



## DEVELOPMENT OF IMAGINARY-CREATIVE COMPETENCES IN THE PROCESS OF PREPARING FUTURE TEACHERS FOR PROFESSION

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### ABSTRACT

At the present stage of development of our society, a radical restructuring of the entire education system is becoming relevant, which allows us to provide a new quality of education and upbringing of young people, the main goals of a general education school built on the principles of democracy and humanism, the priority of universal human values, scientific and cultural traditions of the people.

**KEYWORDS:** Vocational training, methodology, pedagogy, competence, development.

### INTRODUCTION

Modern socio-economic transformations in the Republic of Tajikistan have exacerbated the problem of forming a personality with a high level of training, creative potential, able to use modern technologies in their activities.

Fundamental changes in society dictate new requirements for higher schools. A modern specialist must be proficient in modern information technologies, have communication skills, be able to transform acquired knowledge into innovative technologies and work in a team, possess the skills of search-creative and independent acquisition of knowledge and advanced training. The professional environment leaves an imprint on speech, and the culture of speech, the ability to communicate effectively is an indicator of education and upbringing, as well as the most important component of human culture in general.

The value of a person, his individuality and the need to preserve it have always been one of the main problems of philosophical understanding. In different eras, it was solved in different ways. The most important task of providing professional training of students is their overall development, improvement of language and communicative competence, achievement of such a level of business speech proficiency that is sufficient for the active and fruitful participation of a future specialist in professional activities.

"Competence" (the area of issues in which someone is well-informed) and "competence" (possession of cognitive knowledge in any area) are the basis of any professional activity.

The formation of communicative competence is the problem of training future specialists for any professional field, which, in the context of the modernization of domestic education, modern science and production, is of particular relevance.

The concept of "communicative competence" is inextricably linked with understanding the essence of communication, its significance in life and the process of human development.

Communicative competence acts as one of the most important professionally significant characteristics, and the development of this competence is a primary task of higher professional education. This question has always been relevant in the domestic pedagogical science. The current stage of development of society, the new pedagogical paradigm of upbringing and education fills it with new, more capacious content.

The problem of developing the communicative competence of students in the process of presenting creative projects is due to the need for students to develop a full-fledged experience in solving cognitive, communicative, moral tasks and the complexity of the process of presenting creative projects.

Communicative competence acts as a necessary component of the professional competence of any person and is studied by specialists in various fields. In this regard, for our research, works that consider the value of a person as a subject of communication, affirm his unique individuality and originality are of particular importance.

In pedagogical science, individual structural components of the communicative aspect of pedagogical activity have been studied quite well. Each of them in a certain way affects the style of communication between the teacher and students, the direction of this communication, the result of the educational process. However, the study of the development of the communicative competence of students in the process of presenting creative projects in modern studies of the Republic of Tajikistan has not yet been presented. This is due to the fact that in pedagogical activity, especially at the initial stage, there are a number of difficulties associated with the contradiction between those new requirements of personal and

oriented education, which correspond to modern trends of humanism, and real professional (primarily communicative) capabilities of the teacher. This situation is quite understandable, since in the system of higher education the special task of developing the communicative competence of students in the process of presenting creative projects is either not set, or is partially solved in certain aspects.

The degree of knowledge of the problem. Among the many studies of scientists of the Russian Federation, there are works devoted to the problems of the formation of various types of competence among university students in the process of their professional training. They considered: professional competence (A.L. Busygina, A.A. Vorotnikova, E.S. Vrublevskaia, O.N. Zagora, A.V. Efanov, Yu.V. Koinova, N.V. Matyash, SV. Meleshina, G.S. Sukhobskaya, N.V. Kharitonova, V.I. Yudin), professional and pedagogical competence (N.N. Lobanova), psychological and pedagogical competence (N.V. Ostapchuk), pedagogical competence (N.P. Ivanishchev), communicative competence (V.I. Kashnitsky, G.A. Kudryavtseva, T.I. Lipatova, E.V. Prozorova, Yu.N. Emelyanov), social and cultural competence (L. Berestova), ethnocultural competence (N.G. Arzamastseva ) and etc.

