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Communicative and Speech Competence of Future Teachers in Uzbek Schools

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Abstract: This article examines the development of the communicative and speech competence of future teachers of Uzbek schools. Various points of view on the concept of "competence" are presented.

Keywords: "competence", "competence-based approach", globalization, communicative competence, language competence.

Introduction: At the present stage of societal development, increased attention is being paid to the improvement of the educational process. This is primarily due to current global trends—such as globalization—which call for the acquisition and development of a set of skills, abilities, and competencies necessary for life in modern society.

Currently, researchers emphasize various aspects in the study of linguistic competence of future primary school teachers. This concept is considered through the lens of related notions such as "competence," "competency-based approach," "communicative competence," and others.

The theoretical basis of the research includes the concepts of professional competence (V. A. Adolf, A. A. Derkach, E. F. Zeer, I. F. Isaev, N. V. Kuzmina, A. K. Markova, G. N. Podchalimova, V. A. Slastenin, et al.); linguistic competence (E. D. Bozhovich, V. V. Vetrov, E. I. Isenina, M. I. Lisina, A. G. Ruzskaya, E. O. Smirnova, N. Chomsky, et al.); theories and practices of professional training for future specialists (S. I. Arkhangelsky, E. P. Belozertsev, A. A. Verbitsky, M. G. Garunov, L. N. Makarova, P. I. Obrastsov, A. G. Pashkov, P. I. Pidkasisty, L. S. Podymova, S. D. Smirnov, I. A. Sharshov, et al.); the

learner-centered approach (E. N. Gusinsky, R. P. Milrud, Yu. I. Turchaninova, et al.); the personality-oriented approach to the professional training of specialists (K. A. Abulkhanova-Slavskaya, V. V. Davydov, I. A. Zimnyaya, V. P. Zinchenko, A. N. Leontyev, S. V. Panyukova, S. L. Rubinstein, I. S. Yakimanskaya, et al.); and the communicative approach (I. L. Bim, B. F. Lomov, A. V. Mudrik, I. E. Passov, et al.).

The professional competence of a future teacher of the Russian language consists of three main components: content-related, technological, and personal. General professional and specialized disciplines specified in the curriculum play an important role in the training of future teachers in this educational field by contributing to the formation of professional competence. This set of disciplines ensures the development of professional skills in future teachers of the Russian language and enhances their overall pedagogical culture.

To support the above, let us examine the general requirements for the professional competence of future Russian language teachers in non-native language groups, according to state educational standards (GOS).

The term “competence” has gained wide application and functions within a semantic field where there is often no clear distinction between the concepts of “competence” and similar notions such as “competency,” “qualification,” “professional readiness,” and “knowledge, skills, abilities” (G. V. Kolshansky, N. M. Kadulina, S. V. Kulnevich, S. N. Kucher, O. E. Lebedev, L. V. Cherepanova, N. A. Churakova, et al.).

The theoretical comprehension and practical implementation of the competency-based approach in the professional training of future primary school teachers began with research in communicative methodology (E. A. Bystrova, T. K. Donskaya, Yu. N. Karaulov, S. I. Lvova, M. M. Razumovskaya, I. V. Mushtavinskaya, I. A. Osmolovskaya, A. V. Khutorskoy, et al.). In the works of E. A. Bystrova, S. I. Lvova, and L. V. Cherepanova, competence is defined as a set of specialized and general subject knowledge, skills, methods of activity, and value-based motivations for activity formed in students as a result of studying a specific subject area.

At the same time, in some sources, “competence” is defined as a prescribed standard, while “competency” refers to the personal qualities (a set of qualities) of a subject in relation to their activity—essentially a personal characteristic showing orientation and proficiency in a given area.

Explanatory dictionaries define “competence” as “a

range of questions or phenomena in which someone is well-informed” or “a range of questions or phenomena in which a person has authority, knowledge, or experience”; “competency,” on the other hand, is interpreted as awareness or authority.

Thus, competence represents a domain or “range of questions,” while competency is a personal quality or trait. Competence can be described as the scope of knowledge in which a person is informed; competency generally implies a high level of mastery in a given domain.

