INTERACTIVE COMPUTER TECHNOLOGIES IN FORMING COMMUNICATIVE SKILLS

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New social and economic policy of our country, including the transition to market relations, entry into the world economic system, intensive development of international contacts, the creation of joint ventures, demands from the school to increase attention to the preparation of graduates for communicative activity, to mastering the culture of business communication.

Readiness for business communication becomes today one of the most important indicators of the social and professional status of a specialist. The fulfillment of such a social order actualizes the problem of communicative skills of children.

One of the most important tasks of the education system is the humanization of education, the essence of which is expressed in creating the necessary conditions for the formation of an active personality, for the realization of his/her interests and rights, for identifying and developing the abilities of social creativity, for recognizing the self-esteem of the individual, her/his rights and freedom. In this regard, the humanization of education reveals a whole series of new problems, one of which is the culture of human communication as compliance with certain norms, traditions, and sociocultural standards. It is in the culture of communication that the individual finds his highest self-affirmation, has the opportunity to show all the wealth of his feelings and abilities, as well as his creativity.

"Communication" is a Latin word for "message", "message path, connection of one place to another", "a way of communicating any information to all or many with the help of technical means" [1]. Communicative means compatibility, the ability of the individual to work together different types of information transfer systems [1]. Simultaneously, this specific interaction in the process of cognitive-labor activity, carried out mainly through language.

In the formation and development of communicative skills of schoolchildren, innovation plays a significant role. In psychology, it is the creation and implementation of various kinds of innovations that generate meaningful changes in social practice and require the overcoming of socio-psychological barriers at each stage of the deployment of innovation activity.

The capabilities of a personal computer provide him wide application in the most diverse areas of human activity:

1. Transducer (from the English T-duser - sensor, analog converter) - the ability of the computer to receive and output information in a variety of forms (depending on the availability of appropriate devices).

2. Combinatorial - the ability to remember, save, structure, sort large amounts of information, quickly find the necessary information.

3. Computing - fast and accurate conversion of any kind of information (numerical, text, graphic, audio, etc.).

4. Graphical - presentation of the results of their work in a clear visual form (text, sound, in the form of drawings, animations, etc.).

5. Modeling - the construction of information models (including dynamic) of real objects and phenomena (simulation and animation) [5].

For the training of a number of subjects in the basic school, practically all the described possibilities are didactic values. Thus, the user and combinatorial functions of a personal computer can be realized in the process of working with the school geoinformation system.

The computing functions of a personal computer make work on calculations, measurements, including geographic mapping, easy to access. In the presence of digital maps inserted in the memory of a personal computer, the pedagogical situation changes dramatically. The computer, on one hand, relieves both the teacher and the student from the routine of measurements, calculations, graphical constructions, allowing them to focus on the geographic essence, on the other hand - provides a high degree of visibility in the design of the results of such works, which facilitates their analysis and contributes to the success of the training fctivities of students.

The graphical functions of the personal computer contribute to the increase of visibility, which is very important in teaching a number of subjects. In pure form, they can be used to demonstrate ready-made static and dynamic graphics, you can go further and, by combining the graphical function with the combinatorial one, turn a personal computer into a flexible intellectual tool for creating your own original visual aids, including multimedia ones. The combination of the graphic and modeling functions of a personal computer allows you to create and study information models of different processes and phenomena - from visual-figurative to conventionally-signed ones.

Thus, information and communication technologies embedded in a modern personal computer become means for achieving the highest priority goals of universal education- the formation of visual representation of objects of different sizes, the preparation of students for life, requiring independent search, analysis, organization and transfer of information, planning and design of objects and processes [4].

When characterizing interactive tools is trained it is necessary to clearly separate the equipment, the personal computer and peripheral devices to it, and actually the training facilities, which are computer programs and files recorded on various media (floppy disks, CD-ROMs, hard disks (HDD) of computers) [7]. The interactive training tool provides the teacher or pupil with the choice of learning the material, the ability to control the flow of information, using in his work the technical capabilities of computer information technology. Multimedia interactive tool is a computer program with a set of files, which uses a combination of text, graphics, sound, animation and video elements. Multimedia capabilities of a personal computer allow you to combine and combine visual and verbal information, manage its flow more efficiently than when using movies and videos. On the screen of the monitor, in a matter of seconds, the drawings, diagrams and drawings come to life, which traditionally had to be displayed on the board gradually, along the lines of the presentation of the material. [6]

The presence of all these possibilities on the personal computer does not guarantee their correct and effective application in the classroom. A computer is just an instrument that, by virtue of its technical device, can perform certain actions faster and better than a person. Methodically correctly and didactically effectively use these computer capabilities - the main task is not only the developer of interactive geography teaching tools, but also the methodologist, as well as the teacher. In the scientific and methodological literature, there is a number of classifications of interactive teaching aids that can be extended to interactive teaching aids of some academic subjects. The training computer program refers to information and communication technologies. By pedagogical software, we mean a reusable computer program specially designed or adapted to implement the pedagogical function of teaching or learning when interacting with the trainee. Programs of this type are clearly

oriented towards computer support of the process of obtaining information and forming knowledge in any field, consolidating skills, language skills, control or testing. This is their main difference from the programs that facilitate the creation and operation of the training programs themselves. With the evolution of instrumental systems and electronic means of teaching, pedagogical software products are also developing.

