

## STUDENTS' COMMUNICATION SKILLS AND THEIR FORMATION IN THE EDUCATIONAL PROCESS

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**Abstract:** *The essence of project activity is considered as one of the ways to stimulate personal growth and social formation. The principle and conditions of the organization of project activities when working with students are analyzed.*

**Keywords:** *project activity, subjectivity, communication skills.*

Innovative processes in education, including the creation of pedagogical theories, educational standards and normative documents, modernization programs, will not be effective if the problems of personality, its self-determination, value orientations, and meanings are not considered and solved with the solution of all problems. Currently, the education system is characterized by a focus on personality, and on the personal aspects of the development of the subject of education.

Educational standards are the primary indicator of the entire educational process. Strengthening the personal potential of education is considered at the present stage as one of the basic directions in the education system. The main modern purpose of education is to help each individual find himself in this world and learn how to interact with this world safely and effectively. To solve this problem, the student needs to acquire knowledge, master certain methods of action, behavioral styles that ensure a deeper development of those abilities and inclinations that are inherent in students by nature itself [3, p. 25]. In this regard, we consider it necessary to develop communication skills in the classroom. Since any subject not only gives certain knowledge to the student, but also develops. His personality is

affected by his subjectivity. Among modern teaching methods, the development of communication skills is most facilitated by project activities. In the process of working on projects, the following skills are formed: - cooperation (skills of collective planning, interaction with other members of the group, mutual assistance, the ability to find and correct mistakes in the work of others); - communication (organization and interaction with adults: formulation of questions, conducting a dialogue, participating in a discussion, defending one's point of view or finding a compromise); - presentations (the skill of speaking, monologue, the ability to hold oneself confidently, answer unexpected questions without additional preparation, etc.) [1, p. 14].

Finally, it is important that in the process of such activities, students develop a sense of collectivism, an experience of shared joy. After all, the emotional attractiveness of skills is especially important for students, they are happy to further apply those actions and techniques of educational activity that caused them joyful experiences, emotionally positively colored the educational process [1, p. 36]. The implementation of the project assumes that the author has certain initial knowledge, skills and abilities. For example, without having substantive knowledge on the topic of the project, he should have access to the source of this knowledge; without having the skill to work in a library or use the Internet, he should not only get help in this part of his work, but also learn how to do it on his own, and so on [2, p. 41]. From the student's point of view, an educational project is an opportunity to do something interesting on their own, in a group or by themselves, making the most of their capabilities; this is an activity that allows you to express yourself, try your hand, apply your knowledge, benefit and show publicly the result achieved; this is an activity aimed at solving an interesting problem formulated by the students themselves in the form of a goal and task, when the result of this activity - the found way to solve the problem - is practical, has important applied significance and, which is very important, interesting and significant for the discoverers themselves. From the point of view of the teacher, an educational project is a didactic tool that allows you to teach design, i.e. purposeful activity to find a way to solve a problem

by solving the problems arising from this problem when considering it in a certain situation. This is the meaning of working on a project: knowledge, skills and abilities acquired consciously in the course of working on a personally significant problem are quickly appropriated and consolidated by the student, turn into his active stock of academic knowledge and practical experience can be easily transferred to other types of work in the future [3, p. 28].

The main objectives of the introduction of the project method are: - to show the skills of an individual student or a group of students to use the research experience acquired in the lessons; - to realize your interest in the subject; to increase knowledge and convey the acquired knowledge to your classmates; - to demonstrate the level of training; to improve your ability to participate in collective forms of communication; - to rise to a higher level of training, education, development, social maturity. When organizing work on a project, it is important to observe several conditions:

1) The subject of the projects should be known in advance. Students should be focused on comparing and comparing some facts. It is advisable that the student or the group choose the topic on their own.

2) The problem proposed to students is formulated in such a way as to orient students to attract facts from related fields of knowledge and various sources of information.

3) It is necessary to involve as many students as possible in the work on the project, offering each a task based on their level of training. Depending on the set goal, tasks and methods of implementation, projects are divided into several types:

Practice-oriented project Research project Information project.

A creative project.

A game or role-playing project.

Speaking about the project activities of students, it is impossible not to dwell on such a form of work as the organization of a scientific society.

The scientific Society is an independent formation that unites students who are capable of scientific research, interested in improving their intellectual and cultural

level, striving to deepen knowledge, both in individual subjects and in the field of modern scientific knowledge.

The implementation of the project on the organization of a scientific society provides for the following objectives:

- broadening the horizons of students in the field of achievements of domestic and foreign science (a return to historical names is considered mandatory);

- identification of the most gifted students in various fields of science and the development of their creative abilities;

- active involvement of students in the process of self-education and self-development.

### **Conclusion**

The emergence of competence-based education is a response to the challenges of society, its main idea is to ensure the organic connection of an educational institution with life, the ability to "effectively act outside of educational situations and plots", to solve life-oriented problems.

Our task is not to foresee the future, but to create it today, because the future is always embedded in the present.

### **USED LITERATURE**

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