Using Methods Of Managing The Development Of Students' Communicative Competencies To Inprove Educational Servies

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Abstract: The article analyzes the issues of improving educational services through managing the formation and development of students' communicative competence. In the modern education system, personnel training based on the culture of communication and the competence approach plays an important role. In this regard, the article examines modern pedagogical technologies, effective forms of management of the educational process, and strategies for developing communicative competence.

Introduction: In today's globalization environment, there is a growing need to train professionals in all areas of society who are capable of effective communication, independent thinking, and critical thinking. Therefore, the development of communicative competence in educational institutions is becoming an important pedagogical task. Systematic management of this process will help improve the quality of educational services.

METHODOLOGY

Communicative competence (Hymes, 1972) is not only grammatical knowledge, but also the ability to communicate correctly and effectively in a social context. Its main components are:

• Language competence (linguistic): the correct use of language units;

• Social competence: the choice of culturally appropriate communication methods;

• Strategic competence: the ability to overcome communication breakdowns or misunderstandings;

• Discursive competence: the ability to express logically and coherently.

Today, these competencies are being integrated into multidisciplinary curricula in higher education (CEFR, 2020).

Communicative competence is a person's skills to communicate in various social situations, express ideas clearly, listen effectively, manage the communication process, and correctly perform social roles. The development of this competence in the educational process leads to the following:

• Students' thinking and communication skills expand;

• The level of teamwork and social activity increases;

• The ability to use modern information and communication technologies increases;

• The possibility of achieving success in future professional activities increases.

During this research, the methods of studying and analyzing pedagogical, psychological and methodological sources, didactic materials, curricula and programs, educational and normative documents, textbooks and educational and methodological literature, interviewing, observation, pedagogical experience, and processing research results were used.

The theoretical and methodological basis of this article was literature and scientific articles that shed light on the development and management of communicative competence in students, analysis of the opinions of

scientists, and observation of processes.

RESULTS

One of the main factors in improving the quality of education is the establishment of a management system on an innovative basis. Management activities aimed at the development of communicative competence can be organized as follows:

• Systematic planning: introducing modules aimed at the formation of communication skills into educational programs.

Systematic planning is the purposeful organization and control of the educational process based on a predetermined strategy. It affects management activities aimed at the development of communicative competence in the following main areas:

1. By setting clear goals and directions

Through systematic planning, an educational institution selects

The development of communicative competence as the main strategic goal. This ensures the following:

- The curriculum of each subject clearly outlines the competencies related to communication;
- The task of communication is understandable for teachers and students;
- Assessment criteria are determined in advance and are result-oriented.

2. Optimal allocation of resources and opportunities

Systematic approach:

▪ Plans the allocation of the necessary technical means (audio-video, platforms, projects) for interactive teaching methods;

▪ Organizes trainings to train teachers and teach them communication technologies;

▪ Includes educational materials (case studies, role-playing games, discussions) in the plan.

3. Integration of the educational process and introduction of innovations

Through systematic planning:

▪ Interdisciplinary integration is carried out (for example, the role of speech culture is also seen in technical subjects);

▪ Projects, forums, competitions and team development are planned throughout the year;

▪ Innovative methods - flipped classroom, peer learning, debate learning - are included in the curriculum.

4. Optimization of management through monitoring and analysis

✓ As part of systematic planning, tests and assessments of communicative development are conducted every semester or quarter;

✓ Based on the results of the analysis, problems and shortcomings are identified and new approaches are developed.

5. Ensuring stability and effectiveness

▪ Activities become regular, are carried out not episodically, but with a systematic approach;

▪ Student activity, communication culture, and teamwork competence are consistently developed;

▪ Clear criteria are set for teachers' work, which encourages them to constantly search.

Systematic planning makes the development of communicative competence an object of conscious and planned management, not an accidental one. As a result, work on the development of this competence is carried out effectively, precisely and sustainably.

• Effective use of resources: introduction of interactive platforms, forums and media that enhance communication between students and teachers.

Effective use of resources is the purposeful management of available material, technical, human and information resources and the achievement of maximum results in the educational process. This factor affects management activities aimed at developing communicative competence as follows:

1. It serves to make the teaching process interactive and dialogue-oriented.

Through effectively used resources:

• Group discussions, presentations, debates are organized in classrooms using interactive equipment (monitor, projector, interactive whiteboards);

• Simulation of real-life dialogues is carried out through audio and video materials;

• Virtual training is conducted using digital resources using communication platforms (Zoom, Google Meet, Teams, Moodle).

2. Increases the communicative potential of teachers

✓ Through effective resource management:

✓ Training, webinars, master classes are organized for teachers;

✓ Platforms for exchange of experience between teachers are created;

✓ The opportunity to use international educational resources (for example, textbooks based on the CEFR) is created.

3. Encourages active participation of students

If resources are distributed rationally:

▪ Each student participates in project-based assignments;

▪ Necessary materials for interactive games and role-playing exercises based on communication are provided;

▪ Necessary tools for independent thinking and expression are created through books, brochures, and electronic resources.

4. Accelerates the introduction of information and communication technologies

Directing resources:

✓ Through LMS systems (Moodle, Canvas, Google Classroom), students are taught to express their thoughts in writing and orally;

✓ Their communication experience is formed through forums, chats, and electronic portfolios;

✓ Feedback is provided quickly and effectively through online assessment systems.

