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Theoretical Aspects of Forming Communication Skills of Higher Secondary School Pupils

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Abstract: In this article, the concept of mental and academic competence in academic science, such concepts as the capacity of a educator to attain the highest level of comes about within the instructive handle, tall proficient potential is considered and analyzed, as well as amiability and positive qualities. In expansion, it has been appeared that terms such as competence and competency show themselves completely different shapes of substance quintessence.

Keywords: competence, preparing, competency, capacity, ability, mental potential, proficient competence, items of phonetic marvels.

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"The main goal of modern education is to prepare for society and the state a person who is comprehensively developed, socially adaptable to society, labor activity, able to work on himself. In pedagogical science, the concept of psychological and pedagogical competence is concluded that the teacher achieves the highest level of results in the educational process, has high professional potential, as well as communicability and positive qualities. The meaning of the word" competence " is determined by awareness, prestige, extensive understanding and experience in one's field. Competence, on the other hand, is a personal quality and is an ability, knowledge, skills and competence expressed in pedagogical activity and social life in different situations [5; p.42.].

American linguist N.Khomsky paid attention to the term "competence" and recommended its inclusion in the educational system. This proposal was included and approved in the program of the Council of Europe, which took place in Bern in 1996. The concept of "competence" is among such concepts as "training", "competence", "ability",

"skill". The ministers of education of the European states in the Declaration of Bologna (1999) recognized a competency approach as a conceptual framework for educational reform.

President Of The Republic Of Uzbekistan Sh.M.Mirziyoev notes in a lecture at the expanded meeting of the Cabinet of ministers, devoted to the main results of the social economic development of our country in 2016 and the most important priorities of the economic program for 2017: "solving another problem is also considered extremely important: – this is the professional level of the composition of educators and professors [1; p.2].

In this regard, the scientists of Uzbekistan B.Azezov, A.Kholikov, H.Khudoyqulov, M.Ochilov, Sh.Olimov, D.Ro'zieva, N.Azizhodzhaeva, A. Kenjaboev are conducting scientific pedagogical research. Their research work is scientifically based on the fact that today's field of education should be approached on the basis of competence. This particularly requires a creativizm and innovation-based approach to the educational process. This approach is recognized as an important indicator of the development of thinking. In the conditions of today's globalization, the need arose to improve the pedagogical skills of future teachers on the basis of competency requirements. In the research work of leading psychologist and pedagogical scientists, various interpretations of the concepts of "competence" and "competency" are given.

While some scholars have used the concepts of "competence" and "competency" to describe the final results of Education, others have applied these concepts to represent different characteristics of the developed individual. Research has shown that the solution to pedagogical assignments " goes back to the triad of thinking, acting, and thinking. "The model of the teacher's professional competence is reflected on the basis of the correspondence of his level of theoretical and practical training" [7; p.166].

"The concept of competence has entered the field of education as a result of psychological research. Competence therefore refers to the possession of a plan of action in non-traditional situations, how, in unexpected cases, a specialist behaves, engages in communication, takes a new course in interaction with opponents, in the performance of ambiguous tasks, in the use of Information full of contradictions, in consistently developing and complex processes" [5; p.25].

In B.D.Elkonin's view, "competency-erudition, professional suitability, competence, experience, responsiveness means being integrated into the mercenary activity. To be a master of his field means to know in every way the secrets of the field in depth as well" [10; p.218].

Professional competence is the acquisition by a specialist of the knowledge, skills and qualifications necessary for the implementation of professional activities and the ability to apply them at a high level in practice. Professional competence implies not the acquisition of special knowledge, skills and qualifications by a specialist, but the acquisition of integrative knowledge and actions in each independent direction. Competence also assumes the constant enrichment of specialist knowledge, the study of new information, the ability to understand important social requirements, the search for new information, their processing and application in their activities.

Professional competence of an educator ensures an effective, successful organization of the pedagogical (educational and educational) process. In order to have professional competence, it is necessary for the educator to focus on self-consistent development. In self-development, an "individual development program" is used. After all, in this program it will be necessary to develop the competency qualities that are present in the educator.

