DEVELOPMENT OF COMMUNICATIVE COMPETENCE OF STUDENTS IN THE PROCESS OF TEACHING THE UZBEK LANGUAGE

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A B S T R A C T	K E Y W O R D S
This article cites the emergence and application of the term communicative competence, as well as ideas about the role and importance, goals of communicative competence in students in the process of teaching the Uzbek language. At the same time, the opinions of scientists were added.	competence, communicative competence, educational process, student activities, competence, professional competence, pedagogical competence, educational effectiveness, competitive personnel, oral speech, literary language norms, worldview extension, educational system, ability, higher education system, pedagogical activity, competence, knowledge.

Introduction

The fate of the country tomorrow is directly tied to education. Today, the further development of Uzbekistan is determined by all the good work that is being done in the field of Education. Therefore, consistent reforms are being implemented in our country to develop the education system on the basis of international standards, to increase the prestige of teachers in society. The reason is, it is through the formation of the human resource that the personnel who will carry out reforms in the future, who will be able to effectively ensure their implementation will grow. If we focus on the world experience, it can be seen that countries like Finland, Japan and South Korea, which were in a difficult economic situation after the war, focus and investment on the formation of a human resource. Through this, however, today the above states are not taking the leadership in the world in all areas. It's not for nothing, of course. It is only by reforming the field of education, for which it is possible to grow as a nation and become a developed state of the world, by making teachers the most respected layer in society. Because it is not an exaggeration to say that a significant part of the population of these states has higher education.

Countries of the world are developing very quickly, changing at the opportunity. This makes it a requirement for each professional to have the necessary knowledge and ability. Including General

Secondary Education, Professional Education, and higher education teachers are also given very high responsibilities. Education should be a collaborative activity of teachers and students, teachers and students. It should embody education not only in the educational process, but also in a harmonious way for him. During classes, the teacher delivers his knowledge, skills and qualifications to the students through training, while the student and students have the ability to use it as a result of mastering the knowledge being given. Students use various manifestations of appropriation in the learning process, which rely on specific characteristics in the acceptance and processing and practical implementation of the information being appropriated. In the educational process, the interaction of teachers and students at the time of classes, independent work of students, active participation in additional classes, circles based on their interests are considered important in solving educational and educational issues. The difference in higher education from general secondary education is that the teacher performs a guiding function for students to master knowledge. The training of young people as knowledgeable, qualified, world development-friendly specialists serves to ensure their place in life.

The number of higher education institutions increased by 2.5 times to 200 due to the great conditions for higher education of our youth in our country. The coverage rate has increased from 9 percent to 38 percent today. The most important thing is that a system of preferential lending for higher education, the practice of allocating interest-free loans to women, was introduced. It should be noted that in the last six years there is a way to increase grants. In particular, compared to previous years, the number of state grants allocated to higher education was increased by 75 percent, and the number of state grants for women who are children of disadvantaged families was doubled.

Education is the process of nurturing moral, spiritual and moral values in a person, as well as the transition to knowledge and professional skills. The process of raising a person begins at the moment of birth and continues until the end of his life. The purpose of raising children depends on the age of the person. Therefore, as the child grows older, the goals that he must acquire in front of him begin to manifest one after another. Educational goals are also added In this process. The purpose of education is always formed and developed in accordance with the needs of society. Therefore, the educational goal should always be appropriate and balanced. The scientific literature emphasizes that the correct, clear, appropriate use of the opportunities of Education consists in the formation of skills and abilities, the development of logical-creative thinking, the improvement of communicative literacy, the absorption of a national idea, the formation of Oriental upbringing, the spiritual enrichment of the individual. On the basis of an educational goal, students improve their communication culture by independent thinking, increasing oral and written literacy, developing logical thinking. And on the basis of an educational goal, we can say that spiritual, ideological, refined upbringing is given. In order for students to turn out to be real owners of their profession in the future, to achieve the goals set for them, the professors are given a very high responsibility.