5. Ensures optimal use of human resources

• Representatives of the field such as psychologists, linguists, and communication specialists can be involved in lessons;

• The activities of specialists who assess students' communication skills are organized;

• The quality of teaching is improved through seminars and trainings with the help of external trainers.

Effective use of resources is a key factor that supports the development of communicative competence in practical, technical and methodological terms. It makes management activities purposeful, rational and result-oriented. Also, when these resources are properly distributed, the role of each participant (student, teacher, manager) is strengthened and the effectiveness of education increases.

• Monitoring and analysis: develop clear criteria and indicators for assessing the activity of students in communication.

Monitoring and analysis is the activity of observing, evaluating and analyzing the results of the level of achievement of the goals set in the educational process. This process has a positive impact on management activities aimed at developing communicative competence in the following main areas:

1. Determines the effectiveness of activities

Through monitoring:

✓ Students' achievements and shortcomings in communication are systematically identified;

✓ The practical effectiveness of educational programs is assessed (i.e., the level of application of communicative competence in real life);

✓ The methodological quality of teachers' activities is analyzed.

As a result, management decisions are based on real data.

2. Strengthens an individual approach to student development

With the help of monitoring and analysis:

• A personal development path is developed for each student (for example, if there is a problem with oral speech, special training is recommended);

• The dynamics of development are displayed in the form of a graph or rating, and feedback is provided;

• Areas that need to be strengthened and improved are identified.

3. Allows for informed management decisions

Based on the results of the monitoring:

➢ Curriculums are revised;

➢ Changes are made to methodological manuals;

➢ If necessary, new resources (training, tools, technology) are attracted. That is, management becomes not intuitive, but analytical.

4. Ensures continuous improvement of the process

Based on the results of the analysis:

✓ Deficiencies are identified and specific measures are determined to eliminate them;

✓ Methods that have yielded good results are standardized and used in other groups;

✓ A strategic development plan is formed based on experience.

5. Strengthens collective responsibility

Monitoring results are openly discussed, which:

▪ Increases the responsibility of teachers and leaders;

▪ Strengthens the principles of openness and honesty in activities;

▪ Exchange of ideas and cooperation develops through collective analysis.

Higher education services are not limited to providing knowledge, but also perform complex tasks such as socializing the individual and preparing him for communicative activities. Based on the components, the following management strategies are considered effective:

Direction	Implementation form	Expected result
Designing the learning process based on a communicative approach	Interdisciplinary integration, seminar-trainings	Communication skills are strengthened.
Use of digital technologies	Online forums, blogs, group chats	Independent thinking and active participation
Implementing a feedback system	Questionnaires, tests, reflection	Continuous improvement of educational services

Let's analyze international experiences in developing communicative competence in students.

US experience: Universities train students in oral and written communication in all subjects through the Communication Across the Curriculum (CAC) program. This approach comprehensively develops communicative competence.

European experience: Students are assessed in communication from A1 to C2 levels based on the CEFR (Common European Framework of Reference for Languages) model. This model serves to individually develop language and communication skills.

Finnish experience: Based on the transversal competence model, the concept of "learning through skills" has been introduced, in which communication is central.

So, what is the current situation in Uzbekistan in this regard and what are the problems? Currently, the following problems exist in the higher education system of Uzbekistan:

• Communicative competence is not sufficiently reflected in curricula;

• Interactive methods are rarely used in most subjects;

• Access to digital platforms is limited;

• Teachers' communicative competence is not being

continuously improved.

DISCUSSION

What suggestions and recommendations can be made to solve these problems?

1. Improving the skills of pedagogical personnel: Conducting certified trainings on technologies for developing communicative competence for each teacher.

2. Analyzing and updating curricula: Adding practical exercises that serve communicative goals in each subject.

3. Developing digital communication: Introducing group projects, forums, and tests through LMS (Learning Management System) platforms.

4. Improving the assessment system: Introducing portfolios and peer-review systems that demonstrate the student's communicative growth.

Modern pedagogical technologies play an important role in the development of communicative competence. In particular:

• Interactive methods (discussion, debate, role-playing games): increase students' social and professional competencies by involving them in active communication.

• Portfolio and reflection: the student has the

opportunity to assess and improve his knowledge and skills.

• Digital educational resources: the opportunity for independent learning expands with the help of video lessons, online courses, podcasts.

The following proposals are aimed at improving educational services based on the development of communicative competence:

1. Developing integrated tasks for each subject (to strengthen interdisciplinary communication).

2. Introducing special training based on communication ethics and social psychology.

3. Conducting regular seminars and trainings to improve the communicative competence of teachers.

4. Establishing a cooperative learning system by encouraging students to participate in team projects.

CONCLUSION

Managing the development of students' communicative competence in the education system is not only an important factor in ensuring their personal and professional growth, but also an important factor in improving educational services in line with modern requirements. High results can be achieved in this regard through a systematic approach, the use of modern methods and an effective management model.

The development of students' communicative competence serves not only to improve educational services, but also to form them as competitive personnel in a market economy. Strategic planning of management policy in this area, the use of international experience and the introduction of innovative technologies are among the urgent issues of today.

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