SCIENTIFIC AND THEORETICAL FOUNDATIONS FOR ENHANCING COMMUNICATIVE COMPETENCE IN THE EDUCATIONAL PROCESS

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ABSTRACT

This article discusses the effectiveness of organizing the educational process based on communicative competence in the rapidly developing social life, its role in helping young people find their place in society, and its impact on the socialization of the younger generation.

INTRODUCTION

In today's globalization process and rapidly modernizing social life, the fundamental reform of the education system has become a requirement of the times. Alongside the effective use of innovative pedagogical technologies in education, it is noted that the development of students' subject-related knowledge, skills, and competencies alone is not sufficient. At present, it is becoming clear that it is not enough for students to only acquire knowledge, skills, and abilities in academic subjects.

MAIN PART

Since education is currently intended to be organized on the basis of a competency-based approach, let us consider the meaning of the word competence. The word competence is derived from to compete, which means "to compete," "to rival," or "to contend." Literally translated, it means "the ability to compete."

It is necessary to distinguish between competence in general and educational competence. Educational competence models a student's future activities in their full-fledged life. For example, until a citizen reaches a certain age, they cannot apply some competences. However, this does not mean that these competences are not formed during schooling. In this case, we speak of educational competence. For instance, although a student acquires civic competence at school, they will only fully apply it after graduation. Accordingly, such competences are manifested during the learning period as educational competences.

There is no single universal list of key competences worldwide, because every country or region has its own traditions, mentality, and specific requirements. Competence represents society's social demand of its citizens, and the list of competences

is determined by the social environment of a particular country or region. Achieving such consensus is not always possible. For example, in Switzerland and the United States, the project "Selection and Definition of Key Competences" by the Organization for Economic Cooperation and Development (OECD) and the National Center for Education Statistics concluded that it is not possible to determine key competences in a strictly definitive way.

Communicative competence means mastering one's mother tongue and at least one foreign language for effective interaction in society, and being able to use them efficiently in communication;

the ability to express one's thoughts clearly and accurately both orally and in writing, to logically formulate questions based on the topic and to provide appropriate answers;

social adaptability, adherence to the norms of communication etiquette, and the ability to work in collaborative groups;

the ability to defend one's own position while respecting the interlocutor's opinion, and to be persuasive;

the ability to control emotions in various conflict situations and to make the necessary (constructive) decisions in resolving problems and disagreements.

When discussing effective teaching and upbringing within the process of implementing a system of continuous education, it must be emphasized that such a complex and multifaceted task can only be carried out by young teachers who possess high qualifications and pedagogical mastery.

Pedagogical mastery is not an innate talent or a hereditary trait; rather, it is based on research and creative effort. Therefore, pedagogical mastery is not a standard or uniform method of work for all teachers, but something that develops and evolves through each teacher's self-study and creative labor.

In this regard, it is essential that other teachers learn from the pedagogical skills and experiences of advanced educators, creatively apply them, and enrich their own practice with innovative experiences. A teacher's pedagogical mastery is most vividly demonstrated in the classroom during academic sessions, since teaching activities are the core of a teacher's professional work. For this reason, teaching must be intellectually rich, accessible, and closely connected with real life and the students' or learners' level of preparedness.

The educational process requires live verbal communication, exchange of ideas, mutual respect, and close cooperation between teachers and students in order to achieve the main goal. Lessons (lectures) and other educational activities that are superficial, formal, or filled only with generalities and dry preaching fail to engage students and do not provide sufficient intellectual and ideological nourishment. Therefore, classes should be organized in such a way that they foster diverse perspectives, scientific thinking, and convictions in students toward the subject.

A person accomplishes all the tasks set before them through communication with the help of language. Solving the problems encountered in life is closely linked to discussing them, explaining them to others, and making them understood.

In today's context of increasing internationalization, globalization, and informatization, it is of particular importance to prepare participants of the continuous education system for effective communication and to improve the pedagogical mechanisms that support the development of such readiness.

It is advisable to view students and learners not merely as language users, but as linguistic individuals who manifest their personal qualities through language, who embody national, cultural, and ethnic characteristics within it, and who preserve and transmit the language to future generations.

Within the framework of lifelong education, in order to achieve this goal, every graduate of an educational institution must not only possess professional competences, but also communicative qualities. These communicative abilities are first developed at school and then continue to grow in higher education in line with the student's professional orientation. A higher education graduate's mastery of communicative competence "influences their competitiveness in the labor market and their successful socialization in the future" [1].

Our teachers must adopt the cognitive-pragmatic approach as a fundamental standard for themselves—not simply transmitting knowledge to students, but rather guiding, encouraging inquiry, prompting reflection, and enabling students to draw their own conclusions and express them based on the phenomena they observe. However, in most of the lessons we have observed, school teachers usually allow students to engage in independent inquiry only during educational games. At other times, "the core of the lesson" is explained by the teacher, who delivers the subject matter outlined in the program and textbook directly to the students (through oral exposition).

The main factors influencing the development of students' communicative competence are: social demand, the State standard, the institution's educational environment, continuity of education, as well as pedagogical support, motivating students to develop communicative competence, integrative connections, teaching and methodological resources, organizational forms, and teaching methods.

The use of the principle of continuity in developing communicative competence is "aimed at adapting curricula and ensuring coordination across stages, from initial training to postgraduate education. It is assumed that the 'exit' from one curriculum should naturally connect with the 'entry' into the next. In the context of lifelong education, the development of communicative competence requires standardization of all curricula from beginning to end, based on the common goals of all systems" [5].

In higher education, the development of students' communicative competence is carried out across all subjects (humanities, natural sciences, professional disciplines, as well as extracurricular activities).

The content of the humanities expands students' knowledge, skills, and abilities in constructing oral and written texts. The natural sciences presuppose a high level of generalization and the presence of cause-and-effect relationships, which in turn contribute to the enhancement of knowledge in developing communicative competence.

In higher education, didactic materials must be based on didactic principles that encompass communicative activity, student engagement, interactive participation, and the activation of tasks and competences.

CONCLUSION AND DISCUSSION

In conclusion, since the new educational standards and curricula introduced into the continuous education system of our country are closely linked to the formation and improvement of students' communicative abilities, they will lead to significant changes in the future. Their implementation, however, is directly connected with the extent to which the main actors of the educational system—teachers and students—perceive the tasks set before them, their sincere commitment to fulfilling them, and each subject specialist's ability to reveal the communicative aspects of their discipline.

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