



Practical Aspects of the Formation of a Communicative Approach in the Development of a Linguistic Personality in Teaching the Russian Language

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ABSTRACT

In pedagogy, the problem under study is considered from the point of view of the general intellectual competence of students, the Russian language competence of students. At the same time, as evidenced by the review of the state of knowledge of the topic we have chosen, despite the rather steady interest in it of a wide range of scientists and teachers, there is still no monographic study of the theory and practice of the formation of communicative competence in students in the Russian language classes, although the available works are for this, a serious scientific source base. The purpose of the article is to scientifically substantiate the pedagogical conditions for the formation of students' communicative competence in the Russian language lessons.

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Of particular interest today is the communicative factor that influences contacts between nationalities, the hierarchy of their values, the possibility of overcoming racial (national) prejudices and discrimination. Recently, much attention has been paid to the development of communication and competence. Significant for our study are the works devoted to the disclosure of the concept of competencies and the competency-based approach in modern education. In linguistics, this problem is studied from the point of view of identifying units that reflect the specifics of the language, the problems of verbal and non-verbal communication in the dialogue of cultures, and linguistic interference [1].

Today, considering the patterns of development of the modern community, we come to the conclusion that the pivotal line in this process is the rapprochement of peoples and languages and the strengthening of their interaction. And this is all the more relevant against the backdrop of economic reforms in our country, which entailed the emancipation of the personality of the individual, shackled by party dogmas, prohibitions and laws, as well as the search for a person of their linguistic identity, which is sometimes accompanied by a lack of tolerance and respect for each other. All this encourages the educated public to put on the agenda the comprehension of such an ambiguous phenomenon as the globalization of the world, which has its own specific contradictions.

On the one hand, there is unification, the destruction of narrow nationalism, historical barriers between peoples, on the other hand, the threat of erasing the ethnic and linguistic identity of peoples, which naturally leads to the desire to preserve and protect the uniqueness of their own language. That is why, at present, education faces the difficult task of preparing a growing person for life in a multinational and linguistic environment, when it is necessary not only to develop one's own national language, but also to understand the

uniqueness of other languages. Raising young people in the spirit of respect for all peoples, eradicating negative ideas about people of other nationalities is a task that requires appropriate training of teachers working in the field of education.

At the present stage of the development of society, it has long become obvious that we cannot limit ourselves to the concept of "education" as a process of giving a mental and spiritual shape to a growing person. The holistic process of the formation and development of a personality, its acceptance of moral norms and the mastery of communication is impossible without education, because it is also a certain process in the form of a set of influences on the formation of a personality, which leads to the assimilation of behavioral skills in a given society and the social norms adopted in it.

Speaking about the education of communication, we must admit that this is the same lengthy process as the education of other human qualities. In the process of familiarization with different languages, in the process of acquiring communicative competence, both the teacher and the student go through several stages, the relationship between which is rather dialectical and complex. To such steps, in particular, we can include tolerance, understanding and acceptance of the Russian language, as well as ways of behaving in problematic communicative situations, knowledge of grammar and vocabulary. The essence of competence is determined by the compliance with the requirements, established criteria and standards in the relevant areas of activity. Competence in language education is often associated with the concept of "communicative competence", which only partially reveals its essence.

The role of communication as an environment for the development of each individual is very great. An individual's education develops and grows in the course of the interaction of the individual with the languages of the community. The more diverse and wider the connections of the individual with the linguistic culture, the richer the prospects for its individual education. And for a long time the main role in organizing these ties belonged to schools, universities, etc. It was they who, first of all, led students beyond the limits of the linguistics of their territory. However, today the situation has changed dramatically, since the means of communication, computer technology has clearly expanded the educational opportunities of each person. New technologies are a combination of certain forms and methods of teaching, to offer students a solution to the problem of an educational task as a result of independent action [5].

On the one hand, a person, moving along the path of knowledge, develops and improves his own vocabulary. On the other hand, a person grows in the language environment of his native language and becomes its integral part, accepting the norms, customs and habits inherent in this community. In the process of dialogue with the social environment, a person acquires the experience of action, imagination and reflection, which, ultimately, creates the prerequisites for its further development. The contact of the individual with others in the family, at school, society as with elements of culture expands the horizon of personality education. Education itself, as a kind of connecting thread, connects the individual with the community, and it is the latter that sets the context for the process of personal self-realization.

All this in a certain way formulates such functions of communicative education as the formation of ideas about the diversity of languages and their relationship; awareness of the importance of linguistic diversity for the subsequent self-actualization of the individual; fostering a positive attitude towards language differences; development of skills and abilities of interaction between speakers of different languages on the basis of tolerance and linguistic knowledge [2].

The assimilation of languages is a mutually directed process, for which all the basic laws of communicative activity are valid. At the same time, there is also communication of comprehension and experience of this or that reality, which requires individual perception; and this category of communication determines the formation of a holistic personality as a bearer of one's own language and one who knows another. That is why communication is one of the key concepts of linguistic education, in which it is understood as constantly changing value orientations shared by people living here and now.

Even the theoretically admissible mastery of the entire set of a huge palette of languages by students does not make them subjects of communication, despite the outward signs of education. The language is transmitted not in the process of passive assimilation of ready-made information, but in personal communication, in communication with a person as a native speaker of a particular language. A person can simultaneously express a general thought and respond to it in a special way peculiar only to him.

