

FORMATION OF KEY COMPETENCIES IN RUSSIAN LANGUAGE LESSONS

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Abstract: This article discusses the ways of using language, language, communicative competencies in Russian language lessons, and also provides examples of tasks that can be used in the formation of key language competencies.

Key words: types of work, methods, key, norms of language, communication, language competence, linguistic, philological competence.

The main competencies in Russian language lessons include the following:

- language
- Linguistic
- linguistic culture (i.e. ethno-cultural, cultural)
- aesthetic
- sociable
- philological.

Each of the above competencies acts as a "base" for the formation of the following. And the highest goal of practical teaching of the Russian language is the formation of communicative competence in schoolchildren.¹ Linguistic competence is expressed in the ability of students to use words, their forms, syntactic constructions in accordance with the norms of literary language. Linguistic competence involves a deeper understanding of oral and written speech - its laws, rules, structure, the ability to analyze and classify language phenomena. Linguistic competence (language competence) is the knowledge of the language system, the rules for the functioning of language units in speech, as well as the ability to understand and correctly interpret the thoughts of another person and express their own thoughts orally and in writing. Linguistic competence includes language knowledge, lexico-grammatical and phonetic skills, such aspects of language knowledge as lexical, grammatical, semantic, phonological, orthographic and orthoepic components.

Linguistic competence is ambiguously interpreted in the methodology of teaching the Russian language. Sometimes this term is used as a synonym for linguistic competence, but when teaching Russian as a native language, their distinction is more promising. Linguistic competence is the result of understanding students' speech experiences. It includes knowledge of the basics of the science of Russian language, involves the assimilation of a complex of linguistic concepts. But not only. The specifics of teaching Russian in a school with the Russian language of instruction opens up the possibility of a broad understanding of this term.² Linguistic competence also involves the formation of ideas "about how the Russian language is arranged, what and how it changes, which aspects are the most acute", the assimilation of those information about the role of language in the life of society and a person, in which a constant steady interest in the subject, a sense of respect and love for the Russian language are brought up. Finally, language competence includes elements of the history of the science of Russian language, its outstanding representatives.

Cultural competence is the ability to realize the ethno-cultural coloring of language units. Aesthetic competence is the ability to understand language units in their aesthetic function, that is, to see and evaluate

¹ Deykina A. D. Methodical competence as a value component of the teacher's professional activity // Axiological aspects of the methodology of teaching the Russian language (professional and general educational levels): materials Vseros. Scientific. - Practical. Conf. 19–20 marta 2009 g. / sost. and nauch. ed. Doctor of Pedagogical Sciences, Prof. A. D. Deikina, Doctor of Pedagogical Sciences, Prof. L. A. Khodyakova, Doctor of Pedagogical Sciences, Prof. A. P. Ereemeeva, Ph.D., Assoc. Prof. V. D. Yanchenko. Moscow: MPGU; Yaroslavl: REMDER, 2009. S. 3–7.

² Kanakina G.I. Competence model of training a teacher of the Russian language // Proceedings of the Penza State Pedagogical University named after V.G. Belinsky. 2009. № 11(15). S. 35-37.

the possibilities of the word as a means of creating an accurate figurative image of the world, its objects and phenomena based on knowledge of the "linguistic nature of aesthetic impact" Communicative competence is expressed in the ability to use language units in accordance with different goals, volume and situation of communication. Of course, the formation of this competence is possible only on the basis of language and language competencies.

Philological competence - the ability to realize the close connection between language and fiction (folklore and literature), language and humanitarian culture. I would like to dwell 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. The following types of work can be used to form language competencies:

- work with a word according to the scheme (algorithm);
- correction of spelling, punctuation, grammatical errors in the text;
- writing of linguistic stories or fairy tales;
- using clusters both at the initial stage of studying the topic, and when interviewing or repeating the section;
- Writing an essay-reasoning on a linguistic topic, etc.

In conclusion, I would like to note that all these activities contribute to the development of thinking, form the ability to independently gain knowledge, increase interest in the subject, form an adequate assessment of the student. Also, such tasks help to develop the basic competencies of students. The use of linguistic, linguistic, communicative competencies in Russian language lessons creates conditions for the development of an intellectual, creatively gifted, moral personality capable of communicating in any cultural space.

Without the development of these competencies, there can be no competitive, tolerant personality. Therefore, starting from the middle level with a simple (language analysis of the text) and ending in high school with linguistic analysis or interpretation of the text, plot analysis, the teacher contributes to the formation of students' practical skills of communicative competence. . Purposeful formation of key competencies in students is possible only with a systematic approach to the problem and a reasonable combination of traditional and modern methods and techniques.

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