

FORMATION OF THE PROFESSIONAL COMPETENCE OF THE FUTURE TEACHER ON THE BASIS OF THE USE OF COMMUNICATION GAMES

Abdullaeva Nigora

Tashkent State Pedagogical University named after Nizami Teacher

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Annotatsiya

The article is devoted to one of the urgent problems of modern higher education. The conditions for the use of communication technologies in the process of preparing a future teacher are substantiated. The article is intended for university teachers.

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INTRODUCTION

Man as a social being has always sought to interact with other people. In connection with the constant increase in the volume of information, funds were required for its transmission and dissemination. According to F. I. Sharkov, the history of the development of communications has undergone three "revolutions": the invention of writing, the manufacture of a printing press, the introduction of electronic mass media.

Since the 90s 20th century there is an intensification of information flows, the development of computer technology, the formation of multi-aspect network links, there is an increasing need for effective ways of transmitting information, in studying the communicative aspect of communication.

MATERIALS AND METHODS

At present, the concept of communication has three main interpretations: 1) communication is considered as a means of communication of any objects of the material and spiritual world, that is, as a certain structure; 2) communication is communication, during which people exchange information; 3) communication is the transfer and mass exchange of information with the aim of influencing society and its constituent components [2].

Communication in a broad sense is defined as a system in which interaction takes place; as a process of interaction; as a way of communication that allows you to create, transmit, receive and process information; as a specific exchange of meaningful information; as a process of conveying emotional and intellectual content.

RESULTS AND DISCUSSION

On the basis of certain features, various approaches to the typology of communications are distinguished.

1. According to the scale of the process and the mass nature of the persons involved in it, mass, medium-level, local, intragroup, intergroup, interpersonal, intrapersonal communications are determined.
2. According to the method of establishing and maintaining contact, direct (direct) and indirect (remote) communications are distinguished.
3. According to the initiative of communicators, communications are divided into active and passive.
4. According to the degree of organization, communications are random and non-random (organized).

5. Depending on the direction of the flow of information, communications are divided into horizontal, which are carried out between members of the group with equal status, and vertical, occurring between the subjects of communication that are in subordinate relations. Vertical communications are descending (a communication flow moving from a higher level in a group or organization to a lower level) and ascending (information is sent from a lower to a higher level and is used for feedback from subordinates to the manager in order to inform about performance and current issues).
6. Depending on the sign systems used, verbal (speech) and non-verbal (non-speech) communications are distinguished, interconnected and complementing each other, with the help of which information becomes multifaceted, the speech impact of communicators is strengthened or weakened, the intentions of communication participants are revealed [2].

The classical communication paradigm, proposed by the American political scientist Harold Lasswell in 1948, is based on a consistent series of questions regarding the transfer of information: who transmitted, what transmitted, through what channel, to whom and with what result (what effect does it cause).

An important goal and main function of modern communication is to unite people on the basis of common access to the necessary information. In this case, not only information is transmitted in one direction or one-sided influence is exerted on the communicants, but their interaction is also activated.

For example, a discussion belongs to communicative-dialogue technologies. As an object of discussion, specially formulated problems, as well as situations of interpersonal and professional relations of participants, can act. A group discussion activates the motivation of students in solving the problems discussed, contributes to their subsequent search activity, the clarification of each participant's own point of view, the development of initiative, communication skills.

During the role-playing game, the student receives answers to the questions: why (motive) and why (goal) it is necessary to act in a given situation. Speech communication, including verbal and non-verbal means, in the game is purposeful and mandatory in order to stimulate creative thinking, variability of speech activity, initiative in solving problem situations.

A kind of role-playing game is a business game that involves the interaction of participants in professional communication. The following types of business games are distinguished: cooperation game (for example, the situation of reaching an agreement between different institutions on joint learning of students), competition game (for example, preparation, discussion and selection of the best projects for organizing leisure activities for students and parents by various educational institutions), a game-conflict (for example, the solution of a conflict problem situation by the school administration regarding the disruption in the delivery of equipment).

Each type of game is distinguished by the specifics of the goals towards which the efforts of its participants are directed. Business games contribute to the formation of practical skills in certain areas of professional activity, the development of strategic and critical thinking, the use of strategies and tactics of speech behavior, and an increase in the level of communicative competence of a future specialist.

A significant role in the development of the communicative competence of the future teacher is played by the project-research method. It contributes to the activation of students' independent activities, the manifestation of their initiative in the process of developing and preparing a project, which is considered as a product of joint educational, cognitive, research activities of participants acting as partners with an initially common goal, agreed methods, content of activities. aimed at achieving a common result, solving a specific problem. Students create a package of educational materials, reflect the results of their work in presentations, newsletters, booklets, presenting and protecting them.

CONCLUSION

Thus, the process of professional training, based on the use of communicative and pedagogical technologies, contributes to the development of communicative competence in future teachers, as well as their acquisition of experience in relations in pedagogical communication, which is expressed in the following:

- awareness and acceptance by the participants of their position in the "teaching - apprenticeship" system (the effect of "turnover" of these positions within the framework of humanistic pedagogy is manifested in the readiness of the teacher to learn and the subjectivity of the position of the student);

- understanding of a person as a value and goal of pedagogical activity, but not as its means;
- professional attitude to work with human properties and various manifestations of human nature;
- readiness of participants of pedagogical interaction for mutual change;
- the presence of subject content that has educational meaning as the basis for pedagogical interaction [1].

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