

Russian Language Development of Communicative Competencies of Students in Classes

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Abstract: this article covers the goals and objectives of the lessons of the Russian language, the development of communicative competencies of students. The opinions of pedagogical scientists on communicative competence are also described.

Keywords: foreign languages, Russian, competence, communicative competence, communicative culture, speech activity, communication, linguistic knowledge, conceptual-categorical apparatus, independent thinking, oral speech, written speech.

The study of foreign languages, in particular the Russian language, is a factor in the socio-economic, scientific-technical and universal development of society, and the language training of people is an important part of continuous education, its popularization.

The main goal of learning each language is for the speaker to be able to express his or her opinion fully and correctly, arising from different speech situations. In the center of modern education stands the activities of the teacher. In the system of primary education, the Russian language occupies a central place. As a means of knowing reality, the Russian language provides not only linguistic knowledge, but also the intellectual development of the child, forms a conceptual-categorical apparatus, develops independent thinking, memory and imagination. In recent years, unfortunately, students have no desire to have a sharp decrease in interest in Russian lessons, to expand children's language skills, to increase literacy and speech culture. Currently, the most important problem of interest to all teachers is to increase the effectiveness of the Russian language lesson as the main form of education and upbringing of students[4].

The main purpose of organizing Russian language classes in educational institutions is the practical assimilation of the Russian language for use in the most important areas of communication: in everyday life, in education, in the socio-political, socio-cultural spheres. One of the aspects that should be paid special importance in the organization of Russian language lessons is the formation of communicative-speech competence of students, the development of skills for using the Russian language in the process of everyday life communication.

Competence (lot. competo-I am achieving, worthy, worthy) - 1) the scope of powers, rights and duties established by a certain state body (local self-governing body) or an official's krnun, charter or other document;

2) he is either knowledge, experience in this area[8].

The communicative word is derived from the French word "commune" (commune), meaning "community", meaning to communicate together or unite in dialogue. Communicative-related to communication, exchange of ideas. Communicative function of language. The compound

sentence is a means of expressing complex thought and communicative relationships and is used in all genres of speech[7].

The Encyclopedia of pedagogy has made a number of comments on a number of concepts related to communicativity. Including:

communicativity is a concept that expresses the fact that the system of educational activities has situations of being able to interact with the social environment and other interactions.

communicative culture is a term that expresses the fact that an individual has a high level of communication skills.

Communicative competence is an element of professional competence.

The concept of "communicative competence" implies the study of interaction with those around him to such an extent that he makes it possible to successfully operate in society within the framework of his abilities and social status[6].

The term "communicative competence" is applied to the scientific literature by Introduced by D.Himes. From the 60s and 70s of the last century, the first competencies on the study of the language began to be introduced. The concept of "communicative competence" was introduced by Himes in 1972.

Competence/competence categories began to be used in the theory and practice of language acquisition, especially second (non-native) language acquisition, management, leadership, management professionalism and communication learning. Communicative competence-provides for the ability to engage in interaction in social situations in the native language and in a foreign language, follow the culture of treatment in communication, social flexibility, the formation of the skills of being able to work effectively in a collaborative team[2].

To date, the concept of "communicative competence" has been given different definitions by a number of foreign and local educators. Russian pedagogue S.A. Gilmanova In his scientific career, analyzed the pedagogical conditions for the development of communicative competence from a foreign language of students of the nolingistic faculty and gave many definitions[3].

Candidate of Pedagogical Sciences E.I.Litnevskaya defines the term "communicative competence" as "the acquisition of all types of speech activity and elements of the culture of oral and written speech, the basic skills and qualifications of the use of language in spheres and situations of communication that are vital for a particular age.

One of the scientists who has a place in the development of communicative competence is C.B.Paulston argues that communicative competence-based on a person's knowledge and emotional experience-is his ability to determine the direction of communication in various situations. This is a kind of capacity in a person to act effectively together with those around him, which is achieved precisely by realizing himself and others, the quality of interpersonal communication and the constant change in the social conditions of the living environment, psychological, cultural States[5].

O about the successful implementation of their communication, if students correctly use each component of communicative competence during communication. Adejare conducted research. He believes that during Communication, students are able to correctly use each component of communicative competence, when to engage in communication, when they know with whom and what to communicate, their communication is successfully carried out. Otherwise, uncertainties may arise in that situation, and the speaker and listener may not fully understand each other.

Well-known linguist and psychologist A.A.Leontyev believes that for full-fledged communication, a person must have a number of skills: be able to move quickly and correctly in the context of communication, be able to plan his speech, correctly select its content, find adequate means.

Therefore, it is one of the most important tasks to consistently state an opinion, verbally and in writing, analyze and improve what is written, be able to express an opinion on the issue under discussion from a civil point of view, form the ability to be polite and reliable in the discussion.

One of the important conditions for applying the experience of working with text in Russian lessons as a means of developing language and communicative competence of students is the student-oriented transition from traditional teaching. There is a revision of traditional teaching methods, taking into account pedagogical didactics (for example, changing the traditional structure of the lesson), age characteristics and psychology, individual creative abilities and motives of students. But the most important achievement in the formation of language competence of students is the opportunity to teach students to think freely, speak freely, emotionality, read carefully, write freely and emotionally.

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