

## COMMUNICATIVE COMPETENCE IN THE ASPECT OF COMMUNICATION PROBLEMS DESCRIPTION OF ESSENCE

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### ABSTRACT

This article describes the essence of communicative competence in terms of communication problems, the psychological functions of communication, the mechanisms and tools of communication, the formation and implementation of communication functions depending on the functions of communication, personality characteristics and other psychological factors, and examples from the analysis of scientific literature are given.

**Keywords:** competence, language, professional, development, education, communicative, linguistic, development, spirituality, intellectual, science, structural component.

### INTRODUCTION

Currently, in the psychological and pedagogical literature devoted to the problem of the quality of education, an integrated approach with the concept of "competence" prevails as a generalized criterion for determining the quality of education, which in practice is considered as a system unit of the quality of education. Knowledge, skills, values, attitudes that allow solving problematic situations (in life, study, work, communication)[1].

According to the analysis of scientific literature, researchers show the presence of a self-evident connection between communicative competence and communication, emphasize its dependence. In addition, studying communicative competence as one of the results of training a modern specialist of any level of education and specialization, and speaking about the interaction of communicative competence and the category of communication, in this case we understand the category of communication and not only the meaning of the concept of communicative competence - it is necessary to understand that the filling with content, but also depends on the understanding of what and how will be the result of training a specialist as a carrier of communicative competence: one way or another as the Essential characteristics of communication, and therefore the priority in training a specialist for communicative activity in any professional field, highlighting them as goals-results allows you to study them as components of communicative competence. In this regard, it is sufficient to identify the sides and aspects that need to be taken into account in the process of studying the phenomenon of communication and training its specialist, in the process of forming his communicative competence as an educational result[5].

### ANALYSIS AND RESULTS

Communication as a phenomenon of cultural studies falls into the field of study of almost all social and humanitarian sciences that study human behavior, the behavior of groups of people, relationships within social organisms. Specialists in ethics, social sciences/sociology and political science understand the difference between communication as a subject of research. It is interesting and promising to try to comprehend the national-cultural specifics of communication within the

framework of the ethnopsychology of communication and the ethnophenomenology of communicative behavior[6].

Psychologists study communication as a general psychological problem (B.F. Lomov) and pay special attention to its problems, highlighting the following aspects in its study:

- a) psychological functions of communication;
- b) the formation and implementation of mechanisms and means of communication depending on the functions of communication, personality characteristics and other psychological factors;
- c) interaction of communication with other aspects of a person's mental life (A.A. Leontiev).

Psychology, philosophy, and literary studies consider this problem of communication as a problem of achieving understanding and mutual understanding[7]. While psychology studies this problem from the point of view of the psychological and psychophysical foundations of understanding, philosophy and literary studies address it on a personal level - from the point of view of searching for the underlying causes of a person's misunderstanding of another. denial of oneself and one's inner essence, and at the structural level - refers to the problem of understanding the products of human activity and human thinking - texts (scientific, artistic) with the justification of a special branch of scientific knowledge - hermeneutics as the science of understanding[8].

Linguists also do not ignore this problem. They consider the problem of communication from the point of view of studying the means of communication, forms and types of implementation of linguistic means, as well as from the point of view of expressive (expressive) possibilities of language.

Turning to the problem of defining and defining the essential signs of communication, scientist L.P. Bueva notes that the following aspects of its study are presented in modern science:

- 1) information and communication (the type / type of personal communication is considered, in which information is exchanged during a conversation);
- 2) interaction (communication is analyzed as the interaction of individuals in the process of cooperation)[9];
- 3) epistemological (a person is considered as a subject and object of social cognition and communication);
- 4) axiological (communication is studied as an exchange of values);
- 5) "normative" (in the process of normative regulation of the behavior of individuals, the place and role of communication is determined, the process of conducting and consolidating real practice in the usual understanding of behavioral stereotypes is analyzed);
- 6) "semiotic" (on the one hand, communication is described as a specific sign system, on the other hand - as a tool for the functioning of various sign systems).

The existence of many approaches to the study of communication testifies to the complexity and versatility of this event/phenomenon. Researchers claim that an attempt to cover all possible components of the concept of "communication" means that it loses its own living cell, fiber, ceases to resemble a thing, a concept, an event that connects us with this concept. will make it disappear and fly away," they say. In this regard, any scientific discipline defines only some aspects of communication as its subject of study. However, most researchers recognize that there are certain characteristics of communication that can be called universal and which are considered decisive in understanding its essence. Sociality, or the social nature of communication, we consider one of the most important characteristics of communication[10].

The analysis of scientific literature shows that, on the one hand, communication is studied as a process of social interaction that determines the specifics of human society (B.G. Ananyev, T.G.

Grushevskaya, M.S. Kagan, V.P. Koneska, A.A. Leontiev, B.F. Lomov, B.D. Parygin). , V. D. Popkov, A.V. Rezaev, A. P. Sadokhin, etc.), on the other hand, everyone acts as a process of interpersonal interaction of individuals acting as an active subject of communication. (G.M. Andreeva, M.S. Kagan, M.I. Lisina, B.F. Lomov, etc.). In particular, the scientist A.V. Rezaev states that dialogue is a social phenomenon that "reveals the mechanisms of structuring, organization and functioning of human society, forms of ways of integrating the individual into the socio-historical context and serves as a connecting element of the "man-society" system. ." Scientist V.P. Koneskaya defines communication as "a socially conditioned process of exchanging thoughts and feelings, carried out mainly with the help of verbal means of communication in the cognitive, labor and creative life of people." Reflecting on the social nature of communication, scientist A.A. Leontiev states that communication is a social process or processes that are carried out within a certain social community - a group, a collective, society as a whole, not between individuals, but because of social need, social necessity[11].

