

## METHODOLOGY FOR THE FORMATION OF COMMUNICATIVE COMPETENCE IN THE LESSONS OF RUSSIAN LITERATURE IN SCHOOLS WITH A NON-RUSSIAN LANGUAGE OF INSTRUCTION

Ayupov T. R.

Senior Lecturer, Kokand State Pedagogical Institute named after Mukimiy,  
Uzbekistan, Kokand

### Annotation

This article discusses the methodology of questions for the formation of communicative competence in the lessons of Russian literature in schools with a non-Russian language of instruction. The methods are based on the quality of conversation, class hour, communication games, extra-curricular activities. Methods are applied after lessons in non-Russian language schools. The purpose of the article is to highlight the problems of the methodology for the formation of communication among stakeholders and school students. After the lesson material, students need to master additional material to get acquainted with literary characters from the field of Russian literature, which is important for understanding problems and tasks when teaching Russian speech skills in schools with non-Russian language of instruction.

**Keywords:** Pedagogy, russian speech, spelling rules, extra-curricular activities, literary characters, russian literature, the problem of perception.

In the course of the educational process in schools with a non-Russian language of instruction, in the lessons of Russian literature, we conducted conversations with school students, class hours, communication games, and extracurricular activities. We discussed the issue of friendship with the hero of a literary work or film.

1. Who did you want to be friends with?

2. Why? What qualities attract in a hero?

(Students of schools with a non-Russian language of instruction want to be friends with strong personalities, preferably from Russian classics - PavkaKorchagin and EvgenyOnegin. They believe that this can be learned, that these heroes, being friends, can come to the rescue in difficult times. Children can watch who can give them this help from their friends).[1. p. 125]

3. And who helps you in life in difficult times?

4. How can television and literary heroes help?

(It is concluded that close people help in difficult times - mom, dad, friends, relatives. Fictional characters can help only by showing an example of strength or resourcefulness in getting out of a critical situation).

Depending on the goals set before the lesson, it was possible to create a friendly atmosphere in the class, the guys worked in a team, actively participated in competitions in pairs. Even those guys who do not show themselves in ordinary lessons, are silent, are not interested in anything, were active and did not refuse to participate in discussions. Students were able to collectively, solve the tasks. During the lesson, they developed thinking, attention, emotions, memory and speech, developed cognitive abilities. The students also learned a lot.[2. p. 228]

We experimenters also spent a class hour on the topic "The World of Human Relations". She took over the form of its holding from the television club of experts "What? Where? When?". Our class hour was held in the form of a quiz and was called "Can - can't?".

On the blackboard there is a drawing with the image of an owl - a symbol of wisdom. Multi-colored pieces of paper are attached to it, on the back of which the correct answers to the questions are written, and the questions themselves are attached around the owl in envelopes of the same colors. The questions are given in the form of a situation, which the guys, after thinking, should collectively answer. There are seven envelopes, they are arranged in the order of the rainbow color - a symbol of children's joy, happiness.[3. p. 25]

Students sit at tables in small groups, agree on who will be the team captain. In turn, the captains go to the board, take one of the envelopes and read the question-situation to the whole class. The guys collectively find the answer. The captains are the first to express their point of view, and then the rest of the guys add or correct. Envelopes contain tasks of this type:

1. Leaning on a stick, an old man walks. He stops to rest. And wanders again. The boys who watched him began to imitate his gait, hunched over, barely moving their legs - the guys laugh merrily.

What can you say about these boys?

2. The bus is crowded, everyone is coming home from work. Olya takes the vacant seat with a smile and looks at those who are standing.

How should Olya have acted?

3. One girl complained indignantly to her mother: "In the yard, the boy is so impolite - he calls me Tanya." "And what do you call him?" Mom asked. "I don't call him at all. I just shout to him: "Hey, you!" Tanya answered.[3. p. 29]

Do you think Tanya is right?

4. Two boys collided at the entrance door and could not disperse in any way. Which of them should give way if the boys are 8 and 11 years old. (Usually the one who is more polite is the first to give way.)

5. You knocked on the door. They opened it for you and you saw that you had the wrong address. How do you proceed?

After the guys express their opinion, conduct their examples, take a piece of paper with the answer, which is attached to the owl, and read the "opinion" of the Owl.

In one of the envelopes there were three questions at once - this meant a blitz tournament.

This form of holding diversified the traditional class hours and caused activity even among passive children. What we wanted to achieve.

We also held two educational activities in the class. Theme of the extracurricular activity: "Extracurricular activity on the topic: "Friendship is the main miracle."

#### **Purpose of the Event:**

- to form good relationships between children in the classroom,
- to develop aspirations to be tolerant in a society of people,
- to cultivate respect for classmates.

### **Equipment for the Event:**

Proverbs on the board:

To have a friend - do not feel sorry for yourself;

Look for a friend, and if you find - take care;

Hold on to each other - do not be afraid of anything

Friend is known in trouble.

Whoever leaves a friend in trouble, he himself gets into trouble.

Album sheets and paints

At the beginning of the event, the song "Blue Carriage" was played. Then the children thought about what friendship is, how they imagine it, what definition they can give to the word "friendship". The children were given verses in advance, which they had to learn and recite at the event. All children are very well prepared. The children worked in pairs. They expressed to their neighbor about his successes and failures. Each student analyzed everything that his neighbor said.[4. p. 175]

Performing the following task, it was necessary to analyze the situation. And in the end, the children conclude that you need to be friends not so that he (friend) does something good for you, not because. That it is profitable, but because this person is close to you, his interests, views, inner world are close. The children played the game "Magic Chair". Purpose: to develop interest in a person, to form positive personality traits; learn to see the good in people. One of the participants in the game is invited to the "magic chair": as soon as he sits down, "highlighted" and only all his virtues become apparent; those present talk about what their eyes see; name qualities (smart, kind, attentive); give behavioral characteristics (he always helps, you can turn to him with a request ...); talk about external virtues (beautiful hair). The children liked this game very much. They perked up and did not even take offense at the statements of the children.[5. p. 152]

We think that, depending on the goals set before the event, it was possible to show the value and necessity of friendship and clarify the children's ideas about what friendship is and what a true friend should be. The event contributed to the formation of a friendly class team. We managed to create a friendly atmosphere in the class.

