SYSTEMATIC APPROACH TO THE FORMATION OF PROFESSIONAL COMMUNICATIVE SKILLS OF STUDENTS

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Abstract

This article highlights the theoretical foundations of a systematic approach to the formation of students' professional communicative skills, as well as its principles and practical implementation. In addition, it analyzes the technologies of developing professional communicative competencies in the educational process through a systematic approach. Based on research results, practical recommendations have been developed. This article is aimed at increasing the effectiveness of communicative training in higher education.

Keywords

Systematic approach, communicative skills, students, professional education, pedagogical technologies.

Introduction

One of the most important tasks facing 21st-century education is to train competitive personnel capable of free and effective communication within their professional field, possessing a high level of communication culture in their professional activities. Students need to have professional communicative skills to successfully work in modern production and service sectors. These skills, in turn, play a central role in students' professional training and serve as the foundation for their socialization and professional growth.

Although many methodological approaches are currently used in the educational process, the systematic approach has special significance. Because it considers the formation of professional communicative skills as a holistic, sequential, and interconnected process. The student's personal, social, and professional development is analyzed as interrelated elements of a system. This article scientifically analyzes the essence of professional communicative skills, their structural components, the theory of a systematic approach, the technologies of its implementation in the educational process, as well as pedagogical practices and recommendations.

Professional communicative skills are an integrated set of abilities that allow students to organize their professional activities effectively, engage in professional communication, develop cooperation, and adapt to the social environment. It includes not only language culture but also moral values, ethical norms, and psychological preparedness.

In the modern education system, communicative competencies occupy a leading place, since today's professional activities are often carried out based on teamwork, effective information exchange, and constant interaction with clients.

Structural Components of Professional Communicative Skills

Professional communicative skills consist of the following key elements:

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- Information transmission and reception skills — the ability to express thoughts clearly, concisely, and understandably, as well as to listen to and comprehend others' opinions.
- Communication style and culture — speech culture, adherence to moral norms, and professional ethics.
- Debate and discussion skills — the ability to justify one's point of view, defend it with arguments, and maintain a constructive position during communication.
- Teamwork skills — mutual respect, a culture of listening, and cooperation skills.
- Psychological stability — the ability to behave appropriately in stressful situations and to manage conflicts.

The harmonious development of these elements helps shape students into well-rounded, competitive, and professionally prepared specialists.

Theoretical Basis of a Systematic Approach

A systematic approach is a methodological principle that considers the studied phenomenon or process as a single set of interrelated elements in scientific and practical activities. Based on a systematic approach, all parts of the object and their interactions are studied together, and comprehensive measures are developed to improve it.

In shaping students' professional communicative skills, the systematic approach helps to optimize teaching strategies by viewing their personal qualities, information reception, transmission, processing skills, and communication culture as a single system.

A distinctive feature of the systematic approach is that it takes into account the interconnection of various factors (pedagogical, psychological, social, cultural) in the educational process and enables the organization of coordinated education.

Main Principles of the Systematic Approach

Based on the analysis of scientific literature, the following principles of the systematic approach can be distinguished:

- Integrity principle: the educational process, teacher, and student are considered in close connection, prioritizing the optimization of the entire system rather than its separate elements.
- Structural principle: the internal structure of the skills being formed is defined, and a step-by-step approach to their development is developed.
- Hierarchy principle: elements of the system obey a certain order and rules, ensuring consistency between primary and secondary skills.
- Dynamic principle: the system develops over time; therefore, pedagogical activities must adapt to changing conditions.
- Interaction and interrelation principle: the constant consideration of students' mutual communication and teacher–student relationships.

An educational process based on these principles creates an effective platform for the formation of professional communicative skills.

Systematic Approach in the Educational Process

When forming professional communicative skills based on a systematic approach, the following processes are coordinated:

1. Defining goals — identifying what communicative skills should be developed in students.

2. Developing a structural model — defining the stages of knowledge, skills, and abilities in professional communication.

3. Choosing teaching strategies — using modern interactive methods, such as role-playing, training, discussions, debates, and practical tasks.

4. Assessment of outcomes — introducing diagnostic tools, including tests, observations, and interviews, to evaluate the formed communicative skills.

5. Improvement — continuously improving the educational process based on intermediate results.

For example, if the teacher has sufficient communicative competence, they can successfully manage the educational process through a systematic approach and encourage students' active participation. This, in turn, increases students' motivation and supports their professional development.