A number of works on the computerization of teaching use the term "automated learning systems". They can be of varying degrees of complexity: from simple simulators (exercises and practical assignments) to modeling and tutoring programs. These programs usually include a linear supply of teaching material or exercises. Exercises can be very simple or inadequate for individual trainees. Questions can be ordered in complexity. The computer provides the organization of practical classes on a specific subject in the subjects, and the trainees receive reports on the correctness of their actions. At one time L.S. Vygotsky formulated the main task of the pedagogy of the future, in which "life is revealed as a system of creativity, constant tension and overcoming, constant combination and the creation of new forms of behavior. Thus, every our thought, every movement and experience is a striving to create a new reality, a breakthrough to something new ... "[3]. Consequently, a big role in the modern lesson is played by a computer that allows the teacher to achieve a higher level of visibility, increases the opportunities for activating the activities of students. We believe that the present time is the time of entry into our life of information and communication technologies. To date, the use of new technologies in teaching, aimed at developing the creative abilities of students, is necessary [7]. At one time, A. Herzenwrote: "The new need to create in the sweat of the face, and the old itself continues to exist and firmly keeps on the crutches of habit. It is necessary to explore new things; It requires internal work, donations; the old is accepted without

analysis, it is ready - a great right in the eyes of people; The new look with suspicion, because the features of his youth, and to the decrepit features of the old so familiar that they seem to be eternal. "[2]

A characteristic feature of the modern lesson is the active learning activity of students. With the use of computer technology, all the steps of the lesson can be traced: testing knowledge, explaining new material, fixing the material. The use of computers requires the connection of traditional forms of teaching with non-traditional ones, and it is necessary to plan a lesson taking into account the optimal distribution of time between communication, the abilities of students and the technology of teaching at different stages of the lesson.

The development of interest in the problems of communicative abilities of schoolchildren in the modern world Globalization, expressed not only in the processes of the economy, but also in the expansion and deepening of information technologies. The concept of profiling assumes the development in the educational institutions of a specific orientation as a specially organized activity aimed at providing students with psychological and pedagogical support in designing options for continuing education, in profile and non-core classes of the senior school, in vocational education institutions. At the same time, profile orientation is now considered not only as an aid in making a schoolchild decision about choosing the direction and place of further education, but also as work to increase the adolescent's readiness for social, professional and cultural self-determination. The communicative situation is the interaction of all factors outside the speech, existing both in the objective reality and in the consciousness of the participants. There are different points of view on the set of factors that form the structure of the communicative situation. The system of external problem factors, which in today's circumstances has a decisive influence on the process of formation and development of communicative skills of

students, forms a humanitarian component. The problem of communication and the culture of communication are very multifaceted, since they include such aspects as professional culture, speech culture, which includes the culture of communication, the culture of thinking, the culture of speech. One of the conditions for the development of communicative activity of specialized classes in general education institutions is the development of elective Courses that ensure the development of communicative abilities of students. Such abilities are of special importance in the professional work of specialists of different profiles. Communicative culture of students we consider in the context of social behavior of a person, which can be characterized by relying on the concept of the situation. The communicative situation is a synthesis of all factors existing both in the objective reality and in the consciousness of communication participants. [6] The development of a socially active personality depends on the degree of strength of the interrelation of value orientations and communicative skills that create the conditions for successful social interaction of the future specialist. The basic elements necessary for the development prospects of the high school student and his image of the future profession are of true value and socio-cultural meaning. The process of developing students' communication skills includes: work on communicative and problem situations; the algorithm of action and the stimulating mechanism of the cognitive motivation of the senior pupil and his subjective position, when the problem is formed independently, the methods of solving it and proving the correctness of the proposed solution are opened. Thanks to this, the emphasis on the teaching activity of the teacher is transferred to the cognitive activity of the student. The goal is to intensify and intensify learning, but not at the expense of increasing the volume of information, but by changing the position of the student himself. The elective communicative course developed by us

develops the possibilities of social interaction and is optimal at this stage of development of the innovative paradigm of education. The proposed technology is an integral part of the didactic and methodological system and corresponds to the answer to the question: "How to learn effectively?" The most essential features of it are: algorithmic, project ability, integrity, controllability, correct ability, visualization, diagnostics, efficiency, etc. Its efficiency is the quality of pedagogical technology in the reserve of study time and the achievement of planned learning outcomes at short intervals. Operative feedback implies correctness of goal-setting and effectiveness. [4].

