



INCLUSION OF PEDAGOGICAL COMMUNICATION IN MOTHER LANGUAGE CLASSES OF PRIMARY EDUCATION

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A B S T R A C T	K E Y W O R D S
<p>The formation of pedagogical communication plays an important role in the professional competence of teachers in mother tongue classes. The level of readiness of the dialogue participants for this process depends on the formation of certain necessary skills during education. It is known that many methods of theoretical and practical language acquisition were used in the early stages of the development of the language teaching methodology. However, today there is a growing demand for language learning based on need. The article talks about professional communication competence, its types, methods of developing monologic and dialogic forms of professional speech.</p>	<p>Language, language education, communicative competence, communication, professional communication, types of communication, professional language</p>

Introduction

An expert's ability to communicate effectively in a professional manner can be seen in his ability to communicate clearly to others, to quickly and correctly understand what others are saying, to react to it, and to enter into a discussion. Therefore, one of the basic competencies that need to be formed in education is communicative competence. The term communicative competence was first used in the research of the American scientist D. Haims. This competence means feeling that the language is appropriate in a certain situation. In this case, the application of rules to understand and give informational and social content to the caviar means that communicative competence has been formed. The works of D. Hymes are devoted to the development of communicative competence in the native language. The issues of formation of communicative competence in second language teaching were reflected in the researches of M. Kanali and M. Swain in the 80s of the 20th centuries. In vocational education, communicative competence is focused on mutual communication in the field, because professional communication ensures cooperation between the productive forces of society. The communicative competence of a specialist is reflected in the following abilities during communication in his native language or in the official language of the country where he lives, or in foreign languages: ask questions correctly and answer them logically;

- ability to adapt to the communication situation;
- observing the culture of communication during communication;
- defending one's point of view while respecting the interlocutor's opinion;
- being able to convince the interlocutor;

- self-control in conflict situations;
- making effective decisions to resolve problems and conflicts, etc.

According to Nain, "... in order to achieve success, you need to learn to communicate." We can see the confirmation of this opinion in foreign practical experiences, in particular, in the works of D. Carnegie. There are many examples of success in professional activities of employees who have acquired the skills of effective communication. It seems that the role and importance of professional communication in society is extremely important. The need for daily communication with representatives of organizations, individuals, foreign partners, colleagues, managers and subordinates in connection with work requires the acquisition of a certain level of knowledge, skills and abilities. Communicating about professional needs is necessary in almost all areas, but in some of them communication is very important. In particular, the activities of doctors, pedagogues, psychologists, bank employees, tax employees, business representatives, journalists, bloggers, artists and representatives of other fields are not only communication with colleagues, but also age, nationality, social origin, profession, behavior. requires dealing with many people of different personalities. Therefore, high demands are placed on the formation and regular development of speech culture and communication skills of employees in these areas. Although communication has accompanied mankind since the beginning of the 20th century, attention was paid to the scientific study of its role and importance in society. Thus, in the 1940s, the Department of Communication was established as a branch of social sciences for the first time in the USA. The word "dialogue" is borrowed from the Arabic language, which means "meeting, meeting"; "reception", "meeting"; means "conversation". The concept of "communication" means a complex process and is studied in the system of various disciplines. Summarizing the many definitions of communication given in scientific and psychological literature, it can be interpreted as the process of mutual information exchange between two or more people for the purpose of seeking knowledge or expressing an assessment or reaction. Bernard Shaw described the emergence of new eggs as a result of the exchange of information between people in the process of communication or transaction as follows: "If I have one apple and you have the same number of apples, and we exchange each other, both you and I have one apple will remain, if each of us has a personal egg and we exchange it, then each of us will have two ideas.

So, communication can be called a social process consisting of mutual exchange relations. At the same time, in the process of communication, unlike other social relations, the spiritual and psychological aspects of the speakers are also manifested. The following definition confirms this: "Communication is a socio-psychological phenomenon, a multifaceted process of the development of bonds between people arising from the needs of joint activity. When people interact, they turn to language as one of the most important means of communication.

Another important aspect of communication is that in the process of dealing, the participants exchange information not only with words, but also with actions. The process of communication also depends on the interests, worldview, culture of behavior of individuals, because mutual communication among individuals is a natural need. This confirms that communication is carried out not only linguistically, but also paralinguistically (gestures, hand movements), in other words, verbally and non-verbally. The versatility of the communication process creates many types that arise from its goals and tasks. In particular, according to the content and direction of communication, it is divided into the following types:

- social (communication aimed at the general public and arising from the interests of society);
- within the group (communication of group members in the process of carrying out activities in mutual cooperation, that is, the process of work or education or the process of completing a specific task);
- personal (relationships established by one person with another person in order to solve mutual problems);
- pedagogical (the process of complex interaction between the participants of the pedagogical process);
- professional (communication that occurs during a certain activity). All the listed types of communication are important in a person's educational and work activities.