LITERATURE ANALYSIS AND METHODS

The term "competence "was first introduced into practice at the University of Massachusetts in the United States in the 60s and 70s of the 20th century by Noam Chomsky through" language competence "(), and is defined as:" competence is a set of knowledge, skills, and skills oriented towards activities in the language application process". According to some sources, in 1959-60 R.White's works have been interpreted as "competence – a holistic concept based on the individual motivation of human life

(motivation reconsidered the concept of competence)". Thus, in Europe, the term began to be used in the 1970s.

In the dictionary of terms from pedagogy, the tariff is given as "competence — erudition in one area or another", while in the National Encyclopedia of Uzbekistan, "competence — 1) the scope of powers, rights and duties of a particular public body (local self-government body) or official, established by law, charter or other document; 2) knowledge, experience in one area or another" is defined.

The term competence refers to the level of ability, competency, which is based on lexiconically direct in-depth knowledge. And the content indicates the effective use of theoretical knowledge in activities, the ability to demonstrate a high level of professional competence, skill and talent. In general, in definitions given to the concepts of" competence "and" competence", competence is interpreted as the behavior required in a particular activity, while behavior, competence is interpreted as the ultimate result of the degree of conformity to that requirement, that is, the demonstration of competence.

The concept of competency (derived from the Latin competenlia, compete —meaning"together I achieve, win, match, come true") while in dictionaries it means "to have knowledge that gives way to thinking about something", "to be aware, to be entitled". In practice, all dictionary compilers delimit the categories "competence" and "competence". The definition of competence is similar and interchangeable (complementary), while there is no single explanation for the word competence at the same time, the concept being " the sum of powers (rights and obligations) of some body or person in office defined by law, statutes of that body or other cases", "having knowledge (possession) that gives way to thinking about something", "a set of questions (sphere) that someone is well aware of" are understood.

Uzbek scientist N.M.Muslimov believes that the lexical meaning of the English concept of "competence" means "ability", but that the term competence serves to express knowledge, skills, skill and ability . Another Uzbek scholar was I.In Aliev's view, competence refers to a certain acquired competence, that is, a complete formation of certain qualities the set is understood . This concept is defined in dictionaries as "having knowledge that gives way to thinking about something," "being aware, being entitled." "The definition of competence is similar and replaces (complements) each other, at the same time there is no single interpretation for the word competence, this concept is understood as" the sum of powers (rights and obligations) of some body or person in office, this body or other circumstances marked by law, by statutes"," having knowledge (possession) that allows you to think about something"," a Hence, the meanings of competence have different meanings in different areas. At the same time includes the process of teaching the Uzbek language. By teaching students the Uzbek language, we will have ensured that they also have knowledge about our rich history, past, customs, values. Russian scientist N.V.In the case of Tarasova, interprets the concept of" competence "as" a general ability based on knowledge, values, competencies that allow to ensure a connection between knowledge and situation, knowledge and action to solve the problem." From the author's point of view, it can be concluded that competence is a person's ability to solve a certain problem, relying on existing knowledge and life experiences. Students are therefore required to have communicative competence. This is especially true of students studying in the pedagogical field.

Results

Opinions about communicative competence are interpreted by many scientists as "the ability to carry out interaction using language, that is, to express their thoughts in the process of communicating with interlocutors and use them in different conditions, to correctly apply the linguistic system", and prefer speech norms, requirements and compliance with certain communication conditions, and communicative behavior in the process of communication. A.N.According to kazarsev, "communicative competence is the totality of knowledge, skills and competencies necessary to understand strangers and create their own programs through speech behaviors that correspond to the goals, areas, situations of communication. He argued that the basic concepts of speech linguistics-methods, types, methods of linking sentences in a text and includes knowledge about others; text analysis skills and abilities and ability to communicate - verbal communication skills and abilities in relation to different areas and situations of communication, taking into account the recipient and the goal". The basis of communicative competence is the following:

- Organization of communication - interpersonal communication skills;
- maintain communication, contact, establish feedback;
- analysis of the results of communication. Therefore, communicative competence combines the skills of communication skills, establishing communication, mastering the art of reverse communication and analytical analysis of the results of communication.

