

COMMUNICATIVE COMPETENCE IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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Annotation: This article examines the importance of communicative competence in the context of teaching Russian as a foreign language. The main attention is paid to the development of communication skills among students, including the ability to correctly perceive and convey information in Russian in various contexts. Key aspects of the formation of communicative competence are discussed, such as oral and written speech, understanding the cultural characteristics of the language, and adaptation to communicative situations.

Keywords: communicative competence, Russian as a foreign language, teaching, oral speech, written speech, intercultural communication

Today, the competency-based approach in education is contrasted with the ZUN and qualification approach to determining the goals, results and, accordingly, standards of higher professional education. It involves the development of a system for ensuring the quality of training of future specialists that meets the needs of the modern global labor market.

It should be noted that the competency-based approach is contrasted with the “knowledge-based” approach in the sense of transferring ready-made knowledge to students in the form of information and information.

The units of the competency-based approach are competence and competency. Competence is a set of professional and personal qualities that ensure the effective implementation of competencies.

The use of a competency-based approach during the training of specialists leads to the formation in trainees of a certain set of key competencies, the implementation of which will allow them (the trainees) to successfully socialize. In contrast to the term “qualification,” competencies include, in addition to specific professional knowledge and skills that characterize qualifications, qualities such as initiative, willingness to cooperate, the ability to work in a group, communication skills, the ability to learn, evaluate, think logically, select and use information. From the standpoint of the competency-based approach, the level of education is determined by the ability to solve problematic problems of varying complexity on the basis of existing knowledge, and not isolated knowledge, but generalized skills, manifested in the readiness to solve life and professional problems, the ability to communicate in a foreign language, become more significant and effective for successful professional activity. training in the field of information technology, etc. Competence can be defined as a set of abilities to realize one’s potential (knowledge, skills, experience) for successful creative activity, taking into account understanding the problem, presenting predicted results, revealing the reasons that

complicate activity, proposing means to eliminate these reasons, implementation of necessary actions and assessment of predicted results. In this interpretation of competence, the first place is not the students' awareness, but the ability to solve problems.

The introduction of a competency-based approach to the educational process requires serious changes in the content of education, in the implementation of the educational process, and in the practice of the teacher.

The use of a competency-based approach in teaching Russian as a foreign language contributes to the formation of professional skills necessary for a future specialist, as provided for in the qualification characteristics. The main goal of training is to teach students the Russian language as a real means of communication between specialists from different countries and at the same time representatives of different linguistic and cultural communities. Within the framework of this approach, the task of mastering language as a means of communication in real life situations becomes relevant.

Until recently, two main methods were used in the process of teaching foreign languages: translation-grammatical and direct. In search of a new method, many of our methodologists and teachers are again turning to the principles of "directism," striving at the same time to base their teaching on the data of modern structural linguistics. Along with this, there is a desire to implement a conscious-practical method in teaching a foreign language. A distinctive feature of this method is the practical assimilation by students of the lexical, grammatical and phonetic features of foreign language speech on the basis of their conscious understanding. Foreign language speech practice is considered the decisive factor in learning, but it is based on language theory. The latter should be allocated no more than 15-20% of teaching time. The presence of consciousness with this method ensures the fastest, easiest and most durable assimilation of a foreign language, and speech practice contributes to the development of foreign language thinking in students. Since language is closely connected with thinking, practical knowledge of a language is impossible without the ability to think in it, therefore thinking in a foreign language is considered as the main foreign language-speech ability, which is always cultivated or developed in students in the process of learning a foreign language.

Today, the first place among methods of teaching Russian as a foreign language belongs to the communicative method (the name was proposed by E.I. Passov). Its goal is to develop in students the ability to solve communicative problems using a foreign language and to communicate freely with its native speakers. Thus, the language is acquired during natural communication, the organizer and participant of which is the teacher. At the same time, the student plays the role of the subject of this communication and must constantly act.

This direction of methodological research is developing under the significant influence of communicative linguistics and its qualities such as communicativeness, consistency, and functionality are considered as the main properties of the language being studied.

Considering the teaching of Russian as a foreign language from the point of view of the competency-based approach, we can talk about the need to move from translation-grammatical and conscious-practical methods of teaching Russian as a foreign language to the communicative method of language acquisition.

At Fergana State University, the competency-based approach to teaching Russian as a foreign language is implemented in a modular teaching system, with a module understood as a unit of discipline content.

The content of training, built on the principles of modularity, creates the conditions for cyclical management of the educational process and, ultimately, for achieving the goals put forward.

On the basis of the state educational standard for Russian as a foreign language, university teachers compiled a curriculum, on the basis of which a new textbook is being developed by teachers from the Department of Russian Language Methodology.

The manual does not have a lesson-based design, which will make its structure flexible and give the teacher the opportunity to choose certain topics taking into account the needs, personal characteristics and interests of a specific student population.

Modular teaching of Russian as a foreign language to students ensures flexibility of content, adaptation to the individual needs of the individual and the level of his preparation through the organization of educational and cognitive activities according to an individual curriculum. This makes it possible to plan and implement an individual educational trajectory. Nonlinear trajectories in the organization of the educational process are a necessary element of a student-centered learning model.

The implementation of a competency-based approach to teaching Russian as a foreign language at a university contributes to the achievement of its main goal - training a qualified specialist of the appropriate level and profile, competitive in the labor market, fluent in his profession and oriented in related fields of activity, capable of effective work in his specialty at the world level standards, ready for continuous professional growth, social and professional mobility.

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