Among domestic researchers there are dissertations carried out by S.N. Aliyev ("Scientific and pedagogical foundations for the formation of professional competence of future teachers of foreign languages in pedagogical universities of the Republic of Tajikistan (on the material of the English language")), S. Sh. Alimov ("Formation of the socio-cultural competence of teachers of secondary schools in the Republic of Tajikistan), R. N. Babaeva ( "Didactic conditions for the development of communication skills of students of national schools of the Republic of Tajikistan (on the basis

of teaching the Russian language in primary grades”), T.K. Khusanova (“Features of the organization of search and creative activity of students”), B.Kh. Umarova (“Pedagogical effectiveness of stimulating the motivation of students' educational activities»).

The concepts of developing, as well as personality-oriented education, developed by Russian psychologists, are based on the ideas of cultural and historical development of a person (J.I.C. Vygotsky, A.V. Zaporozhets, V.V. Davydov, A.N. Leontiev, V.T. Kudryavtsev, A. V. Petrovsky, V. A. Petrovsky, N. N. Poddyakov, V. I. Slobodchikov, S. L. Rubinstein, D. B. Elkonin). Their ideas influenced the ideas about the content of education and brought to the fore the principle of updating and systematic construction of educational material.

Pedagogical research considers the problem of student-centered education in the context of higher education. Higher education is considered as a cardinal condition for the development of the individual at all levels and stages of the professional and life path.

Questions of the philosophy of education, modernization of developing educational systems that implement personal and professional positions are considered in the works of Yu.K. Babansky, V.P. Borisenkova, B.S. Gershunsky, V.V. Davydova, L.V. Zankova, N.D. Nikandrova, V.A. Slastenina, V.I. Slobodchikov. Their works emphasize that one of the most important principles of the society's educational policy is the formation and development of students' professional competence, their business and personal qualities. This approach reflects not only the level of knowledge, skills and experience necessary for the professional activities of a specialist, but also the level of the social and moral position of the individual.

At the present stage, the problem of studying many studies has become professional competence. The essence of competence in them is considered in the logic of professional activity. Among the varieties of professional competence, the authors distinguish practical (special), social, psychological,

informational and communicative, which includes the development of skills in the field of four types of speech activity: speaking, listening, reading, writing.

The formation of communicative competence also implies other competencies: linguistic (learning the norms of the language and the ability to use them in the appropriate situation), linguistic (knowledge of the language, knowledge of the metalanguage of linguistics) and cultural studies (knowledge of the language and culture of the people). The problem of forming the communicative competence of a professional personality is reflected in many social, psychological, linguistic studies from different points of view.

Sociologists and psychologists (A.A. Bodalev, A.B. Dobrovich, E.Ya.Maliburda, L.A. Petrovskaya, E.V. Rudensky and others) associate it with the development of skills to give a socio-psychological forecast of the situation of communication, to program this process, getting used to the atmosphere of a communicative situation and to manage the process of communication of a group, team, team. It is the managerial ability that is necessary in a situation of business communication.

In linguistic and pedagogical research (E.A. Arkhipova, E.A. Bystrova, G.G. Gorodilova, I.A. Zimnyaya, D.I. Izarenkov, A.A. Leontiev, M.V. Mazo, I.V. Mikhalkina, R. B. Sabatkov, E. A. Khamraeva) communicative competence is defined as the ability to carry out speech activity, as the implementation of communicative behavior based on a system of components:

motivational (speech behavior), cognitive (knowledge), operational (overcoming contradictions prescribed by the content of training ).

From practice and a number of studies (I.I. Barakhovich, M.A. Glazun, D.I. Izarenkov, H.N. Lomakina, etc.), it follows that students of technical specialties show a low level of development of general and speech culture during classes, oral responses, in communication with fellow students and teachers. This is due to the specifics of the subjects studied, the language which is standardized, formalized, learning activities take place mainly in laboratories, computer rooms, technology parks, while interpersonal communication is too "objectified". Therefore, we believe that verbal communication skills, as well as the emotional aspect of communication, need significant development. In order to form a communicatively competent specialist, it is advisable to develop a common culture of students of technical specialties, to apply the means of a foreign (Russian) language to develop their communicative competence. Knowledge of a foreign language culture can contribute to the growth of the level of communicative competence of students.

One of the priority educational technologies that ensures the implementation of a competency-based approach to learning and the formation of special competence is the method of projects. A project is understood as a set of actions specially organized by a teacher and independently performed by students on the basis of subjective goal-setting, culminating in the creation of a product consisting of an object of labor made in the design process and its oral or written presentation.