On the other hand, in the scientific literature, communication is widely considered as a process of interaction of individuals with their own goals, motives/incentives and norms, each of which is carried out in interaction with partners /interlocutors. For example, the scientist V.N. Myasishev defines communication as "the process of joint activity of specific/specific personalities who relate to each other in a certain way and influence each other[12]."

In our opinion, the existence of these two points of view is connected with the solution of the problem of choosing the subject of communication, and both an individual and a group subject (social group, class, etc.) can act as such a subject. However, when it comes to the social nature/nature of communication, we, first of all, proceed from the fact that ultimately the goals and functions / tasks of communication have a social nature /character, regardless of who is the subject of communication – an individual. or a social group, we mean the fact that it is inherently social. According to researchers, the goals, motives and attitudes of individuals taken separately, during real interaction become / change / transform into socially significant goals, since any communication between people leads to achieving a common result, coordinating people's efforts, is aimed at achieving mutual understanding, which becomes not only personally significant, but also socially significant. achievement (A.A. Leontiev, B.F. Lomov, A.V. Rezaev, etc.). According to Leontiev, "communication is the interaction of two or more people aimed at coordinating and combining their efforts in order to establish and develop relationships and achieve a common/ joint result[13]."

The social nature /nature of communication is also a very important source of assimilation of knowledge accumulated by mankind: the assimilation of norms, laws, values and ways of activity that have developed during the cultural and historical development of human society, that is, the socialization of the individual occurs in the process of communication[19]. Thus, in our opinion, regardless of the choice of the subject of communication, as a phenomenon, communication is primarily social in nature, because its goals and functions are social - it involves observing people, their efforts - is aimed at coordinating actions and achieving mutual understanding and common/joint results of activities, and also serves as the most important the factor of acculturation / introduction of a person to culture, socialization, his mental and social formation[14].

At the same time, it should be noted that in the structure of communication, researchers try to note the components that make it possible to think of communication as one of the types of human activity. Scientist M.I. Po Lisina, "communicative activity requires a common network, fencing, which is used for any type of activity, and filling its cells with specific/specific content." As a result, the following structural elements of communicative activity (dialogue) can be distinguished[15]:

- subject of communication - another person as a subject of communication, partner (interlocutor);
- the need for communication consists in a person's desire to know and evaluate other people, through them - to know themselves and evaluate themselves independently;
- communicative motives / stimuli / reasons / goals - communicative motives are embodied in such qualities and characteristics of the person himself and other people that in order to know and evaluate them, this individual interacts with someone from the surrounding people;
- a communicative act is a unit of communicative activity aimed at other people and directed at him as its object, a holistic action/deed. The two main categories of communication actions are actions resulting from the initiative (initiated) and response actions[16];
- communication tasks are a goal that various actions performed in the process of communication are aimed at achieving, in specific/specific conditions given to it. Communicative goals (motives) and tasks may not coincide;
- means of communication - operations that contribute to the increase of communicative actions;
- communication products are derivatives (products) of a material and spiritual nature created as a result of communication, including mutual understanding, selectively achieved attachment and, most importantly, the image of the participants in communication - the person himself and other people.

Determining the advantages and comparative disadvantages (disadvantages) of each of the existing scientific views and points of view is not part of the objectives of our research. In general, we consider it necessary to note that there is an undoubted connection between communication and activity[17].

As we mentioned above, communicative competence is closely related to communication and understanding of the terminological essence of the concept of "communicative competence" through reflection and reflection, as well as understanding of communicative competence as a result of specialist training. In this regard, it is necessary to compare the characteristics of communication highlighted by us with the field of concepts of communicative competence. So, a person's communicative competence is characterized by a social nature / character, the ability to work together, the ability to strive for teamwork, cooperation, mutual understanding. The owner of the communicative competence acts as an active subject of communication and treats his communication partners on the basis of the principles of respect, recognition of their independence and individuality[18]. A close connection of communication with activity can also be found in communicative competence, since communicative competence, as competence in communication, as the ability to carry out effective interaction, provides all aspects of human life and activity.

## **CONCLUSION/RECOMMENDATIONS**

The study of communication in the unity of its three interrelated components, such as informational, interactive and perceptual, is reflected in the understanding of the essence of communicative competence in such a way that a person with communicative competence is able not only to transmit this or this information to his communication partners, but also to understand their inner desire, understand their motives, motives (intentions), goals, assumptions, their emotional state and, based on this, regulate their behavior and influence the behavior of others. one should also build one's interlocutors in a certain way with secrecy.

Thus, all the essential characteristics of communication are reflected in the understanding of communicative competence. This competence is a characteristic of a person that allows him to communicate with people around him on the basis of the principles of respect, recognition of the independence of others, the desire for mutual understanding, etc. it allows him to interact effectively

with In the process of forming a communicative competence as a result of training a specialist, it is necessary to take into account these aspects of communication.

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