

FORMATION OF STUDENTS' COMMUNICATIVE COMPETENCE THROUGH WORKING WITH TEXT IN RUSSIAN LANGUAGE AND LITERATURE LESSONS

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ARTICLE INFO.

Keywords: concept, communication, competence, upbringing, personality, training.

Annotation

The concept of modern education emphasizes that in order to educate a person striving for the maximum realization of his capabilities, ready to adopt new experience, capable of making a conscious and responsible choice in various life situations, it is necessary first of all to teach schoolchildren to solve certain communicative tasks in different spheres and situations using language means. Communication, that is, to form his communicative competence.

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One of the serious problems of learning today is the optimization of the educational process [1]. The upbringing of a comprehensively developed personality is impossible without the improvement of such an instrument of cognition and thinking as speech. The content of the standard involves the formation of not only the skills of language analysis, classification of linguistic phenomena and facts that prevailed in school practice, but, above all, the education of a person who knows the norms of the literary language, is able to freely express his thoughts and feelings in oral and written form, observe ethical communication norms. Therefore, the task of forming communicative competence is currently one of the main tasks of the school and, first of all, Russian language lessons.

In the methodology of working on the formation of communicative skills, the text is the main educational unit that contributes to the formation of communicative knowledge.

Systematic work with the text in the classroom should be based on the works of Russian classical literature. Turning to literature is one of the means of creating a speech environment that develops the personality, an effective tool that allows students to form techniques for constructing texts [2].

The most effective are the following forms and methods of organizing work with text: complex and linguo-stylistic analyzes of the text, essay-reasoning, text editing, various types of dictations, working with miniature texts, various game situations.

It is necessary to pay special attention to such type of work as complex text analysis. Texts should be selected such that they are interesting from the point of view of spelling, contain various syntactic constructions and, most importantly, that they take into account the possibilities of their perception by foreign students. These are fragments from the works of A. S. Pushkin, I. S. Turgenev, I. A. Bunin, K. G. Paustovsky, M. M. Prishvin and other recognized masters of the word. acquire texts aimed at the spiritual and moral development of the individual: about the culture of memory, about attitudes towards

the past, present and future, about national traditions, about environmental problems, etc [3].

We offer an approximate plan for analyzing the text of any type of speech:

- Expressive reading of the text.
- Vocabulary work.
- Theme of the text.
- The idea of the text.
- Text type.
- Text style.

The development of coherent speech of students in the context of the entire system of work in the Russian language can be carried out through oral and written statements of a small form. The tasks associated with the inclusion of small texts in the educational process in the Russian language are primarily a learning task, while control tasks are mainly associated with large texts. The advantage of small texts is that they can be used promptly and in accordance with grammatical topics, combining learning tasks and control tasks. The exercise, built on a small text, allows you to consider the function of a linguistic phenomenon along with its structure and semantics. At the same time, the text is informative, communicatively oriented; the literary text illustrates the aesthetic function of the language. In the optimal working mode, it is possible to analyze with students a small text as an example of the use of language forms, including in the lesson the most significant excerpt from a work or a work of a small form in this respect. The text can also become a separate, but permanent fragment of the lesson with its own special informational, linguistic and aesthetic content. It is the text that connects two sides of it in the lesson of the Russian language: rational and emotional. Working with miniature texts can take place in the following forms:

Speech analysis of the text, associated with the development of communication between students and foreigners and contributing to the improvement of their communicative and speech competence;

a creative exercise to develop students' language sense, their creativity: interpreting the text, writing their own essay;

Exercises with practical purposes: to teach to memorize and retell any text, to teach to perceive and reproduce text styles in its characteristic features [4].

Usually, students willingly read, listen, retell, write down, create small texts themselves. A small volume does not burden the students. An important incentive in the work is the result: a small text is quickly, quickly checked (self-checking, mutual checking, checking by the teacher), compared with the original text (if this is a presentation), read aloud and compared with the work of classmates (if this is an essay).

The adequacy of the student essay to the topic, style, type of speech should be discussed in the class. Artistically valuable texts by masters of the word may be presented after children's works. The real process of teaching the Russian language requires the teacher to be ready to rely on the life impressions of students, to respond to what is happening in the world around children, in nature, in social space.

Such a response is possible even in the rigid structure of the lesson, if from time to time one turns to a small text in a variety of educational forms (mini-dictation, mini-exposition, mini-essay, memorization of a poetic text, etc.).

The inclusion of small text in the structure of the educational process is associated with updating the lesson model: the text can be used as a reference, providing the logical connections of the lesson, its content and dynamics. In this case, a lesson model is created taking into account the text: "based on the

text”, or “from the word to the text”, or “from the finished text to creating your own text”.

The text in such lesson models acts as a means of integrating the educational material and the stages of educational activity. In connection with the work on the text, educational, practical and educational tasks are combined into a single complex. The range of techniques associated with the use of small-form text is quite wide: you can take the first line of the Master as a basis and write your own short essay, bringing its content to this ending, etc. In order for students to create a short text in the form of an operational (quick, spontaneous) response, it is appropriate to use such beginnings of future texts that allow them to be distributed into a coherent statement in accordance with the topic given by each of the beginnings. The future text is usually predicted by a given beginning in multiple ways. This gives students the choice of their own way of developing the topic and provides a variety of student work. The content of children's work will be the brighter and more interesting, the closer the thematic focus of the beginning is to schoolchildren. Creative texts-miniatures of students are effective in the educational process. First, on the part of the teacher, because:

- a) on their creative basis, productive communication with students is carried out;
- b) These statements allow, to a greater extent than other exercises, to carry out an individual approach to children and identify their abilities.

Secondly, on the part of the students, because:

- a) with their help, the natural need of adolescents for creativity is realized;
- b) they are perceived by students with great interest due to the small volume and naturalness, freedom of expression; It is advisable to widely use work with text throughout the entire school course and develop the skills of rational reading of educational, popular science, journalistic texts, forming on this basis the general educational skills of working with a book, teaching text analysis, paying attention to the aesthetic function of language; to teach written retelling, interpretation and creation of texts of various styles and genres.

Therefore (especially in high school) it is very important to conduct a multidimensional analysis of the text:

Compositional and meaningful (determining the topic, the main idea of the text, highlighting micro-themes, etc.);

Stylistic (substantiation of the belonging of the text to a certain style of speech, allocation of linguistic means and stylistic devices characteristic of the style);

Typological (highlighting the leading type of speech in the text, indicating the combination of various typical fragments in the text); linguistic analysis of individual elements of the text (phonetic, orthoepic, word-formation, lexical, morphological analysis of these words, syntactic analysis of phrases and sentences);

Analysis of the spelling of individual words and punctuation of sentences (spelling and punctuation analysis).

Integrated work with the text makes it possible to provide an organic relationship between the study of new material and repetition in the lesson, creating conditions for the implementation of intra-subject and inter-subject connections.

Considering an artistic word as an aesthetic phenomenon, it is necessary to gradate its meanings according to the degree of complexity [4]. Integrated work with the text makes it possible to provide an organic relationship between the study of new material and repetition in the lesson, creating conditions for the implementation of intra-subject and inter-subject connections.

The development of methods for practice-oriented work with text and the selection of thematic textual

material aimed at the development of systematization, analysis and synthesis, as well as the generalization of speech units is an important and promising task of a Russian language teacher, reflecting the implementation of the formation of students' communicative competence.

Thus, the necessary condition for achieving a new quality of education is the formation of basic key competencies, and in linguistic terms - communicative, so the lesson of the Russian language must be built on the basis of a text-centric approach.

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