The project method is an organic part of the transfer of the organization of production and technological processes to the education system and is embodied in the idea of pedagogical design and development of pedagogical technologies.

The use of the project method in teaching is based on the concept of pragmatic pedagogy "learning by doing", developed by the American scientist and teacher J. Dewey, as well as his followers V. Kilpatrick, E. Collings and others. The project method attracted the attention of Russian teachers at the beginning of the 20th century. Supporters of this teaching method were A.U. Zelenko, S.T. Shatsky, L.K. Schleger and others. However, the universalization of the project method was

condemned in the Decree of the Central Committee of the All-Union Communist Party of Bolsheviks "On Primary and Secondary Schools" (1931) and it was not used for a long time. The revival of this method in our days was facilitated by the work of V.V. Guzeva, E.S. Polat, M. Epstein and other researchers.

In recent years, a number of dissertations have been carried out on the use of the project method in teaching schoolchildren and students of pedagogical universities. However, we have not found any works devoted to the use of the project method in the development of students' communicative competence.

Thus, the study of the state of the issue in the existing theory and practice shows that the method of projects has not yet received the necessary use in the development of the communicative competence of students.

The project method is a technology that allows the teacher to create educational pedagogical situations, tasks and assignments for various reasons and on the basis of various subject and interdisciplinary content.



The application of the project method in the development of the communicative competence of students should be systematic, consistent, in compliance with the principles of scientific character, taking into account the age and individual characteristics of the trainees.

It should be emphasized that the use of the project method in the development of students' communicative competence cannot be considered a panacea in solving the problem of improving the quality of specialist training. It is expedient to use it in an optimal combination with other teaching methods and when the students have the necessary theoretical basis for the implementation of the project tasks proposed by the teacher or chosen by the students. It should be noted that the problem of developing the communicative competence of students in the process of presenting creative projects has not yet been studied. Thus, the analysis of the learning process

in universities allows us to conclude that this issue is not given due attention.

An analysis of pedagogical research on this issue, a study of the development of the communicative competence of students in the Republic of Tajikistan made it possible to identify a number of contradictions:

between the high requirements imposed by modern society on the activities of the student, and the insufficient development in pedagogical science of theoretical, methodological foundations for the development of students' communicative competence in the process of presenting creative projects;

- between the need to develop the communicative competence of students in the process of presenting creative projects in an innovative mode and the undeveloped pedagogical model for the development of students' communicative competence in the process of presenting creative projects;

- between innovative pedagogical experience, educating the development of students' communicative competence in the process of presentation of creative projects, and its implementation.

The identified contradictions allow us to formulate the problem: how to develop the communicative competence of students in the process of presenting creative projects, providing a modern level of student-teacher co-creation in the context of modernizing education and democratizing society.

Understanding the contradictions and posing a scientific problem determined the choice of the topic of the dissertation research "Pedagogical conditions for the development of students' communicative competence in the process of presenting creative projects."

The purpose of the study is the theoretical substantiation of a complex of pedagogical conditions for the development of communicative competence students in the process of presenting creative projects and developing effective ways to implement the identified conditions.

The object of the research is the development of the communicative competence of students in the process of presenting creative projects.

The subject of the study is a set of pedagogical conditions that contribute to the development of students' communicative competence in the process of presenting creative projects.

The hypothesis of the study is that the communicative competence of students in the process of presenting creative projects will develop if:

- the student will rely in the process of presenting creative projects on the theoretical and pedagogical foundations of professional presentation; - the student will design his presentation of creative projects in accordance with the developed concept and model of the community of students and teachers;
- organizational and methodological, communicative, content, material and technical conditions for creating a community of students and teachers will be identified, and joint creative activity will be built taking into account common and personally significant goals;
- the student's activity in the process of presenting creative projects will be systemic, and the forms and methods of developing communicative competence will be modern.

To achieve the goal of the study and test the hypothesis, the following tasks were set:

1. To study the theoretical and pedagogical foundations for the development of students' communicative competence in the process of presenting creative projects.
2. To identify organizational and methodological, communicative, content, material and technical conditions for the development of students' communicative competence in the process of presenting creative projects.
3. Develop a model for the development of students' communicative competence in the process of presenting creative projects.
4. To carry out an experimental verification of the effectiveness of the proposed model for the development of students' communicative competence in the process of presenting creative projects.

