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THE PEDAGOGICAL BASES OF DEVELOPING COMMUNICATIVE COMPETENCE OF TEACHERS

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Abstract: this article deals with the pedagogical bases of developing communicative competence of the teachers . The main meaning of pedagogical subjects are routed to developing communicative competence of the students of Higher education .

Key words: communicative competence, communicative skills , vocational interest motivation, vocational conversation.

Focusing on the deployment of innovative technologies in the process of education, assisting in cultivating a communicative competence of teachers along with sharing experience , and also creating an equal opportunities for both teachers and students of Higher education matters a lot .

The reforms which have been being conducted in the republic paved the way for our students competing with foreign peers in the fields of education, culture , sports and business . In the Strategy of movement which is pertained to " enhancing capabilities and work skills of future teachers" in the year of 2017-2021 has been highly estimated as a vital task in order to develop Higher education.

One of the main premises of developing a communicative competence is to shape humanitarian abilities of teachers. So we are considering that the main meaning of pedagogical subjects could be useful for developing communicative competence of teachers.

Pedagogical conversation is deemed as a single in the process of education, but perceived as a whole outside . Individual qualities , pedagogical abilities , pedagogical case , vocational knowledge and experience , pedagogical theories , regimes along with technologies are the things that will be introduced in the lessons . Hence , the chances of developing communicative competence of humanitarian bases are not fully utilized on full scale in that process.

In addition to this, individuals humanitarian communicative competence marks the character of the cooperation between teachers and students by being the bases of pedagogic communicative competence .

Obtaining the humanitarian qualities of children implies of realizing each of persons' existing spirituality and rareness .

So ,one of the main aim of teaching pedagogical subjects to students is to prepare for realizing himself or herself equally to students as well as unbiasedly . But, each of teachers must realize the fact that a true equal approach is mainly involved in approaching objectively to everyone of them . Hence , managing to notice the individuality of pupils and developing a sense of sympathetic figure on children , in other words , during the process of education in Higher education developing humanitarian communicative competence must be emphasized closely.

Moreover , literature analysis indicated that , up to now, the cooperation between teachers and students have not been highlighted enough in the subject of pedagogy . Research works about the solution to the matter have shed light on installing either of the type of pedagogic interactions:

-The causes of breaking these aspects

-Searching for resources to identify the galvanizing effects of emerging such attitudes

- Setting up as a degree of interaction from the pedagogical skill of teachers
- The role of teachers in students life and interaction with each other

There has been existing a unique form of interactive effect , without a word, and this has serviced as a special feature of communication amid teachers and students

This kind of structure is called as an imaginary preferences : this does not require general approach , basic requirements , understanding , so that we might be able to reorganize interaction , contrary to this, it helps with not only checking the quality of learned knowledge of children but also saving reading time.

On the base of education routed to an individual , we could deduce that on developing communicative competence of people one ought to also factor in a child - a prior aim

The meaning of "Teachers communicative competence " which has been produced by us as one of prerequisites of developing communicative competence has been marked as a assistance in developing humanitarian communicative competence in themselves.

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