In the scientific literature, the types of professional communication are defined differently based on their characteristics. For example, in the study of N. Baranova, we see the following classification:

1. Oral and written professional communication. There are significant differences between them not only in the form of expression, but also in terms of methodology. Formal written speech refers to the official-departmental style, while oral speech reflects the characteristics of different styles. All types of service letters, contracts, reports and many social and legal documents are expressed in written speech. Oral speech is used in official negotiations, meetings, consultations.

2. Dialogic and monologic professional communication. These types of speech also differ depending on the purpose of speech and syntactic features. Dialogic communication is mainly manifested in mutual relations, monologic communication is manifested in lectures, reports and public speeches.

3. Interpersonal and public professional communication. In most cases, interpersonal communication takes place informally, in the process of cooperation with familiar and unfamiliar persons directed towards a certain goal. In particular, it can be an example of communication by phone, e-mail or letter. Mass communication can be both formal (for example, communication at meetings) and informal (newspapers and magazines, radio and television, Internet communication). 4. Direct and indirect professional communication. Direct communication is also called direct communication, its participants do not use artificial means of communication. The speaker sees how his speech affects the interlocutor. Technical means, documents, and third (intermediary) persons are used in indirect communication. An example of this is communication by telephone, as well as communication through legal documents and contracts.

Of course, knowing the characteristics of the indicated types of professional communication is of great importance in the formation of both communicative and professional competencies of a specialist. These characteristics create the need for purposeful study of the specific types of communication related to the field in future studies. N. Muradova says about professional communication in the process of teaching foreign languages: "Professional communication in a foreign language is a special type of communication, because it requires special knowledge. It is determined by the competence of the specialist and is provided with goals, content and understandable tools in a foreign language specific to a certain type of practical activity. Therefore, it is necessary to teach profession-oriented communication in the non-logical higher education institution.

Since the formation of students' professional communication skills is carried out in the educational environment, it differs from the natural professional communication environment. This requires the development of effective methods of teaching career-oriented communication. Practice shows that it is not enough to learn professional vocabulary and terminology, but it is important to learn to use them

correctly in the process of professional communication, to communicate purposefully with colleagues and others.

The problems of developing professional communication competence have been analyzed in a number of studies. In particular, M. Koltunova divides the communication competence of economic specialists into three important parts: working with documents, interpersonal communication and public speaking. Based on this, he emphasizes the importance of focusing on the following skills in the formation of communication competence of a specialist:

- being able to express the goals and tasks of professional communication;
- able to analyze and discuss the subject of communication;
- management of communication, ability to ensure its progress;
- compliance with the norms of etiquette to achieve the goals of communication;
- being able to use different methods in the implementation of the selected strategy;
- to be able to conduct a conversation, business communication, argument, discussion, discussion, dialogue, discussion, negotiation, dispute, meeting, official negotiations; - ability to prove and justify, prove, refute, evaluate;
- to know how to transform oral information into written information, symbolic information into linguistic information;
- knowledge of the main genres of official work style (service letter, fax message, contract, telephone conversation, work-related conversation, meetings);
- acquisition of speech technique;
- to be able to use metaphors and rhetorical methods in their place.

The mentioned qualification indicators are necessary in all areas where there is direct communication with people. Therefore, special attention should be paid to the formation of these skills in vocational education. In the course of education, the teacher needs to know the language of this field so that the student can develop professional communication skills in the studied language. To do this, learn from a language teacher the terminology of the field that students are studying, use dictionaries of special terms when compiling educational materials, study the language of legislation and special regulations related to the field, get to know the official working documents of the field and their characteristics well. is required.

This is especially true of the language of fields, that is, the language of specialization, the lexicon of which differs significantly. "The language of specialization (specialization) is the language of the people, only it is limited to one or another sphere of human activity." However, today these boundaries cannot be determined as strictly as before, because the types of specialties are increasing day by day, and their language is also developing rapidly. In some researches, professional speech is called specialized speech: "Specialized speech is distinguished by stating the essence of issues related to scientific fields, giving clear and clear definitions, making logically coherent, convincing conclusions. This form of speech is logically correct, rich in observations and arguments, and distinguished by its structural integrity. So, professional speech demonstrates the ability to communicate freely orally and in writing in the specialized language in various situations and forms of work. It is known that today, due to the dominance of the communicative principle in language education, the main attention is paid to the development of oral speech.

The patterns of oral speech are mainly used in the style of everyday conversation, and not enough space is allocated to formal oral communication. However, without this type of communication, it is

difficult to achieve the effective development of the official speech of a specialist. It seems that the main goal of language education should be to develop the ability of future specialists to carry out professional communication in various situations. Therefore, for this purpose, a system aimed at developing students' oral and written monologic and dialogic speech in a certain consistency will be developed in higher education institutions.

Special texts and working documents, a system of tasks and exercises aimed at working with them, including daily formal communication skills and the use of various methods in practical exercises to teach students how to solve problem situations with the help of communication tools. improves the process of teaching to conduct. Such an approach should be at the forefront of educational programs and educational literature for higher education institutions, as well as language teaching programs.

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