A similar view is held by V. I. Kapinos, who treats these concepts independently. “Competence is a concept that characterizes the object of learning, the methodology of teaching, the goal of instruction, and the set of content components whose mastery should ensure the formation of the specified competence. Competency, however, is a concept characterizing the subject of learning—the student—who has mastered the necessary content components and acquired the relevant competence.”

In methodological dictionaries, scholars interpret the term “competence” in two main ways:

as a “set of knowledge, skills, and abilities formed in the process of studying a particular discipline,” i.e., as a “range of questions”;

as the “ability to perform a specific activity,” i.e., competency as a personal trait.

When considering competency as an educational outcome, it is worth noting that it is reflected in the level of students’ mastery of specific skills and methods of activity related to a defined subject area. Its purpose is to ensure that, by learning a method of activity, the student gains experience in appropriating that activity, thereby forming their own personal “resource package.” This feature is the next layer after self-management, necessary for the formation of competence.

Competency is a socially demanded quality that enables learners to act appropriately in typical life situations. The set of activities that are studied and mastered is considered the object of search within a new context. This set may remain relevant for a certain period, after which it must evolve due to changes in the socio-economic environment. Competence represents a specific ability and readiness of an individual for various types of activities, based on knowledge, experience, values, and inclinations acquired during the learning process. It is oriented toward the learner’s independent participation in the educational and cognitive process.

Linguistic competence is regarded not only as a goal of education but also as a means to achieve a high level of

knowledge for the modern teacher. The development of linguistic competence is a process that leads to a state in which the student is able to find, understand, evaluate, and apply acquired knowledge in various forms to solve personal, social, or global problems.

The competency-based approach is linked to preparing learners for such activities by relying on: acquired knowledge, experience, and skills gained during the learning process.

Learners are guided toward independent participation and the application of these skills in educational and cognitive activities. In the context of the competency-based approach, it is essential to connect the essence of education with the personal development of students: to guide them in choosing their educational trajectory, determining their life position, and managing their learning activities, which is fundamentally important for the development of individual personality.

The development of genuine linguistic competence, above all, involves the formation of universal thinking skills applicable to any task. These include: the ability to observe and draw logical conclusions, the use of various sign systems and abstract models, the analysis of situations from multiple perspectives, the understanding of general context and implicit meaning, and the continuous self-driven enhancement of one's competency in the field.

Linguistic competence involves, on the one hand, knowledge about language units at various levels (phonetic, lexical, word-formation, morphological, syntactic), which serve as the building material for constructing utterances. This process takes place through the lens of developing communicative competence in accordance with the goals of instruction. It is important to consider the rules for using language units in constructing higher-level structures. On the other hand, linguistic competence entails the ability to use linguistic elements and combination rules to construct an unlimited number of communicative units with specific meanings.

Since competence is realized through the performance of diverse activities aimed at solving theoretical and practical problems, its structure includes not only operational knowledge, skills, and abilities but also motivational and emotional-volitional aspects.

Motivation underlies activity and fulfills several essential functions: it stimulates, guides, regulates, evaluates, and gives meaning. The successful formation of communicative competence requires the presence of intrinsic motivation for educational activity and a strong desire to master the competence.

Communication, as is well known, is realized through the exchange of information between participants in a speech act:

(a) the transmitter – the participant in linguistic communication who expresses a thought, shaped by external objective influences and internal sensations, and conveys it using linguistic means to another participant;

(b) linguistic (communicative) units – which evoke in the recipient's consciousness concepts and associations corresponding to the conveyed information, ensuring its accessibility and serving as a bridge for mutual understanding;

(c) the recipient – the participant who perceives the thought expressed by the speaker through linguistic units that reveal its meaning and significance.

Communication unfolds through several stages: information generation – expression – transmission – perception – response. At each of these stages, information plays a central role.

Thus, competence formation is based on the knowledge, skills, and abilities acquired by learners as modes of action that enable them to take responsibility for their own learning. On this basis, the learner is shaped as a subject of the educational process. The acquisition of competencies is grounded in experience and activity and depends on the learner's active involvement.

CONCLUSION

In conclusion, communicative and speech competence is a vital component of a teacher's professional culture. It refers to the ability to effectively and appropriately structure verbal behavior in various contexts of professional communication, which is essential for future teachers.

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