

Criteria and Levels of Formation of Communicative Competence of Students of Medical Universities

Ergasheva Shakhlo Pulatovna

Teacher of "Languages and educational technologies" department
of Fergana branch of Tashkent Medical Academy
Tashkent, Uzbekistan



Abstract – This article describes the criteria and levels of formation of communicative competence of students of medical universities, including the formation of communicative competencies and personality traits such as initiative, reflection and empathy, cognitive, emotional, behavioral components, special components of behavioral components, points of view.

Keywords – Verbal, Neverbal, Communicative, Competence, Cognitive, Criteria, Reflection, Empathy, Emotionality.

The analysis of the concept of communicative competence with the help of various methods helped to determine the essence of this concept in relation to medical students. At the same time, we understand that future medical staff will be ready for professional communication. This requirement implies that they have formed communicative competencies that ensure the effective performance of pedagogical tasks, as well as personality traits such as initiative, reflection and empathy. The structure of the communicative competence we study is also identified, which includes components of cognitive, emotional, and behavioral.

However, it should be noted that the improvement of the process of preparing students of medical higher education from a humanitarian point of view makes it necessary to determine the specific criteria, indicators and levels of formation of communicative competence in future doctors. Modern psychological and pedagogical literature (N.N. Azizkhodjaeva, R.H. Djuraev, U.I. Inoyatov, V.P. Bepalko, A.A. Bodalev, P.Ya. Galperin, N.I. Zaguzov, O. Musurmanova, M. Kuranov, A.Kh. Munavarov, S.V.

Petrushin, V.A. Slastyonin, N.F. Talyzina, N.M. Yakovleva and other scientists) Different methods and approaches to determine the effectiveness of the results of the pedagogical process available. On this basis, various features of the formation of the components of the professional activity of future professionals are formed. In modern theory and practice, there are "general requirements for the separation and justification of criteria", which have the following content:

- First, it must reflect the basic laws of personality formation;
- Second, to facilitate communication between the components of the problem under study;
- Third, quality indicators should be expressed in conjunction with quantitative indicators "[5, 92 p].

In our study, the criteria for the formation of communicative competence in medical school students are defined as separate qualitative indicators, and its levels as a

quantitative description that depends on the choice of these criteria

In the study, we also use the following definition of criteria: "it is a sign that forms the basis of evaluation; a means of verification, a measure of evaluation" [5, 124 p]. However, a relatively more detailed definition of the concept of criterion is given in V.I. In Zagvyazinsky's views, he understands the criterion as follows: "the criterion is the development of the process, a generalized indicator of its success, from which the pedagogical phenomenon is evaluated" [6, 7 p].

As a criterion (or component) of high importance for the study of communicative competence, the characteristics of the human cognitive process, called "expression", the behavior that creates its emotional side - "attitude", as well as "appeal" - all occur in communication. "[3, 116 p], criteria are proposed. Therefore, "communicative competence (or communication competence) is a complex structure that includes cognitive, emotional, and behavioral components" [8, 42 p].

This means that the future specialist should not only be ready to perform a number of professional tasks, but also pay

special attention to the organization and management of the organization. For example:

- Organizing the work of the team;
- Have mastered management techniques;
- Have mastered the procedure for developing and adopting management actions;
- Coordination of the activities of future professionals based on safety requirements in the organization of the educational process.

The above requirements are criteria that are an important basis for determining the criteria for the formation of the level of communicative competence in future professionals.

Based on this research, it is clear that we have identified common criteria for communicative competence in future teachers (Table 1), as well as in all processes of professional communication, namely, organizational and managerial decisions are taken orally. The third chapter reveals the essence of the criteria and stages used during the experiment, based on the features of the state standard, program and curriculum of the humanities in medical higher education institutions of Uzbekistan. In doing so, we relied on the general criteria and steps given in Table 1.

