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TYPES OF COMPETENCY IN FOREIGN LANGUAGE TEACHING IN CONTEMPORARY TEACHING METHODOLOGY

Abstract: This article discusses methods for applying linguistic, communicative, and language competencies in Russian language lessons, and provides examples of exercises that can be used to form key language competencies.

Keywords: types of tasks, methods, key competencies, language norms, communication, linguistic competence, language, philological competence.

Competence (linguistics) – Intuitive knowledge about language inherent in native speakers, enabling them to correctly express thoughts in words (words, phrases in context) in their native language, distinguishing correct (rational, coherent) sentences from incorrect ones. The concept of "competence" (linguistic) was introduced into scientific discourse in the 1960s by American linguist N. Chomsky, who made one of the first attempts to define the concept of "language proficiency." It is assumed that the updated educational content will be based on "key competencies," which are seen as specific educational goals.

The introduction of the concept of "competence" into the methodology of teaching the Russian language in schools is linked to the search for a more precise and rigorous definition of educational goals, as well as identifying levels of language proficiency, in other words, answering the question of how a student masters the language.

In modern methodology, competence refers to the set of knowledge, skills, and abilities formed during the study of the Russian language, ensuring mastery of the language and, ultimately, contributing to the development of the student's personality. In the current educational process, special attention is paid to the development of subject competencies. Russian language, being one of the main subjects in the school curriculum, is no exception. Subject competencies in Russian language lessons play a vital role in shaping students' communicative culture, improving writing and reading skills, and developing creative thinking.

One of the key tasks in teaching Russian is the development of literacy and linguistic culture. Proficient mastery of native language rules enables students to effectively express their thoughts, construct arguments, and justify their points of view. Additionally, subject competencies help expand vocabulary and familiarize students with various styles and genres of authentic literature. However, the development of subject competencies in Russian lessons goes beyond grammar and spelling. A significant emphasis is also placed on developing communicative skills, such as the ability to engage in dialogue, listen and understand others, express oneself with argumentation, and analyze texts. All this contributes to shaping students as active participants in the educational process and helps them succeed not only in Russian language lessons but also in everyday life.

The primary competencies in Russian language lessons include: • Language competence

- Linguistic competence
- Linguocultural competence (i.e., ethnocultural, cultural)
- Aesthetic competence
- Communicative competence
- Philological competence

Each of the competencies mentioned above serves as a "basis" for the formation of the next one. The ultimate goal of practical Russian language teaching is to develop students' communicative competence.

Language competence is expressed in the ability of students to use words, their forms, and syntactic structures according to the norms of the literary language.

Linguistic competence involves a deeper understanding of oral and written speech – its laws, rules, structure, the ability to analyze and classify linguistic phenomena.

Linguistic competence (language competence) refers to the possession of knowledge about the language system, the rules of functioning of language units in speech, as well as the ability to use this knowledge to understand and correctly interpret the thoughts of others and express one's own thoughts in both oral and written forms.

Linguistic competence includes language knowledge, lexico-grammatical and phonetic skills, such aspects of linguistic knowledge as lexical, grammatical, semantic, phonological, orthographic, and orthoepic components.

Linguistic competence is interpreted differently in the methodology of teaching Russian. Sometimes, this term is used as a synonym for language competence, but in teaching Russian as a native language, distinguishing between them seems more promising.

Linguistic competence is the result of students reflecting on their speech experience. It includes knowledge of the basics of Russian language science and implies the assimilation of a complex of linguistic concepts. But it's not only that. The specifics of teaching Russian in schools with Russian language instruction open up the possibility for a broader understanding of the term. Linguistic competence also implies the formation of ideas about how the Russian language is structured, what changes in it, and what aspects are most prominent. It involves mastering knowledge about the role of language in society and the life of individuals, fostering an ongoing and stable interest in the subject, and nurturing respect and love for the Russian language. Finally, linguistic competence also includes elements of the history of Russian language science and its prominent figures. As N. M. Shansky writes, "Regarding mathematics, physics, chemistry, biology as sciences, students leaving school have some understanding and are familiar with prominent scientists in the relevant field, their discoveries, and works, whereas Russian studies for them is a complete terra incognita."

