

## PEDAGOGICAL CONDITIONS FOR FORMING STUDENTS' COMMUNICATIVE COMPETENCE IN VOCATIONAL EDUCATION

**Nodirjon Norkulovich Tolibov**

*Professor of Renaissance University, Doctor of Philosophy (PhD) in Pedagogical  
Sciences, Professor*

*E-mail: tolibov@inbox.ru*

**Abstract:** *This article analyzes the theoretical foundations and pedagogical conditions for developing students' communicative competence in the vocational education system. The essence of the concept of communicative competence, its structural components, and its role in the modern educational process are revealed. In addition, effective ways of developing students' speech culture and professional communication skills through the use of interactive methods, problem-based learning, and information and communication technologies are substantiated. As a result of the study, the main pedagogical conditions for the formation of communicative competence are systematized.*

**Key words:** *communicative, profession, pedagogy, interactive, method, speech, culture, technology, competence, reflection, dialogue.*

In today's conditions of globalization and informatization, the requirements for the education system are fundamentally changing.

Especially in vocational education, not only the provision of knowledge but also the development of practical skills in students particularly the ability to communicate effectively has become a priority.

From this perspective, the concept of communicative competence is considered one of the key categories of modern pedagogy.

Communicative competence is the ability of an individual to communicate effectively in various social and professional situations, which includes linguistic, social, and psychological components. Success in professional activity largely depends on the level of development of this competence.

Theoretical foundations of communicative competence

In scientific literature, communicative competence is widely discussed and consists of the following main components:

- Linguistic competence – knowledge of language units;
- Sociolinguistic competence – the ability to construct speech appropriate to the social context;
- Pragmatic competence – the ability to achieve communication goals;
- Strategic competence – skills to solve communicative problems.

In vocational education, these components must be developed in an integrated manner.

The role of communicative competence in vocational education

The modern labor market requires specialists to possess not only professional knowledge but also effective communication skills. Students should:

- be able to work in a team;
- discuss and solve problems;
- establish communication with clients;
- clearly express their ideas.

Therefore, communicative competence is an integral part of professional competence.

Pedagogical conditions for forming communicative competence

Based on research, the following key pedagogical conditions have been identified:

#### 1. Creating a communicatively oriented learning environment

It is important to establish an environment that encourages free exchange of ideas, question-and-answer sessions, and discussions. Such an environment increases students' activity.

#### 2. Use of interactive methods

The following methods are particularly effective:

- Brainstorming
- Role-playing
- Debates
- Case study

These methods actively involve students in communication and develop their speech skills.

#### 3. Application of information and communication technologies

Through online platforms, forums, and video conferences, students practice in conditions close to real communicative situations.

#### 4. Organization of students' independent work

Through essays, presentations, and project work, students learn to express their ideas independently.

#### 5. Development of reflective activity

Students should learn to analyze their speech, identify mistakes, and correct them.

#### 6. The role of the teacher

In forming communicative competence, the teacher acts as:

- a facilitator;
- a motivator;

- an advisor.

The teacher should encourage students and respect their opinions.

#### 7. Criteria for assessing communicative competence

Assessment can be based on the following criteria:

- speech fluency;
- logical coherence;
- social appropriateness;
- listening ability;
- ability to conduct dialogue.

#### REFERENCES:

1. Kholmurodov R. Theory of Pedagogy. Tashkent: Fan, 2020. – 256 pp.
2. Ishmuhamedov R. Innovative Pedagogical Technologies. Tashkent, 2019. – 180 pp.
3. Zimnyaya I.A. Pedagogical Psychology. Moscow, 2018. – 384 pp.
4. Leontiev A.A. Psychology of Communication. Moscow, 2017. – 256 pp.
5. Hymes D. On Communicative Competence. Oxford, 1972. – 269 pp.
6. Canale M., Swain M. Theoretical Bases of Communicative Approaches. 1980. – 47 pp.
7. Brown H.D. Principles of Language Learning. New York, 2014. – 312 pp.
8. Passov E.I. Communicative Method. Moscow, 2016. – 223 p.