The theoretical basis of the study was the modern concepts of humanization and reform of education (E.D. Dneprov, I.D. Zverev, I.A. Zenkovsky, I.Ya. Lerner, M.S. Skatkin, V.A. Slastenin), conceptual provisions about the patterns of developmental education (V.V. Davydov, L.V. Zankov, V.T. Kudryavtsev, V.I. Slobodchikov), the theory of the formation of professional, linguistic and communicative competence (I.A. Zimnyaya, A.A. Leontiev, R. B. Sabatkoev), cultural aspect of education (M.M. Bakhtin, O.S. Gazman, D.S. Likhachev, A.F. Losev, Yu.M. Lotman); approaches to the definition of didactic features of educational and cognitive activity (Yu.K. Babansky, V.P. Bepalko, I.Ya. Lerner, M.I. Makhmutov, N.F. Talyzina, D.B. Elkonin, I.S. Yakimanskaya), theoretical research in the field of content and methods of upbringing and education (K.A. Abulkhanova-Slavskaya, A.G. Asmolov, T.S. Komarova, P.V. Konanykhin, V.I. Petrova, E.I. Sokolnikov). As an information and research base, the works of Russian, domestic and foreign scientists in philosophy, pedagogy, psychology, management, dissertations, monographic studies and publications in periodicals were used.

The methodological basis of the study is the works of leading scientists in the field of pedagogy (Yu.K. Babansky, A.A. Bodalev, L.V. Zankov, Yu.G. Kruglov, S.N. Glazachev, I.I. Legostaev, I.F. Isaev, V. A. Slastenin, A. D. Soldatenkov, K. D. Ushinsky); psychology, psycholinguistics, cultural studies (V.A. Artemov, M.M. Bakhtin, L.S. Vygotsky, V.V. Davydov, N.I. Zhinkin, A.V. Zaporozhets, I.A. Zimnyaya, A.A. Leontiev, A. N. Leontiev, S. L. Rubinstein, F. A. Sokhin, A. M. Shakhnarovich, L. V. Shcherba, S. N. Zeitlin,

D.B. Elkonin, L.P. Yakubinsky), methods of teaching the Russian language: (N.D. Arutyunova, G.G. Gorodilova, A.D. Deikina, T.A. Ladyzhenskaya, M.R. Lvov, R.B. Sabatkoev, N.S. Rozhdestvensky); theories of professional education management (E.A. Klimov, N.V. Kuzmina, A.K. Markova, M.M. Potashnik, E.V. Rudensky, G.S. Sukhobsky, E.A. Yamburg). Also important for our study were the Laws of the Republic of Tajikistan "On Education", "On Higher and

Postgraduate Vocational Education”, “National Concept of Education”, the State Standard of Education in academic disciplines, the State Program for Improving the Teaching and Studying of Russian and English in the Republic of Tajikistan for 2004-2014.

The works of K.D. Ushinsky about the role of theoretical knowledge in the practical activities of teachers, philosophical works of N.A. Berdyaev about personality development, P.A. Florensky on the role of speech in cognitive activity, the works of V.I. Zagvyazinsky, V.V. Kraevsky on the relationship between pedagogical theory and practice, work on the problem of lifelong education by B.S. Gershunsky, E.P. Belozertseva, Yu.N. Kulyutkina, V.N. Nikitenko, V.G. Onushkin.

### **RESEARCH METHODS**

To implement research tasks and test the hypothesis, the following methods were used, adequate to the object and subject of research:

- theoretical - analysis and generalization of philosophical, sociological, psychological, psycholinguistic, linguistic, cultural studies, pedagogical and methodical literature; methods of abstraction and concretization, forecasting and modeling;
- ascertaining - the study and analysis of pedagogical experience in the formation of the development of students' communicative competence in the process of presenting creative projects;
- experimental - ascertaining, search experiments; scientific observations, trainings, peer review, questioning, testing, interviewing on issues of communicative and speech competence; comparative analysis of the features of the development of students' communicative competence in the process of presentation of creative projects;
- formative - conducting a pedagogical experiment, modeling the gradual development of students' communicative competence in the process of presenting creative projects;
- diagnostic - questioning, ranking of the obtained data, statistical processing of the results of the study.

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