The application of a systematic approach in developing students' professional communicative skills makes the pedagogical process more consistent, organized, and effective. This approach can use various pedagogical technologies, for example:

• Training technologies — role-playing, workshops, discussion-based classes to develop students' communication skills and improve their speech culture.

• Project-based learning — small groups of students develop projects together, distribute responsibilities, and strengthen professional language skills.

• Integrated lessons — incorporating communicative tasks into the teaching of professional subjects, for instance, adding presentation assignments to technical classes.

• Interactive methods — brainstorming, roundtable discussions, and problem-solving activities, which are highly effective for developing professional communicative skills.

The systematic approach requires applying these technologies not separately, but in a coordinated, goal-oriented way.

The main methods and tools for systematically developing professional communicative skills can be grouped as follows:

1. Teaching tools:
o multimedia technologies (presentations, video lessons);
o interactive whiteboards;
o online platforms (Zoom, Teams, Moodle);
o information resource centers (libraries, electronic resources).

2. Teaching methods:
o explanatory and descriptive methods;
o problem-based learning methods;
o discussion and question-answer techniques;
o practical exercises;
o modeling (creating real-life situations).

The systematic integration of these methods and tools forms stable communicative competencies in students' minds and brings them closer to real professional activities.

Experimental Results (based on literature)

Analysis of literature sources shows that experimental work using a systematic approach to form communicative skills has yielded positive results. For example:

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- In experimental studies conducted in universities in Uzbekistan and abroad, students' teamwork skills, speech culture, and ability to communicate effectively in problem situations have significantly improved.
- According to A.B. Kadyrov (2020), developing communicative skills through role-playing among students increased effectiveness by 35%.
- Project-based teaching technologies implemented in China, Korea, and European universities have helped students improve their ability to convey information clearly and concisely.

These experiments demonstrate that a systematic approach to developing communicative competencies strengthens not only theoretical knowledge but also the ability to apply it practically.

Ways to Improve the Systematic Approach

To use the systematic approach even more effectively, the following improvements are suggested:

- Integrating curricula: communicative skills development classes should be integrated not only in separate lessons but also across all professional subjects, enabling students to apply their knowledge in real situations.
- Improving teachers' qualifications: teachers working based on a systematic approach should themselves have high communicative culture; therefore, special training and practical seminars are important.
- Strengthening monitoring and assessment systems: continuous monitoring of the development of students' communicative skills, establishing interim and final assessment systems, and expanding opportunities for students' self-assessment would be beneficial.
- Effective use of ICT: distance learning platforms, online discussions, and videoconferencing can also strengthen the systematic approach.

Supporting Students' Self-Development

In the process of forming students' professional communicative skills, supporting their self-development abilities is essential. Therefore, it is useful to:

- teach students to record, listen to, and analyze their own speech;
- expand opportunities to present and defend their independent work results;
- introduce peer review methods.

Through independent development of skills in expressing ideas clearly, engaging in debate, respecting opposing views, and finding their place in the team, students strengthen their professional readiness.

Recommendations for Teachers

For teachers who use a systematic approach effectively, the following recommendations can be given:

- guide lessons with questions and situations that motivate students to be active;
- set clear goals for teaching each element of communicative activity;
- increase practical tasks for teaching communication within a systematic approach (for example, group presentations, project defenses);
- constantly analyze interim results and, if necessary, change teaching methods or try new ones;
- regularly encourage students in terms of communication.

These recommendations help strengthen the systematic approach and organize the formation of professional communicative skills more effectively.

CONCLUSION

Based on the results of this study, the following main conclusions can be drawn:

1. Professional communicative skills are one of the key competencies necessary for students to be competitive in the labor market.
2. A systematic approach serves to develop students' communicative skills holistically, considering their personal, psychological, and professional aspects.
3. Pedagogical technologies implemented based on a systematic approach (training, role-playing, project-based learning, integrated lessons) increase effectiveness.
4. Using modern information and communication technologies to improve teacher–student cooperation creates great opportunities.
5. To further improve systematic strategies, it is necessary to develop monitoring, assessment, and teacher qualification enhancement mechanisms.

Scientific and practical significance: The proposals developed based on this study serve to organize the process of forming professional communicative skills in higher education institutions more effectively.

Recommendations for future research:

• studying the mechanisms of developing interdisciplinary communicative competencies in more depth;

• identifying the specific features of a systematic approach in online education;

• investigating more broadly the relationship between student motivation and the formation of communicative skills.

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