

## PEDAGOGICAL CONDITIONS OF DEVELOPMENT OF INFORMATION-COMMUNICATIVE COMPETENCE OF UNIVERSITY SCHOOL TEACHERS

*Nusratov Anvar Nematjonovich*

*Associate Professor of Bukhara State Pedagogical Institute*

*Odilova Muharram Azamatovna*

*Master's student of the 1st stage of pedagogy and psychology at the International  
University of Asia*

**Abstract:** Understanding the nature and structure of communicative skills allows to understand what conditions are necessary for its effective development among future primary school teachers. Within this study, the process of developing communicative skills of future teachers is considered as a targeted influence on the student's personality. In addition, it is understood that during the learning process, students go through and further process the received information. At this stage, the processes of personal activity are activated, which means constant work on oneself and self-development. According to this position, the student is considered not only as a subject of educational and professional activity, but also as a subject of continuous active self-development. The teaching profession is distinguished by a constantly evolving component that is not present in all professions. Students of the psychological and pedagogical direction of education should know the need for continuous self-improvement and self-development in the future profession, without which it is impossible to achieve the desired results of professional activity.

**Keywords:** Reading and interpreting information correctly, Expressing opinions, Sharing information, Communication skills

**The main part:** in the Action Strategy for the further development of the Republic of Uzbekistan in 2017-2021, "continuous improvement of the quality and level of professional skills of teaching staff" was defined as one of the most important priority tasks for the comprehensive development of the higher education system. It was emphasized that Uzbekistan must be globally competitive in the field of science, intellectual potential, modern personnel, and high technologies. The development of communicative competence of future teachers in higher education institutions

created the need for improvement based on the requirements of the globalization process. One of the conditions for the development of the future teacher's communicative competence is the formation of humanitarian communicative abilities. We believe that the content of pedagogical sciences can help the future teacher to develop the basis of communicative humanity. Therefore, the content of psychological and pedagogical training becomes a subject of special attention. State educational standards of the field of pedagogy, selection of subjects in qualification requirements, logic, principles of consistency of study of psychological-pedagogical subjects. There is a lot of talk about eliminating repetition of material in various subjects, the volume of students' study loads, and organizing their independent work. Almost all experts state that the nomenclature of pedagogical sciences does not have a clear logic, and their content does not reflect the modern state of theoretical research in the field of pedagogy and education. Considering the state educational standards of the field of pedagogy in higher education institutions, psychological and pedagogical preparation in the qualification requirements, issues related to the person-oriented education in the teaching of subjects, the philosophy of education in general, the foundations of humanism of the educational process. exit is required. Some issues are limited by the level of technology (interaction technology, self-development technology). A lot of space has been allocated to various forms of control (diagnostic, intermediate, current, final), but as one of the methods of humanizing the relationship between the teacher and the student, the sub- The issue of self-control and mutual control as a manifestation of positive situations has not been considered. Pedagogical communication is considered as a whole separate from the educational process.

Professionally important personal qualities, pedagogical abilities, pedagogical situation, professional knowledge and skills, pedagogical communication are revealed in the topics of pedagogical theories, systems, technologies, introduction to the pedagogical profession. At the same time, based on the materials of a large number of studies on the problems of pedagogical activity, it is precisely in the direct pedagogical dialogue between the teacher and the student that the professionally important personal qualities of the pedagogue are of particular importance, and his pedagogical situation is manifested (it is all teachers should be humanely oriented), and it can be noted that the list of professional skills and qualifications consists almost entirely of communicative skills and qualifications. In this way, the existing possibilities of pedagogical sciences in developing the communicative competence

