities, actions, skills of the individual in various areas of activity and communication);
- 5) Emotional qualities (formation of the necessary skills to manage their emotions (anger, rage, annoyance, anger, jealousy, empathy, shame, pride, fear, jealousy, love, etc.) and understanding their emotional states and their causes);
- 6) Self-governance (freedom to choose goals and means to achieve them, conscientiousness, critical approach to their activities, comprehensiveness and understanding of actions, ability to compare their behavior with others, confidence in the future, maintaining their physical and psychological condition and management take).

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