Modern pedagogical reality is such that it is necessary to take into account in education, on the one hand, the communicative factor, on the other hand, the creation of conditions for learning the language of culture of other peoples. In this regard, the problem of communicative education attracts more and more attention of the domestic pedagogical community, and the most important aspects of human life - national language features and linguistic values - began to be in the center of attention of teachers [3].

The educational standard, that is, the mandatory minimum of the content of education, focuses on the goals that are set for a particular academic discipline. In most of the subjects taught at school, the main goal is to transfer the knowledge accumulated by mankind about nature and society. In this case, the educational standard includes scientific facts, patterns, research methods in relation to, for example, biology, chemistry, and the like.

Such an approach is impossible when determining the mandatory minimum content of education in the Russian language. The main purpose of learning here is to get involved in a specific activity - the transmission and receipt of information using the Russian language, that is, participation in certain limits in communication. The study of the foundations of linguistics in itself cannot ensure the realization of this goal, therefore, in this case, the approach to determining the mandatory minimum of content changes fundamentally. An important condition for increasing the efficiency of the educational process is the systematic receipt by the teacher of objective information about the course of educational and cognitive activity of students [4].

If in other subjects, when selecting content from the arsenal of science, they proceed from the implementation of general educational and educational tasks, then in the Russian language one has to proceed from a practical task - the ability to enter into communication. Therefore, general educational and upbringing tasks are subject to practical ones and are solved in the course of the implementation of an act of communicative competence at one level or another, that is, the ability to enter into intercultural communication. The entire learning process is subject to the main task - the formation of communicative competence.

Communicative competence is the knowledge, skills and abilities necessary to understand others and generate their own speech behavior programs that are adequate to the goals, areas, and situations of communication. It follows from this that when forming a general educational standard, one should proceed from this category.

Communicative competence is complex. It is a combination of its individual competencies: speech, language, or linguistic. Since the standard is intended for training, it is advisable to take into account the improvement of educational and cognitive competence in its formation. The totality of these competencies will form the starting point for the formation of an educational standard in the Russian language.

As for the communicative competence itself, in the past years it was clearly underestimated. In modern conditions, it would be naive to think that full-fledged communication is possible only on the basis of the ability to operate with linguistic material. From the standpoint of the sociological theory of communication, the process of communication between people is an exchange of information, in which one of them owns some information that is unknown to the other, otherwise meaningful communication does not occur.

Information inequality arises due to the fact that part of the knowledge of one of the interlocutors is individual, that is, obtained as a result of personal experience. On the other hand, in the process of communication there is general information that forms the starting point for communication. In the absence of such shared information, communication is not possible. Thus, for a successful act of communication, it is necessary not only to possess common linguistic means for the interlocutors, but also to have a general amount of knowledge. Such common knowledge for participants in a communicative act is background knowledge. As shown in his study by E.M. Vereshchagin and V.G. Kostomarov, four groups of background knowledge can be distinguished.

The first group includes universal knowledge, for example, such concepts as the sun, wind, trees, and the like. The second group includes information that is available only to members of a certain ethnic linguistic community. This knowledge was developed by a certain people, and reflects its culture, way of life and customs.

To the third group of knowledge, the researchers attributed the regional knowledge characteristic of the inhabitants of a certain region. Finally, the researchers assigned professional knowledge and relevant vocabulary to the fourth group. It is quite obvious that this layer of concepts is not relevant for high school, and, therefore, can be ignored.

To ensure genuine communication, even within a limited framework, knowledge related to the fourth group of background knowledge is necessary. This is the function of communicative competence.

“Any non-native language,” I.L. Bim, - helps the native language to serve as a means of mastering the world, developing speech thinking. It is, in addition, a more effective and direct means of familiarization with another national culture and the development of mutual understanding between peoples, acts as an additional "window to the world."

Thus, mastering the Russian language, and, consequently, elements of the value system of the culture of another people, one can assume some changes in the behavior of students, at least in communicative behavior. A convincing argument for the validity of this thesis is noticeable changes in speech behavior. As a rule, the style of communication changes, especially for those who at least briefly found themselves in a language environment:

- as a rule, the speed of speech in the native language increases;

- characteristic gestures appear, some looseness, smiling, emotionality, the volume of speech increases, that is, the speech behavior of the native speakers of the studied languages has a peculiar effect on the students [4]. Thus, communicative competence, on the one hand, is a characteristic of a person's personality, his ability, which, on the other hand, is manifested in his behavior, activities, allowing him to resolve life, practical situations (including communicative ones). Often in interpretations of communicative competence, these two sides are developed and opposed to each other.

Unlike a separate skill or skill, which can be trained on its own, the development of competence requires the inclusion of the whole complex of abilities and skills at once. You can't learn individual skills, get specific skills, acquire some knowledge, then add everything up and get a competency. Any competence is acquired in the process of implementation of any meaningful activity, where it is necessary to set goals and determine results, solve problems, not tasks, look for solutions, and not get them ready-made, etc. Moreover, if we are talking about communicative competence, we must keep in mind that communication is always built into any activity and is conditioned by it.

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