

DEVELOPMENT OF STUDENTS' COMMUNICATIVE SKILLS IN RUSSIAN LANGUAGE LESSONS

*Tojiddinova Mokhlaroy,
1st year Master's student of Andijan
State Institute of Foreign Languages.*

Abstract. The article analyzes the development of students' communicative competence in Russian language lessons as one of the main tasks of teaching this subject. Each Russian language lesson, no matter what topic is discussed, should be subordinated to these tasks, taking into account the specifics of the class, the nature of the educational material, and the age characteristics of students.

Key words: communicative competence, Russian language, ability to think creatively, teaching methods.

Developing pupils communication skills is one of the important areas of teaching Russian. Therefore, one of the main tasks of the teacher is to arouse interest in studying the subject and develop students' creative abilities based on a certain system of tasks. The tasks should be feasible for the majority of students in order to cultivate confidence in their abilities.

Having set a goal to develop the communicative competence of pupils, it is necessary to identify a number of specific tasks: to maintain and develop interest in the subject; to instill the skills of research and project work; to develop logical thinking, imagination of students; to teach the basics of self-education, work with reference and scientific literature, with modern sources of information; to teach to think broadly, prospectively, to see the role and place of the Russian language in universal culture, its connection with other sciences. Their solution will make the learning process exciting, interesting for both the child and the teacher.

Each Russian language lesson, no matter what topic is being considered, should be subordinated to these tasks, taking into account the specifics of the class, the nature of the educational material, and the age characteristics of the students.

At the same time, using various teaching methods: verbal, which make it possible to set a high level of theoretical knowledge; visual (demonstrations, illustrations, watching video materials), which allow activating children with visual-figurative thinking; practical (laboratory work, research tasks), which form practical skills, while creating a wide scope for creativity¹.

¹Bocharnikova, M. A. The concept of "communicative competence" and its formation in the scientific environment / M. A. Bocharnikova. - Text: direct // Young scientist. - 2009. - No. 8 (8). - P. 130-132. - URL: <https://moluch.ru/archive/8/566/>

Various forms of work in the classroom are also subordinated to these same tasks: collective, individual, group. It is the creation of such activities that will contribute to the development of a whole complex of qualities of a creative personality: mental activity, ingenuity and resourcefulness, the desire to obtain knowledge necessary for the performance of specific practical work, independence in choosing and solving a problem, diligence, the ability to see the main thing².

In order to successfully develop the ability to perform a particular action, the teacher must first of all analyze the structure of the action, clearly imagine what elements (operations) make up its implementation (for example, what operations make up the activity of observation, measurement, and experimentation). Having identified individual elements (steps) in the structure of the action, it is necessary to determine the most appropriate sequence of their implementation and select a specific system of exercises, the implementation of which will ensure confident, almost automatic performance of simple actions by students, and then contribute to the organization of their implementation.

The basis for improving the grammatical structure was the formation of linguistic generalizations. It is based on teaching children to independently form new words, during which there is an active assimilation of the means and methods of word formation³.

There are the following types of speech development activities:

1. Fairy tales, stories, crosswords. One of the types of homework assignments is writing a short fairy tale or story, where it is necessary to “weave” the main information about the object or phenomenon being studied. When writing fairy tales and stories, creative imagination and imaginative vision of phenomena develop. Having received the assignment, students analyze and synthesize the knowledge of the Russian language that they have accumulated earlier. Crosswords are compiled by pupils at home after covering the topic. In class, pupils defend their crosswords and receive grades based on the results of the defense.
2. Literary fragments, proverbs. Excerpts from literary works can serve as means of speech development. The teacher can read a literary fragment and offer to explain the events and phenomena discussed in the text. Proverbs and sayings can also be read in class, the meaning of which the children must explain based on the knowledge they gained in lessons.

²Sapaeva, B. (2022). The significance of the concept of communicative competence. *Society and Innovation*, 3 (1 / S), 320-325. <https://doi.org/10.47689/2181-1415-vol3-iss1/S-pp320-325>

³ Ushakova O. S. Speech development in preschool childhood as a pedagogical problem // *Pedagogical education in Russia*. 2011. No. 12. URL: <https://cyberleninka.ru/article/n/razvitie-rechi-v-doshkolnom-detstve-kak-pedagogicheskaya-problema>.

