

Factors Affecting the Development of Communicative Competence in Adolescent Students

Evatov Saminjon Sobirovich

Teacher Department of Pedagogy of Fergana State University

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ABSTRACT

Factors influencing the lack of development of communicative competence of teenage students are the following.

Communicative competence of teenage students is also important for their active participation in the educational process, social movements, public associations and other institutions. In this case, interest - knowledge becomes a driving factor for setting a goal and changing the surrounding reality. Attitudes, behavior, habits, actions, needs, interests, points of view, and the system of ideals, which are motives of activity, should be in the center of attention. Therefore, the main form of communicative competence is the responsible performance of duties and tasks, which can be assigned under favorable conditions. Activities, including work, education, and play, play a leading role in the composition of the qualities of a socially active person. Communicative competence of adolescent students is used as a basis for the implementation of the human factor, and conditions are created for them to act in the system of social-active relations such as family, school, extracurricular, community. Adolescents become active participants in public life, acquire new knowledge, work skills, and real social experience. After all, the quality of the education system should determine the level of our life today and tomorrow. Current forms of education and traditional educational technologies mainly rely on teacher communication. Therefore, increasing students' sociability in the educational process, taking them out of the form of passive sociability will also form their social initiative.

Factors influencing the lack of development of communicative competence of teenage students are the following:

- 1. Unhealthy family environment.** The health of the family environment is the first factor in the development of students' communicative competence. We know that the family environment: parents and their relationship with the teenager, family peace, mutual trust and respect of adults are important in the development of communicative competence. On the

contrary, discord in the family, conflicts, inappropriate behavior of parents and adults have a negative impact on the behavior of teenagers. Adolescent children who are brought up in families with constant quarrels and conflicts are prone to crying. This creates indifference, disdain, lack of independent thought in teenagers, shyness, inability to adapt, decreased sociability in some of them. After all, in an unhealthy family, the main focus is on the conflicts between the parents. And the education of teenagers is left out of their attention. There are families where sometimes parents take all their pain from their children. That is, the child may be angry, threatened and physically punished. In short, the child becomes a victim of the parents' quarrel. In turn, such behavior prepares the ground for the formation of aggressive behavior in adolescents.

2. **Lack of knowledge of psychology, physiology and pedagogy of adolescents.** Unfortunately, according to our observations, some parents lack knowledge about the physiology, psychology and education of teenagers. Therefore, they cannot understand the reason for the negative changes in their children's behavior. For example, capriciousness or stubbornness in teenagers may be due to the fact that he has some disease or a problem in his physical development. At the same time, the fact that parents rarely communicate with their teenage children, ask about their problems and do not establish a close relationship prevents them from developing communicative competence, communication skills, and the ability to engage in active relationships.
3. **The lack of proper organization of the agenda of teenagers.** The lack of proper organization of the agenda of teenagers causes negative changes in their behavior and communication skills. Because, in the agenda of a teenager, there will definitely be tasks such as rest, food, self-service, participation in training, sports, and education. If these activities are not properly organized or not implemented at all, it creates a closed character in teenagers. The fact that teenagers spend hours and days watching TV or playing on the phone is an obstacle to the development of communication skills in their lives. Therefore, the sooner we teachers start teaching teenagers to follow the daily routine, the faster and easier we will achieve our goal.
4. **Adolescents have a difficult time adapting to any team.** Adolescents go through the adaptive process several times. In the process of getting used to them, various problems occur. In other words, the child shows indifference, indifference, lack of initiative, and inhumanity. Unfortunately, these negative traits can later become embedded in the character of the teenager and make it difficult for him to adapt to any team. Such teenagers may have few or no friends. Negative traits such as constant dissatisfaction with something, self-satisfaction, disobedience, hesitation are manifested in their character. Especially in such teenagers, it can be seen that the adaptation process is prolonged. After all, "human values are being eroded in many regions of the world today. Especially in the conditions of the pandemic, the moods of intolerance and aggression are increasing in some countries. In such a tense situation, as great thinkers say, kindness, compassion, and humanity will save the world." This is how the formation of attitudes among young people serves as the basis of social stability.
5. **The wrong approach to the education of teenagers.** According to observations, most families have a wrong approach to the upbringing of teenagers. In other words, parents often use strictness that is completely incompatible with the upbringing of teenagers. As a result, serious problems are observed in the adolescent psyche. That is, a disturbance in the emotional state as a result of strong fear or aggression: excitement, depression, memory loss, speech problems and similar negative situations. Of course, the disorder of the mental state, in turn, affects the physical development of the teenager. Fear in adolescents leads to a decrease in their self-confidence, limitation of independent thinking, difficulty in adapting to

any team, and aggression causes them to manifest vices such as aggression, quarrelsomeness, fighting.

Today, four interaction processes are distinguished in education and training processes:

- education cannot be separated from education, it is included in the educational process and is interpreted as educational education. Nurturing education is a type of education in which there is an inextricable connection between the stimulating educational process and the formation of a set of personal qualities of learners;
- in the educational process, upbringing is carried out in parallel with it within a specific system or institution (clubs, community work, labor education);
- upbringing is carried out outside the educational process (but in accordance with its general goals and values) in the family, work team, group, community;
- education is carried out by other institutions (non-educational) communities (clubs, discos, circles, etc.).

The psychological content of the unit of education and upbringing is that it is based on the development of personality, quality, worldview, moral qualities of students, their mental abilities, aesthetic needs and taste, and physical qualities. After all, "we should continue to look at the school problem as a first-class problem. The school is not only a place of education, but it should become a cradle of high spirituality for all of us, a place where our children are taught from childhood to profession." This requires special attention to education.

A number of psychological and pedagogical requirements must be met in order to determine the child's talent and ability in the family. They are: "comprehensive assessment of the child's behavior and activity, diagnosis of the child's abilities and natural abilities, application of methods of determining the talent, identification, understanding that the child's attitude to his own talent can change and be different, continuous and purposeful observation of the child, organization of activities that match the child's interests and abilities to learn, analyze it and involve it in various games and activities, to create a pedagogical environment that develops the child's talent, to be able to motivate the child, to use the help of experts in determining the talent", to take into account the individuality of the child, from the multi-stage and repeated methods of diagnosis using diagnostic methods it consists of such things as use, ability diagnosis within the framework of real activity.

The family and school system have their own responsibilities and functional tasks for the development of communicative competence of adolescent students. It should be noted that the role of the family environment in the development of communicative competence of teenage students is high. In the family, the classification bases of a person are formed, his relations to work, morals, ideological and cultural qualities are formed. This causes him to become a person who has not developed communication skills in social life, he becomes a person who is not useful to society at all. Therefore, psychological motivation of adolescent students is important in developing communicative competence. For this purpose, continuing continuous education in the family environment, as well as increasing their psychological motivation is an important factor in the development of communication skills. Therefore, "in recent years, schools of creativity have been established to select talented and potential young people in school education, educate them and prepare them as mature specialists who will contribute to the development of our country in the future."

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