

Formation of Key Competencies in Teaching the Russian Language

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Abstract: In this article was discussed the methods of use of language, linguistic, communicative competences at Russian lessons are stated and also examples of tasks which can be used when forming key language competences are given.

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

1. Introduction

The main competencies in Russian language lessons include the following:

- language
- Linguistic
- linguistic culture (i.e. ethno cultural, cultural)
- aesthetic
- communicative
- 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 among schoolchildren.

Language competence is expressed in the ability of students to use words, their forms, syntactic constructions in accordance with 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 language phenomena. Linguistic competence (language competence) is 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 in oral and written form. Linguistic competence includes language knowledge, vocabulary-grammatical and phonetic skills, such aspects of linguistic knowledge as lexical, grammatical, semantic, phonological, spelling and orthoepic components.

2. Methods

Linguistic competence is interpreted ambiguously in the method of teaching the Russian language. Sometimes this term is used as a synonym for linguistic competence, however, in teaching the Russian language as a native language, their distinction is more promising. Linguistic competence is the result of understanding the speech experience of students. It includes knowledge of the fundamentals of science about the Russian language, involves the assimilation of a complex of linguistic concepts. But not only. The specifics of teaching Russian at a school with a Russian language of instruction opens up an opportunity for a wide understanding of the term.

Linguistic competence also involves the formation of ideas "about how the Russian language is arranged, what and how it changes, what aspects are the most acute," the assimilation of those information about the role of language in the life of society and man, in which a constant steady interest in the subject is brought up, a sense of respect and love for the Russian language. Finally, linguistic competence includes elements of the history of science about the Russian language, about its outstanding representatives. "On mathematics, physics, chemistry, biology as sciences," writes N. M. Shansky, "students leaving school have a well-known idea, are familiar with prominent scientists in the relevant field, their discoveries and works, and there is a continuous terra incognita for them."

Cultural competence is the ability to realize the ethnocultural coloring of language units. Aesthetic competence is the ability to understand language units in their aesthetic function, that is, to see and evaluate the possibilities of a word as a means of creating an accurate vivid image of the world, its objects and phenomena based on knowledge of the "linguistic nature of aesthetic effect" Communicative competence is expressed in the ability to use language units in accordance with different goals, scope and situation of communication. Of course, the formation of this competence is possible only on the basis of linguistic and linguistic competencies.

3. Results

Philological competence - the ability to realize the close relationship between language and fiction (folklore and literature), language and humanitarian 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. You can use the following work types to create language competencies:

Working with the word according to the scheme (algorithm). (For example, in order for a student to correctly choose the personal ending of a verb, he needs to step by step apply the rule: put the verb in the form of 3 l. many hours, determine conjugation and remember which letter is written at the end of the verb 1 or 2 conjugation).

Self-derivation of the rule. For example, the spelling spelling of the roots of KOS-KAS. The board correctly writes words in 2 columns. Based on observations, the guys need to find a pattern and formulate a rule. In the words of the first column there is a suffix A, which means that in the root we write A).

Correction of spelling, punctuation, grammatical errors in the text. (The board contains text with many errors. The student must find and fix them. Throughout the school year, you can use the Find a Mistake game. Students need to find a mistake in any print publication: in a newspaper article, on a billboard, in an ad, etc., bring and comment on it. For this you can give accumulative bonuses in the form of points.)

4. Discussion

Writing linguistic stories or fairy tales. (When studying the topic "Deaf and Voiced Consonants," it will be advisable to come up with a fairy tale on the topic "Kingdom of Deaf and Voiced Consonants").

Use clusters both at the initial stage of the topic study and when interviewing or repeating a section.

The following types of exercises will be most effective for the formation of linguistic competence:

"Linguistic flower." The core of the flower is painted on the board, and a word consisting of certain morphemes is written as a petal. The student needs to write another 5-6 "petals" - words with the same morphemic composition.

"My Family." (A word is written on the board (for example, gender), a student must write 10 single-root words in a column, highlight all morphemes).

Writing an essay-reasoning on a linguistic topic. (For example, "The Role of Adjectives in Speech"). • "True and Incorrect Statements." Using this technique, you can suggest several true and incorrect statements on the topic being studied. You will need to choose the right option, comment on your answer). • "Linguistic warm-up." (The board records the existing -house, wall, sun. You need to find extra (in terms of sections of the Russian language) and comment on your choice).

To form cultural competence, the following types of tasks are used: • Writing stories on phraseologism or proverb. (Write a story according to the proverb "Do not swarm a hole to another, you will get into it yourself"). • Preparation of a report on the history of any expressions, toponyms. (For example, information about what the expression "Bear has stepped on the ear" means). • Comparative characterization of phraseologisms in the language of different peoples (comparison of stable expressions in Russian, French and English).

To ensure the formation of communication competencies, the following types of tasks are used: • Text editing (elimination of speech, stylistic, logical errors. As examples, both didactic material in style and excerpts from the works of students are used). • Writing compositions of various styles and genres (drafting the text of a statement on admission to an art school, sports section; writing poems of different themes or on given rhymes; creating a newspaper note, etc.) • Creation of public speeches and messages (for example, speaking in the journalistic style "Environmental anxiety").

5. Conclusion

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

Without the development of these competencies, there can be no competitive, tolerant personality. Therefore, starting from the middle link with a simple (language analysis of the text) and ending in high school with linguistic analysis or interpretation of the text, analysis of the plot, the teacher contributes to the formation of practical skills in students of communicative competence. Targeted 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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