



THE USE OF CRITICAL ANALYSIS AND ARGUMENTATION IN THE DEVELOPMENT OF STUDENTS' COMMUNICATIVE COMPETENCE THROUGH DIGITAL TECHNOLOGIES IS THE ESSENCE OF THE CONTENT

Nuritdinova Khurshida Narpulatovna.

Termiz state
Pedagogical Institute
Pre-school education
head of the department (PhD).

Abstract: *This article covers the issues of effective use of critical analysis and argumentation methods based on digital technologies in the process of developing students' communicative competence in higher education institutions. In the study, the content and essence of communicative competence, its components and the features of its formation in the conditions of the digital educational environment are analyzed from a scientific and pedagogical point of view.*

Key words: *communicative competence, digital technologies, critical analysis, argumentation, digital educational environment, communication culture, interactive education, independent thinking.*

Аннотация: *В данной статье рассматриваются вопросы эффективного использования методов критического анализа и аргументации на основе цифровых технологий в процессе развития коммуникативной компетентности студентов высших учебных заведений. В исследовании с научно-педагогической точки зрения анализируются содержание и сущность коммуникативной компетентности, ее компоненты и особенности формирования в условиях цифровой образовательной среды.*

Ключевые слова: *коммуникативная компетентность, цифровые технологии, критический анализ, аргументация,*

Today, in the era of globalization and digital transformation in the world community, the reform of the higher education system in accordance with modern requirements, among many other fields, especially the development of communicative competence of students based on critical thinking in the digital educational environment, is gaining urgent importance. Formation of students' ability to express their thoughts fluently, convey information intelligibly, and conduct effective communication is one of the important factors that ensure their personal and professional maturity. It is especially important that the role of digital technologies is increasing in this process. In particular, based on the principles of "New Uzbekistan - on the road to development and enlightenment" put forward by the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, a number of decisions and decrees are being adopted on the wide introduction of the digital environment in education and the improvement of the quality and efficiency of education.

For example, the decision of the Honorable President of April 20, 2017 No. PQ-2909 "On measures for the further development of the higher education system" established the task of training personnel with modern knowledge and skills through the wide introduction of information and communication technologies into the educational process. to widely introduce advanced pedagogical technologies, curricula and teaching-methodical materials based on international educational standards into the educational process, to actively involve highly qualified teachers and scientists from foreign partner educational institutions in teaching-pedagogical activities, conducting master

classes, and training courses; Urgent tasks such as organization of retraining and professional development were defined.

And this, in turn, in the process of developing the communicative competence of students of higher education institutions, the main quality of a person that needs to be developed is the individuality of communicative activity for each person. That is, the communicative competence of students is understood as a professionally important quality, which is used in practice through a stable system of personal-communicative, didactic, gnostic skills and experience of effectively organizing the educational process in them. Also, in the process of higher education, it is appropriate to pay special attention to the confrontation with other people in order to learn more about oneself in the development of students' communicative competence. So, if communicative competence is the desire and ability to adequately interpret the communicative intention of the interlocutor, to understand the semantic and pragmatic features of a member of a society, this is the creation of another world of social community through social communication. The development of professionally important qualities that determine the development of students' communicative competence is carried out in the process of communicative activity in cooperation with students.

The success of communicative competence also depends on the desire of the speaker to establish communication and the ability to perform the speech adequately. This activity depends on the level of knowledge of language units and the ability to use them in certain situations of communication. In the process of acquiring communicative competence, language as a tool acquires special importance, and speech as a method of increasing its importance, and the unity of language and speech is

achieved. In order to increase the communicative activity of students in the development of communicative competence, we have proposed a specially developed system of methods, forms, and tools for learning communicative competence. The process of studying the communicative competence of students of higher educational institutions should take place in conditions that are as close as possible to the conditions of their future professional activities, and that allow them to demonstrate their acquired knowledge, skills and abilities.

Clarification of the content of the development of students' communicative competence requires, first of all, clarification of the tasks related to the development of communicative competence

Methods of using critical analysis and argumentation through digital technologies to improve students' communicative competence are an important direction of modern education, and these methods develop the ability to evaluate information, think logically, justify their opinions, and communicate effectively; methods such as online discussions, interactive platforms, virtual classes, use of multimedia resources, website analysis are used.

The word argumentation comes from the Latin *argumentatio*, which means to prove. Argumentation is the process of proving one's opinion, position or conclusion through logical arguments, examples and reasons. In the process of argumentation, students put forward the main concept, provide supporting evidence, if necessary, strengthen it with examples, logically respond to opposing opinions, and finally draw a conclusion. From a pedagogical point of view, argumentation develops students' critical thinking, increases communicative competence, forms a culture of scientific debate and debate, teaches students to defend their opinion

based on the reasons. For example, "Digital technologies increase the effectiveness of education because they provide interactivity, enable independent learning, and increase student engagement." In this sentence, the reasons given by "because" are arguments.

There are several ways to develop critical analysis and argumentation through digital technologies, and they are as follows

In online discussion platforms, students are given a specific topic, they express their opinions in writing and respond to the opinions of others with logical arguments. This allows students to express their thoughts clearly, find evidence, and draw logical conclusions.

Through interactive textbooks and web resources, that is, by studying websites, articles, scientific sources, critically evaluating the information contained in them (checking their reliability, determining the author's purpose). This method develops students' ability to sort information, choose reliable sources, and draw conclusions.

Digital tools allow us to brainstorm together with others, create mind maps, systematize complex ideas based on the visual connection of different ideas, and share ideas collaboratively.

Simulations and games teach how to understand different points of view and anticipate the consequences of a decision by conducting role-based simulations, discussing how a decision is made in a certain situation and the reasons for it.

These methods help to make students not only receivers of information, but also a person who can analyze it, think logically and defend his position with convincing arguments.

The use of critical analysis and argumentation based on digital technologies is an effective pedagogical mechanism for developing

students' communicative competence. Through online discussions, digital debates, analytical assignments, and visual presentations, students acquire independent thinking, reasoned communication, and scientific argumentation skills. This will serve to train competitive, thinking and communicative specialists in the modern digitized educational environment.

References:

1. O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyev 2017-yil 20-apreldagi "Oliy ta'lim tizimini yanada rivojlantirish chora-tadbirlari to'g'risida" gi PQ-2909-sonli qarori.
2. Ivanov D.A., Mitrofanov K.G., Sokolova O.V. Kompetentnostniy podxod v obrazovanii. Problemi, ponyatiya, instrumentariy: ucheb.-metod. posobiye. – M.: APKiPPRO.
3. Xutorskoy A.V. Klyucheviy kompetensii i obrazovatelnye standarti // Eydos: internet-jurnal «Sentr distansionnogo obrazovaniya». – 2002. – 23 apr.
4. Sokolova V.V. Kultura rechi i kultura obshyeniya – M.: Prosveshyeniye, 1985.