In a number of cases, in particular, like E.V. Masalkova, the structural foundations of pedagogical competence are noted. "Professional competence of an educator ensures the effective organization of the educational and educational process. To have professional competence, it is necessary for the educator to focus on consistent self-development" [4; p.93]. After all, the competency qualities contained in this program in the educator and the quality that needs to be developed, it is possible to express BKM clearly, impartially. The main goal of modern education is to prepare a socially flexible, self-sufficient person for labor activity in a comprehensively developed society for society and the state. Competence is everyone's latent knowledge of the language system, including grammatical rules, vocabulary, all parts of the language, and how these parts fit together are examples of this. A speech performance is a product of linguistic phenomena (speaking, writing) or their understanding (listening, reading).

N. Khomsky has said of competence; "competence" can be compared to language learners, including an impeccable speaker-listener who does not show memory limits, thought dispersion,

changes in interest and attention, errors and hesitation patterns (repetition, pausing, dropping)". That is, the theory of language should be a competence theory, otherwise the linguist will try to shed light on the hidden linguistic ability of the meaningless speaking listener. As a result, we get an idea of a reduced mental structure so that we can work in a general cognitive mold.

The main criticism expressed in relation to the point that N. Khomsky points out is that it promotes the study of his ideal speaking listening skills. Among the points aimed at preventing this deficiency, it is very important to understand Stubbs ' concepts of "Language in use" and Tagope's "Heterogeneous competence". Stubbs 'concept of" Language in use " encourages linking language to context [11;p.123]. Toroun, on the other hand, links hesitation, stopping, among others, to the process of ability formation. For example, misapplication of a single word does not specify that the whole speech is a failure.

Russian educator-psychologist scientist M.G. Saveleva makes the following points: "in the context of education focused on the development of competence, the student receives a creative result from his activities and, together with this, assimilates the methods, ways, methods, approaches and methods of Success" [8;p.12]. The creative result achieved in this way is the creative result in the collaboration of the student and the teacher. "To be resistant to strong competition, which is a priority in the conditions of market relations, it is necessary to have professional competence from each Specialist, to increase it consistently. The professional competence necessary for today's educator is to acquire knowledge, skills, skills to carry out their activities, to apply them at a high level in practice" [6;p.23]. Today, in the teaching of foreign languages, the method of grammar-translation is abandoned and the skills of pronunciation, grammar, choice of words, speaking, listening and understanding and writing are formed at the same time. Communicative activity in a foreign language is taught on the basis of an integrative approach designed to occupy personality-oriented competence.

The development of the harmony of the types of speech activity, the knowledge skills possessed by high school students of secondary schools on the basis of an integrative approach contribute to regular strengthening and the development of communicative competence of high school students of secondary schools. "Modernization in today's educational system is aimed, on the one hand, at preserving the fundamental characteristics of education, and on the other, at strengthening it in a practical way.

In this regard, many Methodist scholars believe that the system of formation of knowledge, skills and abilities should become a tool for the development of the intellectual abilities of students of the upper classes of Secondary Schools [2; p.73]. Scholars differ on the concepts of competence and competence in the literature. In methodological literature, "competence" is considered to be more complex than competence, personal education, as well as a number of specific manifestations of personal successful experience " [2; p.33].

In order for general education schools to solve the authentic tasks of students of the upper classes, they are advised to perform foreign language exercises and tasks aimed at subjects. These activities ensure that the students of the upper classes of secondary schools will develop in the future intellectual development, thinking, self-awareness, self-demonstration. This is characterized in terms of the development of mental abilities, skills, including the formation of intellectual capacities of students of the upper classes of secondary schools.

M.K.Kolkova described competencies enough communicatively [3; p.320]. On the one hand, the fact that high school students occupy a number of competencies contributes to the formation of the ability of high school students to carry out various types of activities. On the other hand, in the process of carrying out activities, students of Higher Secondary Schools should learn new competencies

The the concepts of communicative competence, as grammatical rules, social linguistic rules, distributive conversations, rules for communicating with interlocutors, etc. by the scientists of Uzbekistan J. Godkulov and A.E. Kenjaboevs [9; p.36], were further enriched on the basis of today's requirements.

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