There are different approaches to what should be included in the communicative competence of students. D.Himes considered it necessary to include here discursive (rules for constructing the meaning of the said sentence) and strategic (rules for continuing communication with the interlocutor), grammatical (language rules) and socio-linguistic (dialectal speech rules) competencies. Hence, it is darcor that we give students the necessary knowledge so that they acquire the grammatical, strategic and discursive aspects of the language. Researcher A.A.Bodalyov explained that " the communicative side of communication is from sharing information among people, the interactive side of communication is from organizing interaction among individs, that is, not only from knowledge and ideas, but also from the exchange of information with behavior..., the perceptual aspect of communication consists of the perception of each other as a partner in communication and therefore a cohesive attitude on the ground. The individual should be directed to the full expression of his own opinion, worldview, ideas of the partners with whom he communicates, to create psychological conditions, to organize a rich, diverse palette of tools, to occupy all the perceptive, communicative, interactive facets of adequacy." Russian scientist O.Kazarseva believes that communicative competence is defined as " the ability that is formed by a person in the process of acquiring socio-communicative experience without innate ability. Communicative-social experience is manifested primarily in the use of speech in stylistically different options, including the mechanism of changing relationships. On the basis of such a change lies the change in role-playing dialogues between the participants in the dialogue. Hence, this competence, being a complex communicative skill and type of activity, is the orientation characteristic of new social skills, norms of communication and restrictions, knowledge, customs, etiquette, etiquette, education.

Discussion

The term communicative competence, another such definition with a broad discussion, is presented in the content that the acquired knowledge, skills and qualifications in the studied foreign language are

able to apply in the process of communication. The word competence (competence), which represents the basic concept contained in this term, was originally N.We can say that it was used by khomsky in the sense of "grammatical competence", that is, the knowledge of the speaker and the listener about the language. Uzbek is somewhat more complex in terms of its salinity, and the synonymous forms of words differ greatly from each other in some places. This gives the speaker dual responsibility.

D.Himes was able to become the author of the term communicative competence by studying how to properly use it in the process of mastering knowledge (Grammar)about language, that is, when, where, to whom, in what way and what it is acceptable to talk about it. This definition had been given much more fully than the previous definitions. D.The definition given by Heims is precisely in great accordance with the process of teaching the Uzbek language. The reason is that word games are sometimes also supported between the speaker and the listener in Uzbek. And this can only be achieved by studying when, where, to whom, in what way and what is optimal to talk about.

And today we can also say that competence represents the sum of knowledge, skills, skills and additional personal qualities that a person needs to carry out activities in different areas. No matter what area a person is engaged in, he can definitely enter into communication and achieve heights only through a good knowledge of his field.

Linguistic competence implies that students of the Uzbek language acquire skills in knowledge of language material (phonetics, lexicon, grammar) and in the types of speech activity (listening, speaking, reading and writing).

Sociolinguistic competence, on the other hand, makes it possible for the speaker to choose the desired linguistic form, mode of expression, based on some oratory situation, communicative purpose and desire. Sociolinguistic competence involves socio-cultural competence and implies knowledge of the national characteristics of authentic speech: traditions, customs, values, rituals and other national-cultural characteristics of the country in which he lives. At the same time foresees the ability to present the language in comparison with the country under study. In the case of students gaining these abilities, however, the teacher performs the main task. Because students can quickly achieve their goals if the teacher gives the right direction.

Conclusion

In conclusion, we can say that in communicative speech processes, words are required to be clear. It is necessary to constantly use speech correctly. The speech is obliged to fully cover the idea that should be expressed by the author and reveal his topic and main idea. The next important communicative quality of speech is its purity, that is, the absence of foreign elements in the literary language. The presence of parasitic words in speech partially removes responsibility for the spoken word, indicating a lack of lexical reserve, perhaps a lack of confidence in the reality of the subject of speech, or a lack of information about it. Hence, communicative competence is important in today's globalization and in an informed society it is manifested as one of the features. Therefore, the tasks of researching ways to grow communicative competence, developing a methodology for developing the communicative and active communication binding skills of the learner in the pedagogical process, and improving the one in practice remain relevant. It was found that the development of treatment, communication skills in students is a factor affecting the development of communicative competence in them. This is manifested in the process of simultaneously teaching Uzbek to students. The formation of communicative competence in students leads to the correct interaction with others and the

development of communicative skills. And it is known to all that this is very necessary for the student in the future.

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