THE MAIN TASKS OF THE PROCESS OF DEVELOPING STUDENTS ' COMMUNICATIVE COMPETENCE IN TEACHING THE RUSSIAN LANGUAGE

Rasima Faridovna Gabdulkhakova
Basic Doctoral Student of Namangan State University
Namangan, **UZBEKISTAN**

ABSTRACT

the article discusses the features of the competence-based approach in teaching the Russian language. The essence of the competencies that make up the concept of communicative competence is revealed.

Keywords: Personality-oriented approach, language learning, communicative competence, competence, secondary language personality.

INTRODUCTION

Around the world, special attention is paid to the issue of teaching people a second language. UNESCO's new Vision for Education, which sets the direction for action until 2030, envisions changes in people's lives through education and recognizes its role as a major driver of development. The main tasks of education are to assess its quality, improve the teaching tools, and put into practice technologies that allow achieving guaranteed results. In recent years, it has become important not only to train bilinguals, but also native speakers of several languages, polyglots. Such concepts as "language personality" and "secondary language personality"have come into use.

MATERIALS AND METHODS

In the methodology of language teaching, the most advanced approaches, pedagogical and information technologies are used. In this area, the competence approach is particularly distinguished.

The priority principle of teaching the Russian language in the Republic of Uzbekistan is a person-centered approach that takes into account the needs and interests of the student. Language training has the main ultimate goal – the formation of students ' communication skills in various fields of activity. The education of a person who strives for constant perfection, who is able to realize his knowledge, acquired skills and abilities, involves teaching speech activity in a new language.

The main direction in the organization of the language learning process is becoming a competence-based approach. The term "competence" is used in the methodology of language teaching to clarify the main goal and the resulting learning objectives. Competence includes the skills that a student should possess, knowledge of the language, and experience in applying them within a communication situation.

M. R. Lvov writes: "Communicative competence is a term denoting knowledge of a language (native and non-native), its phonetics, vocabulary, grammar, stylistics, speech culture,

possession of these means of language and speech mechanisms – speaking, listening, reading, writing – within the limits of a person's social, professional, and cultural needs."

Specialists tend to compare the term "competence" with the traditional concepts of the methodology – knowledge, skills, skills. However, in this case, it is not taken into account that these terms traditionally represent only learned information about the language and communication skills developed to varying degrees.

Competence, as defined by A. N. Shchukin, is " a set of knowledge, skills, and abilities acquired during classes and forming a meaningful component of training, competence is the properties of a person that determine her ability to perform activities based on the formed competence."

Communicative competence is the main indicator of proficiency in the language being studied. The quality of competence and its constituent competencies is specified in the requirements for the level of language proficiency adopted in the countries of the European Union, the Russian Federation, including in our country.

In the current State educational Standards of the Republic of Uzbekistan, curricula, modern textbooks and teaching aids on the methodology, specialists distinguish the following types of competencies: language, speech, discursive, pragmatic, socio-cultural, strategic competencies.

Language competence is organically part of linguistic competence. As A. N. Shchukin defines it, it is "possession of a system of information about the studied language by its levels: phonemic, morphemic, lexical, syntactic" .

Speech competence, which is part of the communicative competence, implies " ... knowledge of the ways of forming and formulating thoughts through language and the ability to use such methods in the process of perception and generation of speech. "

Discursive competence is considered as " the ability to build holistic, coherent and logical statements (discourses) of different functional styles in oral and written speech based on the understanding of various types of texts when reading and listening;
        it involves the choice of linguistic means depending on the type of utterance, the situation of communication, and communicative tasks."

Pragmatic competence covers "a set of knowledge, rules for constructing utterances, combining them into a text (discourse), the ability to use utterances for various communicative functions, the ability to build utterances in a foreign language in accordance with the peculiarities of the interaction of communicants" .

Sociocultural competence is usually presented as a set of information that gives an idea of the country of the language being studied. Socio-cultural competence involves taking into account spiritual values, folk traditions, and indicators of mentality. "The formation of socio-cultural competence involves socio-cultural adaptation, the integration of the individual into a new culture."

Strategic competence involves the ability of students to fill in the gaps in language acquisition and acquired communication experience.

When teaching Russian in an Uzbek school, the tasks of teaching are reduced to preparing a native speaker who is able to conduct an intercultural dialogue.

RESULTS AND DISCUSSION
As modern methodologists note, if teaching a native language is considered from the point of view of the formation of a language personality, then when teaching a non-native language, one should strive for the formation of a secondary language personality. At the same time, the non-native language proficiency should be at a level equal to the native language proficiency, which leads to a revision of the main purpose, content and methods of language teaching. It is assumed that people who are prepared to this extent will easily adapt to the social sphere, will easily overcome the obstacles that arise on the way to career growth.

We adhere to the position of N. D. Galskova that " the result of any language education should be a formed language personality, and the result of education in the field of foreign languages- a secondary language personality as an indicator of a person's ability to take a full part in intercultural communication."

Russian language teaching in the senior classes of secondary schools, organized on the basis of tasks of a communicative nature, taking into account the social order of society, is a distinctive feature of the modern process of teaching the Russian language.

The existence of a discrepancy between the theoretical justification and scientific development of the issue of the introduction of innovative approaches in the field of language teaching and the practical solution of learning tasks on the part of specialists negatively affects the quality of language education.

Therefore, the need to highlight the features of the development and improvement of the methodology of teaching the Russian language as a science by introducing optimal innovative technologies, and the successful mastery of them by teachers of general education schools is one of the urgent problems of modern linguodidactics. Measuring the effectiveness of innovative technologies introduced into the process of teaching the Russian language is an integral part of the research of modern methodological science.

The issue of selecting the content suitable for the formation of communicative competence has not been fully resolved, and the issue of choosing and applying the optimal means, effective methods and technologies of teaching is still acute.

CONCLUSION
Familiarity with the experience of specialists in communication training allowed us to come to some conclusions and generalizations, to describe the most undeveloped problems of the learning process. These include the following:
- defining the main and fundamental goal of the language learning process as the preparation of a language personality (secondary language personality) capable of communicating fluently in the language being studied;
- putting into practice the tradition of teaching proactive speaking;
- defining a clear position on the question " from communication to language or from language to speaking»;
- removing existing psychological barters from students and creating a creative working atmosphere in the classroom;
- introduction to the structure of the lessons of elements of rhetoric and eloquence.

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