

THE ROLE OF COMMUNICATIVE COMPETENCE IN THE EDUCATIONAL ACTIVITY OF STUDENTS IN THE CREDIT- MODULE SYSTEM

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Abstract

It is an important task to organize independent education of students in the credit-module system in higher education institutions. The purpose of this is to develop the student's communicative competence by performing practical tasks that allow the student to think logically, be creative, and develop a research approach to mastering the learning material.

Keywords. Credit-module system, independent work, communicative competence, educational activities.

Resolution No. 824 of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2020 "On measures to improve the system related to the organization of the educational process in higher education institutions" and "In higher education institutions According to the Regulation on the procedure for introducing the credit-module system into the educational process"[9], "Instructions on the organization and control of independent education of students in the credit-module system in higher education institutions" has been developed and is being put into practice. In this Instruction, the goals and tasks of organizing independent education of students, management of the process of organizing independent education of students, tasks and obligations of teachers and students regarding the implementation of independent education, forms of organizing independent education and types, general criteria for evaluating students' independent works are described.

It is known that the number of hours of independent education in credit-module system is greater than the hours of classrooms, that is, in the ratio of 40+60. The subject's working program/Syllabus covers the content of independent work and describes its topics. A.A. Boriboyev states in his scientific article: "Students' independent work is a unique educational activity of a student, which allows him to independently complete didactic tasks, interest in learning and increase knowledge in a particular field of science. directed. Of course, the content of the

student's independent work is related to the performance of practical tasks that allow the formation of logical thinking, creative activity, and a research approach to mastering the educational material. Usually, independent work of a student includes full independent work of a student, a certain part of which is performed outside the classroom, and the independent work of a student under the guidance of a teacher, and the majority of the rest must be performed by the individual himself consciously" [3; p. 4].

Supervision and assessment of independent work is regularly carried out by professors and teachers. For example, in the research work of F.Shirnova, based on the table, "Contents of organizing independent work from English to students of medicine-pharmaceutics by means of distance education and forms of completing and submitting assignments" [10; p. 77] and we found it necessary to note that "in traditional and distance education, students of medicine-pharmaceutics are given the content of English-language independent works, submission forms and evaluation criteria" [10; p. 81]. **According to the author, the independent activity of the language learner under the supervision of the teacher in distance education leads to the transformation of the subject who acquires theoretical knowledge into the leading subject of this process as an active participant who meets the requirements of educational technology.**

E. I. Passov and others [5; 98 p.], the communicative competence of a foreign language is described in detail. In the scientific research work of I.N. Aynutdinova [1], innovative technologies in higher foreign language education are highlighted. Y. Badelbayeva[2] emphasized the development of cultural competence of students in foreign language education.

The goal is to form students' communicative competence. In order to achieve this goal, it will be necessary to expand educational materials encouraging dialogue and conversation, and to strengthen communication between students in class. According to N.Y.Shmatko, the selection of competencies is explained as follows:

- formation of students' communicative competence is the main goal of foreign language education;
- in the conditions of increased independent working hours, i.e. increased workload, metacognitive competence helps to organize a separate/individually approached educational process and to manage it effectively;
- it is necessary to start the formation of the foundations of professional



competence in the 1st year, not only within the framework of profession-related subjects, but also the study of a foreign language helps to stimulate the motivation of professional activity [11; p. 10].

L.K.Ilieva emphasizes the importance of Speaking in the formation of communicative competence: "Through speaking, pupils and students develop communicative, that is, linguistic (linguistic, sociolinguistic (social-cultural) and pragmatic) competences. " [4; p. 29]

V.A. Sukhomlinsky said: "A teacher becomes the best teacher when he forgets that he is a teacher." The deep meaning of these words is revealed in foreign language lessons. For example, the teacher drops the "mentoring" tone, forgets that he is "above" and stands next to the student, showing real interest in him and his words. Students immediately respond sincerely and earnestly in communication, that is, they become partners and assistants in a speech situation. It is known that in cooperative pedagogy, the student is the subject of education and is required to study with awareness and interest/motivation [6; p. 77].

It is necessary for students to acquire perceptive and productive communicative skills and competencies during their educational activities. The ones mentioned above, i.e. 100% focus on the learner, immediate assessment of communication, what support the learner needs, etc. is perceptive. It is known that perception is an integral part of communication, and it means people's understanding and perception of each other [8]. Productive is communicative conditions, communication environment, speech situation and orientation of interaction and partner, conducting the lesson in a foreign language, developing all speech competences in mutual relations in an authentic language understandable to the student.

Speech situation as a unit of communication occupies an important place in educational activity, writes Y.I.Passov. The situation of role-status relations, the situation of mutual social relations, the situation of mutual cooperation activity relations, the situation of mutual moral relations. The above is the productive unit of the communication process as an existing integrative dynamic system of subject communication [6; p. 80]. The situation, i.e. the speech situation, is a dynamic system, and communication is an influence on the interlocutor, that is, when the interlocutor conveys some information, he is influenced. During communication, each speech partner is in a specific situational position. There are objective and subjective factors. The integration of communicative skills (types



of speech activities) expands the range of activity tasks and gives students more opportunities to be interested in training, to repeat and consolidate what they have learned [7; p. 148].

In conclusion in the credit-module system, involving students in independent works related to science encourages them to show their self-awareness, comprehensive search and creative approach, as well as the ability to engage in debates and open communication on the subject. It is known that communication is carried out in a wide range, as a result, the student's worldview is formed in all aspects, he has the ability to conduct independent, creative scientific research, and he gains competence in the future.

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