And one more event that we held was an extra-curricular event "Clever and Clever".

Objectives: To learn to determine the lexical meaning of a word, depending on the context; correct lexical inaccuracies in statements of various types. To teach the correct grammatical design of sentences; Enrich and activate the vocabulary of students; Develop intonation expressiveness of speech, learn to distinguish between stylistic shades of words; Develop communication skills and the ability to formulate your thoughts; Cultivate an interest in reading and a love of books.

Equipment: recording, illustrations of characters from fairy tales, costumes, "fairy tale" objects (pea, walnut shell, blue balloon, shoe), cut phrases of A.S. Pushkin "The fairy tale is a lie, but there is a hint in it - a lesson for good fellows!"; poster with words; incentive medals "To the best storyteller", cap "Chief storyteller"

In general, I liked the work with the students, they willingly made contact, entered into discussions, and drew their own conclusions. In addition, the guys turned out to be creative personalities. In our opinion, it is necessary to carry out further work in the classroom in this direction (the formation of communication), this will help unite the class, develop a culture of communication and behavior among them. In general, the class is creative, so further work can be directed to the development of

creative potential in children. If in the future such work with children is carried out in the class, then the children will grow up cultured and will be able to communicate with both peers and adults.[6. p. 58]

To compare the formation of communicative competence in younger students, a repeated test was performed. The children were offered to re-diagnose the level of communication of children. The level of communication skills of children was determined using the test "Assessment of the level of sociability" by V.F. Ryakhovsky. Analysis of the diagnostic results showed that there were 3 more people with a high level of communication skills. A student whose level was below the average showed an average level. Such results allow us to draw a conclusion about the effectiveness of the developed activities for the formation of communicative competence. According to the results of repeated diagnostics, it can be assumed that the formation of communicative competence has grown [7. p. 51]

It is noticeable that the extracurricular activities carried out benefited the children. We believe that students in school need to prepare together more often and participate in extracurricular activities to improve their communication skills. Work should be carried out with younger students purposefully, giving them the opportunity to form a friendly and cohesive team.

This project led to the following conclusions:

1. A person improves his speech all his life, masters the riches of the language. Each age stage brings something new to his speech development. The most important steps in mastering speech fall on primary school age. Human speech is a kind of mirror of culture and education. For a younger student, competent speech is the key to successful learning and development. Fluency in speech contributes to full communication, the creation of a person's communicative comfort in society.
2. Analyzing the literature, I saw many points of view on the definition of the concept of "communicative competence", which have become more or less stable and generally recognized. Most authors note that communicative competence is not only the ability to understand others and generate one's own statements, speech behavior that is adequate to the goals, areas, situations of communication, it includes knowledge of basic speech concepts: styles, types of speech, structure of description, narrative, reasoning, ways of connecting sentences in the text, the ability to analyze the text.
3. A modern school should prepare a thinking and feeling person, who not only has knowledge, but also knows how to use this knowledge in life, who knows how to communicate and has an internal culture. The goal is for the student to be able to act and solve problems in all situations. Mastering communicative competence is a necessary condition for the formation of a socially active personality. Everyone needs to learn to speak clearly and grammatically correctly, to have a well-trained voice, to express their own thoughts in a free interpretation, to be able to express their emotions by various intonational means, to observe speech culture and develop the ability to communicate - everyone needs. Therefore, one of the most important tasks at the present stage of teaching students is the development of communication skills.
4. The use of various methods and techniques for the development of connected speech is an effective means of developing communication skills.

If the teacher carries out systematic work on the formation of communicative competencies in younger students, then the results of the development of coherent speech will increase [8. p. 71]

**Bibliography:**

1. Bityanova M.R. Adaptation of the child at school: diagnostics, correction, pedagogical support / Sat. method. materials for administrators, teachers and school psychologists. - M.: Pedagogical search, 2005.
2. Boguslavskaya I. Activity of a class teacher in a modern school // National education. M., 2004. No. 6. S. 99-102.
3. Bulygina, L.N. On the formation of the communicative competence of schoolchildren / L.N. Bulygina / Questions of psychology. - 2010. - No. 2. - P.149.
4. Geikhman L. K. Communicative competence of a professional // Vocational education, 2006
5. Derekleeva N. I. The development of the communicative culture of students in the classroom and in extracurricular activities. Moscow, 2005, pp. 124-135.
6. Dubrovina M.V. Individual characteristics of schoolchildren. - M.: 2005
7. Ivanov D.A. Competencies and competence-based approach in modern education / D.I. Ivanov. – M. : ChistyPrudy, 2007
8. Kabdolova K.L. Formation of competencies as a necessary condition for improving the quality of education // Open school, 2004, pp. 45-47.
9. Botirov, A. A. (2022). Features of the formation of speech competencies of students in Uzbek schools. International journal of social science & interdisciplinary research, 11(12), 240-242.
10. Половина, Л. В. (2019). Развитие методики обучения русскому языку у студентов педагогических вузов. Актуальные научные исследования в современном мире, (3-5), 74-76.