

**COMMUNICATIVE AND PROFESSIONAL COMPETENCE OF A TEACHER:
CONCEPT, DEVELOPMENT, AND SIGNIFICANCE***Djabbaryova Etibor Saifullaevna**Samarkand Campus University of Economics and Pedagogy**djabbarovaetibor72@gmail.com*

Keywords: communicative competence, professional competence, teacher, pedagogical activity, interpersonal skills, emotional competence, speech skills, teacher-student interaction, educational process, competence development, educational psychology.

Abstract: This article explores the concept, development, and significance of communicative and professional competence in teachers. It examines the essential communicative qualities that educators must possess to interact effectively with students, colleagues, and parents, highlighting skills such as speech proficiency, emotional awareness, and interpersonal abilities. The paper traces the historical development of communicative competence from the early 20th century to the present day, reflecting the evolution of communication theories in pedagogy. Various approaches to developing communicative competence are reviewed, including cognitive, psycho-emotional, and sociocultural perspectives. The study also outlines key components of professional competence, such as subject knowledge, methodological expertise, diagnostic abilities, and interpersonal skills essential for effective teaching. Methods of assessing communicative competence—both self-assessment and external evaluation—are discussed. Ultimately, the article underscores the importance of communicative competence in creating a positive educational environment and fostering strong teacher-student relationships.

Introduction

Modern educational processes require teachers not only to possess deep subject knowledge but also to develop specific personal and communicative qualities. Communicative competence is one of the most critical aspects of a teacher's professional activity. It includes the ability to interact effectively with students, colleagues, parents, and other participants in the educational process. This competence goes beyond clear and accessible delivery of material; it also encompasses the ability to establish rapport and maintain an atmosphere of mutual respect and understanding.

This article analyzes teachers' communicative competence and the professional qualities it encompasses. It reviews fundamental approaches and evaluation criteria, the historical development of this concept in pedagogy, and its significance for effective functioning of educational institutions.

1. The Concept of Communicative Competence

Communicative competence refers to a combination of knowledge, skills, and abilities required for effective interaction in diverse communicative situations. In the pedagogical context, it involves not only the ability to present material clearly but also to engage in meaningful communication with all educational stakeholders.

Key components of communicative competence include:

Speech and language skills – the ability to articulate thoughts clearly and accurately.

Emotional competence – the capacity to recognize others' emotions and express one's own appropriately.

Interpersonal skills – the ability to form constructive relationships within the educational environment.

Listening and comprehension – the ability to attentively process information and respond accordingly.

Thus, communicative competence is a multifaceted and dynamic quality that integrates both professional and personal dimensions.

2. Historical Development of Communicative Competence in Education

The study of communicative competence as a socio-psychological phenomenon began in the second half of the 20th century, driven by the growing need to explore human interaction in education. Researchers increasingly emphasized the role of communication in effective teaching and learning.

Key historical stages include:

Initial stage (late 19th–early 20th century): Focus on language as a medium of instruction with limited attention to communication.

Middle stage (mid-20th century): Emergence of pedagogical psychology and the study of psychosocial teacher-student interaction.

Modern stage (late 20th–early 21st century): The development of comprehensive communication theories in pedagogy and the recognition of communicative competence as vital to educational success.

3. Approaches to the Development of Communicative Competence

Several theoretical perspectives inform how communicative competence is understood and developed in teachers:

Cognitive-communicative approach: Focuses on the knowledge and strategies necessary for effective communication, emphasizing the teacher's understanding of communication psychology.

Psycho-emotional approach: Highlights the teacher's emotional intelligence, empathy, and ability to manage emotional dynamics in the classroom.

Sociocultural approach: Stresses the importance of cultural awareness and the ability to interact across diverse social and cultural contexts.

Each of these approaches underscores the complexity of communication in educational settings and the need for teachers to develop nuanced and adaptive skills.

4. Professional Competence of a Teacher

Professional competence comprises the knowledge, skills, and personal qualities required for effective teaching. The main components include:

Subject competence: Mastery of the subject matter and the ability to present it clearly.

Methodological competence: The capacity to apply diverse teaching methods tailored to students' needs.

Diagnostic competence: The ability to assess students' learning profiles and adapt instruction accordingly.

Interpersonal competence: Skills for establishing effective relationships with students, parents, colleagues, and administrators.

Teachers must also cultivate personal attributes such as empathy, tolerance, self-confidence, resilience, self-analysis, and self-regulation.

5. Evaluation Criteria and Methods for Communicative Competence

The assessment of communicative competence includes several key criteria:

Level of communication: The teacher's ability to maintain effective dialogue with various stakeholders.

- Speech proficiency: Clarity and correctness in verbal expression.
- Emotional maturity: The teacher's ability to recognize and appropriately respond to others' emotions.
- Interpersonal relationships: The quality of connections with colleagues, students, and parents.

Assessment methods include self-assessment, peer review, classroom observations, and feedback analysis, enabling both formative and summative evaluations of communicative effectiveness.

Conclusion

Communicative competence is a vital aspect of a teacher's professional identity. It significantly influences the quality of teaching, the atmosphere of the learning environment, and the depth of teacher-student relationships. Developing this competence requires an integrated approach combining theoretical understanding with practical experience.

In contemporary education, a teacher's success is not determined solely by subject knowledge but also by their ability to communicate, empathize, and adapt to diverse educational contexts. A comprehensive strategy that includes motivation, emotional engagement, pedagogical innovation, and cultural sensitivity ensures that communicative and professional competencies are fully realized and sustained throughout a teacher's career.

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