

DEVELOPMENT SKILLS OF COMMUNICATION IN FUTURE ENGLISH LANGUAGE TEACHERS

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Abstract: This article highlights the issues of communication development in future English language teachers and provides information about important ways of forming communicative skills in future English language teachers. Examples of communicative trainings that help students to form and develop communicative skills are also presented.

Key words: , communication, development of the teacher's communicative ability, —training, communicative training.

Introcdution

In the current era of rapid globalization, improving the communicative skills of future English language teachers in higher education is an urgent issue. Because in the present era, verbal influence in the communicative relations of the teacher is extremely diverse, and it embodies a relatively independent form of direct pedagogical influence. Special requirements are placed on the culture of pedagogical behavior and the sweet vocabulary of the teacher, which is related to the importance of words in organizing pedagogical influence. If we touch on the word communicativeness, first of all, the term "Communication" entered science at the beginning of the 20th century. "Communication" comes from the Latin words "communication" and "communico" and means to connect, to communicate. 1 In social sciences, communication is used to express the scientific knowledge of joint action, interaction, and these processes and their results. Researchers became interested in communication problems, especially after the Second World War. As a clear example of this, by the beginning of the 1960s, more than a hundred definitions of the concept of communication began to be used in the scientific

literature of philosophy and sociology. To get an idea, we will quote a few of these definitions:

- "Communication is an exchange of information between complex dynamic systems and its parts capable of receiving, collecting, and changing information."
- "Communication is a unique exchange of information, the process of reflecting its emotional and intellectual content."
- "Communication is a unique form of interaction between people in the process of cognitive and labor activity". 2

It can be seen that these definitions emphasize only some aspects of this phenomenon. This is a sign of how wide and complex the scope of communication is. Communicativeness is thought differently by different scientists and has been interpreted differently in different literatures, and we will cite examples from them. According to the Canadian sociologist Marshall McLuhan, the exchange of communication methods represents the stages of development in history. Accordingly, he divided the following periods of human development: - oral communication (during this period, the communicative environment within the community covered communicants directly in all aspects); written communication (written messages cross time and space barriers); publication-communication (increase in total coverage of communicants, creation of the "Gettenberg galaxy", i.e. invention of printing technology of printed books); multimedia communication (access to direct communication on a global scale).

Methodology

The purpose of the training called "East Market" is to treat future teachers and formation of communication skills, mutual acquaintance, formation of diplomatic and mutually beneficial agreement formation skills. During the training, resources such as 4 stickers (sticky papers) of the same color for each participant, 1 pen for each participant, and a paper box with a depth of 15-20 centimeters are distributed to the participants by the teacher or trainer. The communicative training

process is carried out as follows. Four stickers are distributed to each participant and participants are asked to write their names on each of them. After that, each sticker is folded twice (so that the writing is not visible) and all the folded stickers are placed in the paper box in the trainer's hand. The trainer thoroughly mixes the stickers in the box, then asks each participant to take 4 stickers without looking inside the box. After distributing the stickers, the participants are required to open the stickers but not to tell each other the names on them. The condition is that the participants should ask other participants to find the stickers with their names on them, but they should not simply give them to the owner of the stickers with their names on them. For this, it is explained that it is appropriate for them to find the stickers with their names and bring them back, or to ask them to show who has them, or to exchange the stickers with the participant's name. In short, it is asked not to give anything to anyone for free. The participants who find and get all four stickers with their names on them as the first, second, third place are declared the winners. They can be given 10-20 minutes for this activity (depending on the number of participants). At the end of the training, the winners will be asked to share their impressions and experiences, how they quickly got the stickers with their name on them, what strategy they used. After that, those who were stuck at the end are asked to tell what they had difficulty with and what allowed them to collect their stickers quickly. The goal of our communicative exercise "Who am I?" is to develop the skills of information transfer and processing in future teachers, to use humorous images in order to ease their tension. The training instructions are as follows: since the members of the group know each other well and have a lot of information about each other for 2-3-4 years, and in order to avoid traditionalism, it is appropriate to include this game in the training program. In this case, the trainer first addresses the group members with a riddle: "That thing actually belongs to you, but others use it more than you." Of course, the answer to this riddle is our own name. But now we are addressed not by our name, but by the name of famous people and famous characters and heroes. For this, his new name is pasted on the back of each participant (invisibly) and he is invited to the center

of the circle. The rest of the group members help their group mates by saying various approximate symbols, etc. In this way, everyone will be invited to the middle of the circle and learn their new names.

Results and Discussions

In conclusion, the teacher conducting the training should emphasize the following, that the participants of this training should learn what skills and feelings they can use in communicating with people and establishing a certain relationship with them, and therefore, together, what additional communicative knowledge and skills they should form and develop.

Formation and development of communication skills of students in the teacher's work is one of his most important qualities today. The teacher must not forget that the students have a mutual educational influence, the existence of a connection between their communicative relations and activities determines its effectiveness. In order for the teacher to achieve success in having a pedagogical influence on the class team and individual students, it is necessary to rationally plan the system of mutual pedagogical relations among students and change the psychological environment in a positive direction. In order to organize a system of pedagogical relations that is properly organized and perfect in all respects, aimed at protecting the hearts and minds of the young generation, and educating them in the spirit of national and universal values, the teacher must deeply understand the psyche of each student, be aware of their inner potential, give information, exchange ideas, understand and sympathize with their sadness and feelings.

In order to achieve success in the pedagogical relationship, the teacher must have the following qualities:

- able to model the future relationship with students;
- knowing in advance the characteristics of the class team to be treated; establishing a direct, friendly and cooperative relationship;

□ having an advantage in the relationship and judicious management of it based on democratic requirements;

□ it is necessary to continuously analyze the positive and negative aspects of the relationship. The use of communicative techniques in development also leads to effective results. Here, let's talk about the concept of training. The concept of training originates from the English language, and "train" and "training" have many meanings, namely: to teach, to train, to practice (training). In particular, it consists of preparing a person for various areas of social activity, in which the level of knowledge of a person or a whole group in the field of communication is appropriately developed through a system of special exercises. That is, it prepares a person for social communication in a purposeful way. Including:

- preparing future specialists for effective implementation of their future activities;
- training of management personnel in effective management methods;
- development of mutual cooperation in educational institutions;
- increase communication competence in all interpersonal relationships in the social environment;
- prevention of emotional tensions expected to occur in the process of social interpersonal communication and stabilization of existing ones, etc.

Training is a means of reprogramming the behavior and activity management model of people. Also, training is necessary for the organization's planned activity, increasing its professional knowledge, improving its skills, or for modifying the institutions that meet the requirements of the organization's target activity, and for correcting the social behavior of the team. Below are examples of communicative trainings that help to form and develop the student's communicativeness.

Conclusion

In conclusion, it should be noted that having effective communication skills is the most necessary skill in the life of a pedagogue. Because communication is the key to success not only in the field of education, but also in our personal relationships. Life is the best teacher for successful communication.

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