We presented the program of interdisciplinary elective course as experimental and directed to the development of communicative skills of high school students wishing to continue their studies in higher education institutions (teachers, journalists, economists, lawyers, engineers and Technical managers).

The content of the course serves the goals and objectives of education, which forms a new type of personality, adapted to the conditions of a market economy, and defines clear guidelines for the development of communicative skills in social interaction in market conditions. The proposed course takes into account the students' attitudes toward the value aspect of communication that are inherent in the personality of the future specialist and are personally oriented. The course expands the cognitive field of students and develops communication skills aimed at organizing and managing the communication process in the internal and external environment of the school, district and city.

The subject field of the course covers a wide range of issues: history of development; Role and place of communication in psychology, pedagogy, management, marketing; Methods of studying public opinion, interaction with the media; methodsolutions to social conflicts; Business Etiquette; Intercultural communication; Image

and corporate style; Advertising, etc. The success of any of their projects depends on the motivation and ability to interact, so a high school student needs to have a system of values that improve communication. The knowledge and skills of senior pupils, the effectiveness of their communicative skills increases significantly if they correlate with the value orientations of students. Pedagogical cooperation between teachers and students based on mutual respect and trust, as well as active teaching methods, are singled out as pedagogical means of forming communicative skills. "A word can kill and revive, wound and heal, sow confusion and hopelessness and spirituality", - wrote the prominent teacher V.A.Sukhomlinsky. [1].

The analysis of the level of preparation of school leavers for communicative activity makes it possible to identify the most significant shortcomings in the formation of communicative skills. First of all, this is a low level of the general communicative culture, a lack of knowledge of conducting conversations and negotiations, a lack of skills for parallel implementation of active listening and mental analysis, the ability to model one's position and the partner's attitude towards it; Inability to establish and maintain interpersonal and business contacts, etc.

The analysis of the educational process shows that the opportunities for the content of educational disciplines, forms of organization, methods and means of instruction for the purposeful formation and development of communicative skills are not being realized to the proper extent. Formation and development of communicative skills involves the development and implementation of a special program in the educational process. At the same time, the content of the material studied and the learning process should reflect the laws, content, structure and logic of the process of formation and development of communicative skills. Readiness to communicate becomes today one of the most important indicators of the social and professional status of a specialist. Communicative skills are not reduced simply

to speech skills, as it often happens. They are considered as certain qualities of the individual, readiness for conscious and successful communication interaction in the process of professional and social activity, as the most important indicator of the social and professional status of a specialist. This approach allows us to reveal more fully and deeper the content and structure of the communicative skills that are formed in teaching, to highlight their essential characteristics. Targeted psychological and pedagogical preparation of teachers of schools and students for communicative activities allows you to psychologically adjust and prepare teachers for the application of the developed set of pedagogical methods and tools for developing communicative skills, and students are given the opportunity to clearly present ways and means of developing meaningful communicative skills, consciously concentrate efforts on the development of strengths and overcoming the weaknesses of communicative activity. Also effective are the systems of exercises and tasks aimed at a phased, controlled process of forming communicative skills. It is necessary to select tasks, tasks, situations, games depending on the level of development of communicative skills of trainees, based on the level of communication skills, preparedness for communication, their propensities, interests, communicative abilities, to select organizational forms, methods and methods of motivating to active communicative activity.

The method of formation of communicative skills is based on the understanding of skills as a system of actions, the consistent implementation of which leads to the assimilation of skills. The essence of the methodology is that students are involved in a variety of activities that involve active communication, in the course of which the necessary communication skills are developed. The system of such exercises covers the whole range of communicative skills offered for mastering. Inclusion of business games, analysis of specific

situations, brainstorming sessions, psychological (intellectual) workouts in the process of studying topics confirms their enormous potential in activating cognitive and communicative activity of trainees as a means of forming communicative skills. The process of formation of communicative skills depends on the development of intellectual, emotional, volitional and need-motivational spheres and personal qualities: openness to dialogue, contactness, tactfulness, endurance, goodwill, participation in finding answers to emerging problems, support for the participant in the dialogue in case of difficulties, level of preparedness to communicative activity. All this testifies to the need to develop the problem of the formation of communicative skills and the coordination of teachers of various academic disciplines

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Rakhmonov A. Interactive computer technologies in forming communicative skills. The article considers modern trends in the development of the education system. The role of innovative technologies in the formation and development of communicative skills of students is disclosed. Information technologies of teaching, pedagogical communication technology are presented.

Рахмонов А. Интерактивные компьютерные технологии в формировании коммуникативных навыков. Статья исследует современные направления в развитии системы образования. Роль инновационных технологий в формировании и развитии коммуникативных способностей студентов освещается в данной статье. Представлена информация о технологиях обучения и педагогической коммуникативной технологии.