Table 1. Components of communicative competence general criteria

Components	Criterion and its properties
«Cognitive»	Information-communicative criterion - it means the acquisition of a system of competence in the exchange of information, as well as the understanding of people in the process of professional communication
«Behavioral»	Coordinating-communicative criterion - means the management and coordination of not only their own behavior, but also the behavior of other people, the full organization of joint activities.
«Emotional»	Criteria for emotional communication. The specificity of this criterion is reflected in the individual's emotional sphere and its adaptation to the needs that arise in a particular approach and the change of his emotional state.

By the indicator of competencies we mean the criteria that allow to consider the formation of communicative competence, as well as changes in the development of the student's personality in the process of introducing a diagnostic model with the implementation of pedagogical conditions. It is necessary to study in more detail the main indicators of the formation of communicative competence of students of medical universities.

In determining the specific indicators of the components of communicative competence, we proceeded from the definition in the Russian dictionary of SI Ojegov, N.Yu.

Shvedova. It states that "indicators are data that can be used to reflect on the state, growth, and development of something" [7, 549 p].

When talking about the cognitive component, which is an important feature of the indicator of communicative competence, we propose to use the following level of formation in future professionals as a criterion:

- Students know the meaning of the concept of "communicative competence of future professionals.";

- The formation of a system of competencies related to the main categories and concepts of communication skills in future professionals, as well as the ability to master its types and functions;
- Communication method, speech method and management method;
- Nonverbal communication;
- Introduction to the concept of "social perception, ie the perception and direct reflection of the sense of being by the authorities" and the structure of business cooperation;
- Have a culture of effective listening and conflict resolution;
- Good knowledge of the psychological and communicative potential of students, as well as the rules of professional and pedagogical culture of communication.

Behavioral component indicators include:

- Formation of communicative competencies, ie - the ability to express one's opinion clearly, intelligibly and succinctly;
- To be able to hear his interlocutor;
- -to be able to find a way to resolve a conflict situation.

There are the following indicators for the emotional component:

- Formation of personality traits;
- The formation of the need and ability to communicate;
- Communicate with other people;
- To understand people;
- To be able to understand their emotional state by being able to feel other people's experiences;
- Understanding how other people perceive it in the process of communication.

Indicators identified as an integral part of communication allow us to define the level of communicative competence.

The problem of determining the level of formation of communicative competence is the most common problem, which is observed in three stages: high, medium, low. These stages are defined in the following order: reproductive (recovery); heuristic (creative reconstruction); creative [21, - 26-27p]. V.P. Bepalko in turn divides them into four:

familiar; recovery (algorithmic activity); productive activity with complex structure (heuristic activity); productive creative activity [24, - 41p].

G.A. Zasobina takes a deeper approach to this issue, complementing the generally accepted view, in which he distinguishes five stages: primary ability, low, medium, high, absolute ability [55, p. 111].

It is also important to note that it is generally accepted that prospective professionals who have acquired a particular skill at a certain stage have acquired the competencies that define the lower level.

REFERENCES

- [1] Belikov V.A. The formation of the concept of "system of cognitive activity" among students // Improving the process of the formation of scientific concepts: Abstracts. - Chelyabinsk, 1986. - 26-27 p.
- [2] Bepalko V.P. Components of educational technology. - M.: Pedagogy, 1989. -- 41 p.
- [3] Bodalev A.A. Psychology of Personality. - M.: Publishing House of Moscow State University, 1988. -- 121s.
- [4] Zagvyazinsky V.I. The idea, design and hypothesis of pedagogical research / V.I. Zagvyazinsky, A.T. Zakirova. - Pedagogy, 1997. - No. 2. - 10 p.
- [5] Zaguzov N.I. Technology of preparation and defense of the candidate dissertation. - M.: Research Center, 1993. - 92-124 p.
- [6] Zasobina G.A. et al. Workshop on pedagogy: Textbook. manual for students ped. schools. - M.: Education, 1986. - 111 p.
- [7] Ozhegov S.I., Shvedova N.Yu. Explanatory dictionary of the Russian language. 80,000 words and phraseological expressions. - 4th ed., Supplemented, - M.: Azbukovnik, 1999. - 549 p.
- [8] 8.Petrushin S.V. Socio-psychological training in a large group as a means of developing competence in communication: Dis. ... cand. psychol. sciences. - Kazan, 1995. -42 p.