Cultural competence refers to the ability to recognize the ethnocultural color of linguistic units.

Aesthetic competence is the ability to recognize linguistic units in their aesthetic function, meaning seeing and evaluating the potential of words as a means to create precise and vivid images of the

world, its objects, and phenomena based on knowledge of the "linguistic nature of the aesthetic effect."

Communicative competence is expressed in the ability to use linguistic units according to different goals, contexts, and situations of communication. Undoubtedly, the formation of this competence is only possible based on linguistic and language competence.

Philological competence is the ability to recognize the close relationship between language and literary art (folklore and literature), language and humanistic culture.

I would like to focus on the most significant competencies and show what types of tasks and exercises can be used to ensure the formation of key competencies in Russian language lessons.

For the formation of language competence, the following types of tasks can be used:

Working with words according to a scheme (algorithm). (For example, for a student to correctly choose the verb ending, they need to follow the rule step by step: put the verb in the 3rd person plural, determine the conjugation, and remember which letter is written in the verb's ending depending on the conjugation).

Independent rule deduction. For example, orthography rule "Spelling of roots KOS-KAS." Words are correctly written on the board in two columns. Based on the students' observations, they should find the pattern and formulate the rule.

Correcting orthographic, punctuation, and grammatical errors in a text. (A text with numerous errors is written on the board. The student should find and correct the mistakes. Throughout the year, the "Find the Mistake" game can be used, where students must find mistakes in any printed publication: a newspaper article, a billboard, an announcement, etc., bring them to class, and explain. This can be rewarded with cumulative points).

Writing linguistic stories or fairy tales. (When studying the topic "Deaf and Voiced Consonants," it is helpful to create a fairy tale titled "The Kingdom of Deaf and Voiced Consonants").

Using clusters both at the initial stage of studying the topic and when questioning or reviewing a section.

For the formation of linguistic competence, the following exercises will be most effective:

"Linguistic Flower." A flower's core is drawn on the board, and the petals show a word consisting of specific morphemes. The student needs to write 5-6 more "petals" – words with the same morphemic structure.

"My Family." (The word "floor" is written on the board; the student must write 10 related words in a column and highlight all morphemes).

Writing a composition on a linguistic topic. (For example, "The Role of Adjectives in Speech").

"True and False Statements." This technique can be used by providing several true and false statements about the studied topic. The student should choose the correct answer and explain it).

"Linguistic Warm-up." (A noun – house, wall, sun – is written on the board. The student needs to find the odd one out from the perspective of Russian language sections and explain their choice).

For the development of cultural competence, the following types of tasks are used:

- Writing stories based on a phraseological unit or proverb. (Write a story based on the proverb "Don't dig a hole for someone else, you might fall into it yourself").
- Preparing a report on the origin of certain expressions or toponyms. (For example, information about the meaning of the phrase "The bear stepped on the ear").
- Comparing phraseological units in the languages of different nations (comparing idiomatic expressions in Russian, French, and English).

To form communicative competence, the following types of tasks are used:

- Text editing (eliminating speech, stylistic, and logical errors. As examples, both didactic material on stylistics and excerpts from students' works are used).
- Writing compositions in various styles and genres (creating a text for a statement to join an art school or a sports section, writing poems on different topics or given rhymes, creating a newspaper article, etc.).
- Preparing public speeches and reports (for example, a speech in a journalistic style "Ecological Alarm").

In conclusion, it is important to note that all the activities listed contribute to the development of thinking, form the ability to independently acquire knowledge, increase interest in the subject, and help students develop an adequate self-assessment. These tasks also help in developing key competencies in students. The use of language, linguistic, and communicative competencies in Russian language lessons creates conditions for the development of an intellectual, creative, and morally responsible individual capable of communication in any cultural space. Without developing these competencies, an individual cannot be competitive or tolerant. Therefore, starting from middle school with basic language analysis of texts and advancing in higher grades with linguistic analysis, text interpretation, and plot analysis, the teacher plays a crucial role in fostering practical communicative competence skills in students.

The targeted formation of key competencies in students is possible only through a systematic approach to the problem and a reasonable combination of traditional and modern methods and techniques.

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