3. Extracurricular activities. Extracurricular work on the subject is also aimed at developing students' creative abilities, the ability to independently obtain knowledge, and apply it in unfamiliar or non-standard situations.

These are one-time events held within the framework of a subject day or week: literary evenings, quizzes, various games: "What? Where? When?", "Lucky Chance", "Smart Guys and Smart Girls". Both excellent pupils and underachievers take part in preparing for these events. Here their abilities are fully demonstrated, their ingenuity and logical thinking are developed.

4. Olympiads. A special place in extracurricular work in physics is occupied by preparation for the Olympiad and its holding. It is preceded by long and painstaking work.

6. Exercises. A huge role in the development of pupils creative abilities in lessons is given to solving exercises. At the same time, a system of problems is selected for the topic being studied in such a way that the children have wide scope for creativity. It is necessary to adhere to the principle: an interesting problem for each lesson. Starting from the seventh grade, it would be great to involve the students themselves in their compilation. For example, in class, you can make books of drawings-problems both individually and collectively. In many ways, this unites students, making the class a single whole. To develop creative abilities, you can offer a system of high-quality research-type problems.

The main requirement for the tasks is to be attractive to students, creative, allowing them to apply knowledge in new conditions. In such a lesson, children work on a high emotional upsurge. The atmosphere of creativity and joint activities create a comfortable psychological environment for each student. You can often hear their wishes: "I wish there were lessons like this every day!"

6. Project presentations. Pupils often bring electronic presentations, mini-projects about the history of the Russian language, about the life and work of great scientists. They develop the ability to speak in public, set goals, predict the results of activities, work in groups, and argue their point of view. The project method is based on the development of pupils cognitive skills, the ability to independently construct their knowledge, navigate the information space, and develop critical and creative thinking. Projects are defended in the form of conferences, lectures, or presentations. Such activities contribute to a deep, conscious acquisition of basic knowledge, which is ensured by their universal use in different situations.

7. Abstracts and reports. During the preparation of an abstract or report, pupils get the opportunity to self-actualize through research activities, acquire knowledge about the specifics of working with various information sources, about the structure of creative, abstract and research work, the ability to analyze various information and create their

own work, including setting goals and objectives, implementing them, editing, reviewing and defending.

8. Non-standard lessons. Such lessons allow you to involve students in creative activities, get to know and understand them better, evaluate the individual characteristics of each, while you can use various forms of non-traditional lessons. For example, a competition lesson, a press conference, an oral journal, an academic council, a travel lesson (walks into the past).

For pupils, a non-standard lesson is a transition to a different psychological state with a different communication style that contains positive emotions, where students feel themselves in a new quality. This is an opportunity for everyone to express themselves, develop their creative abilities and personal qualities. Children are always very happy with such lessons, since here they are mostly put in a situation of success, which helps to awaken their activity in the work in the lesson, and in preparing creative homework. An unconventional lesson not only teaches, but also actively educates the child, develops logical thinking.

The proposed methods are only a part of a huge number of methods that can be used in your pedagogical work to develop the creative abilities of students. The most important thing is that if a teacher sets as his goal to develop the creative abilities of a child, he himself must work creatively, constantly raising his scientific and methodological level, improving the forms and methods of work.

References:

1. Bocharnikova, M. A. The concept of "communicative competence" and its formation in the scientific environment / M. A. Bocharnikova. - Text: direct // Young scientist. - 2009. - No. 8 (8). - P. 130-132. - URL: <https://moluch.ru/archive/8/566/>
2. Sapaeva, B. (2022). The significance of the concept of communicative competence. Society and Innovation, 3 (1 / S), 320-325. <https://doi.org/10.47689/2181-1415-vol3-iss1/S-pp320-325>
3. Ushakova O. S. Speech development in preschool childhood as a pedagogical problem // Pedagogical education in Russia. 2011. No. 12. URL: <https://cyberleninka.ru/article/n/razvitie-rechi-v-doshkolnom-detstve-kak-pedagogicheskaya-problema>.