

## **The Formation of Communicative Competence in the Russian Language Classes**

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### **Abstract**

This article considers the issues of the formation of communicative competence in the lessons of the Russian language. The author of the article argues that innovative pedagogical technologies used to form communicative competence develop creative activity, form mental activity, teach students to defend their point of view, and help to achieve a deep understanding of the material.

**Keywords:** communicative competence, innovative, speech, activity, material, understanding, report, message, sociolinguistic.

Improving the quality of education is one of the most urgent problems not only in Uzbekistan, but throughout the world community. In a modern university, teaching the Russian language takes place in conditions of significant changes in the entire education system - modernization of the content of education, optimization of methods and technologies for organizing the educational process. Rethinking the purpose and result of education is the solution to this problem. The formation of communicative competence predetermines the way of organizing the process of teaching the Russian language in non-philological universities - with the help of systematic educational actions, master all types of speech activity: listening, speaking, reading and writing. Communicative competence is understood as the speech behavior of participants in verbal (verbal) communication, adequate to a real-life situation. The result should include not only knowledge, but also the ability to apply it in practice.

According to the famous psychologist A.A. Leontiev: "Communication between people requires the possession of the following skills: to be able to quickly and correctly navigate in the conditions of communication, to be able to correctly plan coherent speech, to define it, to find adequate means for conveying this content, the ability to provide feedback in the process of communication, and if any from the links of the act of communication will be violated, then the participants in the communication will not be able to achieve the desired results.

Today, a student of a non-linguistic university is set such goals as fluency in the language, the ability to communicate with different people in different life situations, without losing a sense of comfort and self-confidence. When writing, it is necessary to be able to analyze what is written, to be tactful and persuasive in conversation and discussion. Communicative competence is the leading competence in teaching the Russian language, since it most closely matches this subject area. Communicative competence is the most important tool for teaching a non-native language, which includes all other types of competences. This is the ability to solve by means of a non-native language the tasks of communication that are relevant for students and society in everyday, educational, industrial and cultural life; the ability of students to use the facts of language and speech for communication, taking into account the characteristics of various situations.

The priority direction of the strategy for the modernization of higher education is the education of a person who strives for the maximum realization of his abilities, open to the perception of new experience, capable of making a conscious and responsible choice in various situations. In order to educate such a personality, it is necessary to teach students to solve certain communicative tasks in different areas and situations of communication by language means, that is, to form communicative competence.

Communicative competence is the basis of a person's practical activity in any sphere of life. In modern society, there is a particular need for comprehensively literate people who are fluent in the skills of oral and written speech. Professional, business contacts, interpersonal interactions require from a modern person a universal ability to generate a variety of different statements, both in oral speech and in writing. There are several components: linguistic, sociolinguistic (the ability to use language material in accordance with the context), sociocultural (the ability to use knowledge of the history, culture, traditions and customs of the countries of the language being studied), discursive (the ability to organize speech, keep up the conversation, listen to the interlocutor), strategic (the ability to set goals, achieve goals, establish contact with the interlocutor), and social - the ability to put oneself in the place of another and the ability to cope with the current situation.

The formation of communicative competence is based on the activity approach, as it develops the independent creative activity of each student. Education involves at the initial stage joint educational activities under the guidance of a teacher, and then independent in the "zone of proximal development", paying great attention to the practical side of the issue.

Education in the Russian language classes in non-philological universities should be built taking into account the need to develop students' various communication skills and abilities: the ability to understand the topic of the message and its main idea; fully or partially extract the necessary information; the ability to build a monologue statement; dialogue skills; ability to select language means; the ability to improve your oral or written statement, etc..

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Communicative competence is a structured education, which is determined by the complex structure of communication. The latter includes a number of steps:

- self-determination in a communicative situation, when the necessity and purpose of participation in communication are determined;
- analysis of partners' intentions and ways of communication, taking into account their goals and capabilities;
- choice of speech genre, behavior and communication techniques appropriate to the situation;
- self-assessment of the value, degree of significance, effectiveness of past communication.

However, individual stages or skills of communication cannot be learned in isolation from each other, in order to then "add" them together and obtain communicative competence. Therefore, all

methods of formation and development communicative competencies are complex. Methods focused on oral communication:

- all forms of educational dialogue;
- reports and messages;
- role-playing and business games, which assume, in the most general form, the roles of the speaker and listener, asking questions and answering;
- educational research and educational projects requiring surveys, conversations, interviews with different categories of people;
- discussions, discussions, disputes;
- exercises of psychological training of communication, including in conflict situations;
- performance at the defense of educational research papers prepared by comrades as opponents;
- acting as hosts at events, parties, etc.;
- involvement of students in the work of theater studios.

Methods focused on written communication:

- role-playing and business games that assume, in the most general form, the roles of Writer and Reader;
- educational research and educational projects requiring a questionnaire or written interview with preliminary preparation of questions (questionnaires);
- telecommunications projects that involve writing texts for posting on Internet forums or sending by e-mail, as well as receiving and reading relevant messages.

In my work with students at Russian language lessons, I often use the form of educational dialogue. Dialogue can be of two types: informational (when in the process of perception each partner receives new information) and interpretive (when during the dialogue there is an exchange of views, an assessment of the facts known to both partners, their interpretation). An informational dialogue is usually organized in the process of mastering new knowledge, and I include an interpretive dialogue in any structural element of the lesson (checking homework, consolidating new knowledge, summing up).

I will dwell on the interpretive dialogue, the purpose of which is the development of dialogic educational and scientific speech, understanding scientific information, operating it using terms (preparatory dialogue), increasing the speed of intellectual and speech reactions in unpredictable changes in the conversation sequence (spontaneous dialogue).

There are many ways to prepare a subject plan for dialogues. I consider the organization of dialogues based on the materials of the studied topic to be the most rational; dialogues based on materials collected in the process of dispersed preparation for writing; dialogues based on listening and reading materials.

In the formation of the communicative competence of students, the position of the teacher also fundamentally changes. He ceases to be the bearer of "objective knowledge", which he tries to convey to the student. Its main task is to motivate students to show initiative and independence. The teacher creates conditions, a developing environment in which it becomes possible for each student to develop certain skills at the level of development of his intellectual and other abilities:

- ✓ make contact with any type of interlocutor, taking into account his characteristics;
- ✓ maintain contact in communication, observing the norms and rules of communication;
- ✓ listen to the interlocutor with respect and tolerance for other people's opinions;
- ✓ to express, argue and defend one's own opinion in a cultural form;

- ✓ encourage the interlocutor to continue communication; competently resolve conflicts in communication;
- ✓ change, if necessary, their speech behavior;
- ✓ evaluate the success of the communication situation;
- ✓ correctly complete the situation of communication.

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