and humanistic basis of the future teacher's communicative competence are not fully utilized. At the same time, the humanistic communicative competence of the pedagogue determines the nature of the teacher's interactions with the students, and serves as the basis of the pedagogue's communicative competence. Directing the content of pedagogic subjects to the development of the humanistic basis of communicative competence of students of higher educational institutions of pedagogy helps to develop their communicative competence. The humanistic communicative approach to the child assumes that the teacher understands the existing spirituality and uniqueness of each person. Therefore, the main task of pedagogy in teaching subjects is to prepare the future teacher to perceive students as impartial, equal subjects. But the future teacher should understand that true equality in mutual relations does not consist of treating everyone in the same way. Therefore, the main place is to see and appreciate the individuality of each student, develop the ability to care and sympathize, in other words, the humane communicative development of the student's personality in the process of education in pedagogic higher education institutions. should occupy a special place. The need to develop the future teacher's communicative competence on the basis of humanism on the basis of person-oriented education is not only the fact that the person, the child is the first goal, but also the future teacher's direct pedagogical activity, which still exists in the modern school. It is caused by the fact that it can be faced with a number of directions. The modern concept of pedagogical education focuses on two tasks. This is the development of humaneness, emotional-valuable direction in the student. The development of communicative competence of the future teacher ensures the high level of communicative competence of the pedagogue and the success of his future professional activity.

The term "information-communicative competence" refers to a person's ability to correctly read information, explain it, express his thoughts and exchange information. This competence helps a person to process information, analyze information, use information correctly, and communicate his ideas with others.

**The main areas of information-communicative competence are:**

✚ Reading and interpreting information correctly: It is important to develop one's ability to read and interpret information correctly. Through this competence, people understand information correctly and use this information to express their thoughts.

✚ Expression of thoughts: Information-communicative competence allows people to learn to express their thoughts correctly and effectively. Through this competence, people can share their thoughts with others and express them.

✚ Information exchange: It is important to develop the ability of a person to receive information and use it. Through information-communicative competence, people correctly receive information and implement it.

✚ Communication skills: Information-communicative competence gives people the opportunity to develop communication skills. Through this competence, people communicate with others, express their opinions and ask for advice.

It helps to develop informational and communicative competence, to develop people's creative thoughts, to increase care and to show creative activities. This gives them the opportunity to learn information through creative activities, interactive tutorials and hands-on activities.

***To develop informational and communicative competence, you can implement the following directions:***

- **Data Handling:** Learn data handling skills and develop proper understanding, analysis and action of data. For this, you need to learn to work with information, learn to receive information correctly and learn to use it.
- **Communication Skills:** Develop your communication skills and be effective in communicating with others, expressing ideas and asking for advice. For this, enroll in communication courses or develop your communication skills by interacting with others.
- **Expressing your thoughts:** Learn the skills to express your thoughts accurately and effectively and apply these skills in real life. Develop expression through communication with others, writing articles, or creative activities.
- **Communication:** Learn the skills to receive, analyze and act on information. To do this, develop your communication skills through exercises related to the correct reception and use of information.

**Conclusion:** You can develop information-communicative competence by implementing these directions. Meanwhile, you can also develop this competence through creative activities, interactive tutorials and information sharing tools.

**References:**

1. <https://jdpu.uz/bolajak-oqituvchilarning-kommunikativ-kompetentligini-rivojlantirishning-pedagogik-asoslari/>
2. [https://www.researchgate.net/publication/348068763\\_Information\\_and\\_Communicative\\_Compentence\\_Development\\_in\\_Prospective\\_Teachers](https://www.researchgate.net/publication/348068763_Information_and_Communicative_Compentence_Development_in_Prospective_Teachers)
3. Information and Communicative Competence Development in Prospective Teachers Doolotbai Babaev<sup>1</sup>, Bysanam Saipidinova<sup>2</sup>, Adelya Babaeva<sup>3</sup>, Bysalima Alieva<sup>4</sup>, Zhypargul Abdullaeva<sup>5</sup>
4. PEDAGOGICAL CONDITIONS OF FORMING COMMUNICATIVE SKILLS IN FUTURE PRIMARY CLASS TEACHERS Zukhro IZBOSAROVA