

Competence-Based Approach In Teaching The Russian Language. (Types Of Sub competencies)

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Abstract: The article reveals the concepts of competence and competence approach, and also examines the main types of competencies in the study of Russian as a non-native language, which play a major role in the formation of a comprehensively developed personality of a student, his theoretical thinking, linguistic intuition, abilities, and mastering the culture of speech communication and behavior.

Keywords: competence, personality, aesthetically rich worldview, spirituality, thinking, educational policy.

Introduction

In connection with the reforms in the education system of the Republic of Uzbekistan, there was a need to update the content of the state educational standard in the field of the Russian language on the basis of a competence-based approach. This approach implies not only the possession of certain knowledge in some area, but also the ability to use them in specific situations to solve emerging problems.

In the current conditions, the formation of competencies is significant in the entire process of education at the present stage. The development of modern information technologies has led to the fact that the information that students encounter in everyday life instantly becomes outdated, and this leads to changes in the student's educational activities and the professional activities of the teacher. This provision leads to important changes in professional and educational activities. The world is changing very quickly and is constantly being transformed. In such a rapidly changing world, a student must navigate the information flow and have knowledge that will help him cope in a non-standard situation and find optimal and new solutions, as well as quickly and productively acquire the necessary knowledge and skills. And this has affected the education system as a whole.

Competence and competency-based approach are the subject of close attention from modern foreign and Uzbek scientists (J. Delors, J. Raven, D. Hymes, N. Chomsky, M. Swain, L. Spencer, I.L. Beam, V.A. Bolotov, M. N. Vyatyutnev, I. A. Zimnyaya, G. A. Kitaygorodskaya, I. Ya. Lerner, V. V. Safonova, G. K. Selevko, N. N. Khaleeva, A. V. Khutorskoy, A. N. Shchukin, B. D. Elkonin, V. I. Andriyanova, L. T. Akhmedova, G. Kh. Bakiyeva, M. J. Dzhusupov and others). The researchers listed above considered various aspects of the category "competence". Scientists noted that the introduction of the concept of "competence" into the education system will help students to correctly use the acquired theoretical knowledge in solving specific problems or problem situations.

Even before the official process of signing the Bologna Declaration (June 19, 1999), in 1991, the General Conference of UNESCO proposed to convene an international commission to develop education and learning in the twenty-first century. The final report "Education: a hidden treasure" formulated four fundamental principles of education in the 21st century: "in order to be modern, you need to learn: to coexist, to study, to work, to live".¹

In 1996, the symposium "Key competencies for Europe" was held in Bern, where questions

were discussed about what "students need to succeed in working and / or continuing their education in higher education."² A list of key competencies was adopted, which consists of five main sections: 1) political and social competence; 2) the ability to live in a multicultural world; 3) communicative culture (including speaking and writing in more than one language); 4) IT literacy; 5) the ability to learn throughout life³.

Modern educational policy, from the point of view of I.A.Zimnaya, is expressed in "competence and competence".⁴ The meaning of competence is much broader than the concept of knowledge. The concept of "competence" in the scientific literature is not yet fully defined and therefore is interpreted in different ways.⁵ Here are some of the available definitions:

In the dictionary of S.I. Ozhegov⁶ [p. 288] the term "competence" is: 1) the range of issues in which someone is well aware; 2) the circle of someone's powers, rights.

The term "competent" is: 1) knowledgeable, knowledgeable, authoritative in any field; 2) having competence.

The term "competence" I.A. Zimnyayaya interprets as a basic set of psychological factors of a person's personality, which underlie a person's competence as actual and activity manifestations.⁷

According to the fair opinion of G.K. Selevko, the concept of "competence" is mainly used to refer to the educational result, which is manifested in the preparedness of a graduate, in real mastery of methods, means of activity, in the ability to cope with the tasks set; a set of knowledge, skills and abilities that allow you to set and achieve goals. By "competence", the scientist means an integral quality of a person, manifested in the general ability and readiness for activity, based on knowledge and experience acquired in the process of learning and socialization, and also focused on independent and successful participation in activities.⁸

Competence (from Latin *competere* - to fit, fit) is a set of interdependent qualities of a person (knowledge, skills, habits, ways of activity), which

are given for a certain range of objects and processes necessary for productive action in relation to them. That is, competence is an alienated, predetermined requirement for the educational preparation of students (state order, educational standard, etc.). In teaching the Russian language, competence refers to a certain level of language proficiency.

Competence is the willingness and ability of a person to act in any area. We can draw the following conclusion - competence should be understood as a given requirement, the norm of educational training of students, and competence - as his actually formed personal qualities and minimal experience.

The competence-based approach is one of the modern directions in the development of the content of education. The acquisition of relevant and necessary competencies gives a person the opportunity to navigate in modern society, forms the ability of a person to quickly respond to the demands of the time.

As a result of the competence-based approach in the education system, the school should prepare students for life, educate and develop in them constructiveness, the ability to learn. Based on this attitude, the goals of education fundamentally change. In the State educational standard for a general education school (with Uzbek and other languages of instruction) in Russian, the concepts of "communicative competencies", "language competencies", "linguistic competencies" and "cultural competencies" are introduced.

From a linguodidactic point of view, the term "language competence" was first used by the American scientist N. Chomsky (N. Chomsky, 1965). According to N. Chomsky, linguistic competence is understood "as the ability to understand and produce an unlimited number of correct signs and rules for their connection. This implies the ability necessary to perform a certain, predominantly linguistic activity in the native language"⁹.

In the early 1970s, two concepts were already introduced: competence and competency. Conducting research on the problem of competence, I.A. Zimnyaya singled out three stages in the development of the competence-based approach.¹⁰

The first stage (60-70s of the 20th century) is marked by the introduction of the category "competence" into science, the creation of prerequisites for the differentiation of the concepts of competence / competency.

The second stage (70-90s of the twentieth century) is marked by the use of the categories of competence / competency in the theory and practice of teaching in the main native language, as well as in the field of management and management. Foreign and domestic researchers distinguish different competencies / competencies for different types of activities.¹¹

The third stage (the 90s of the XX - the beginning of the XXI century) - the adoption of a competency-based approach - is characterized by the active use of the category of competence / competency in education. UNESCO materials provide a range of competencies that are considered as the desired outcome of education.

The specificity of pedagogical goals for the development of competencies is that competencies are formed not in the form of the teacher's actions, but in terms of the results of the student's activities, i.e. its promotion and development in the process of assimilation of certain social experience.¹²

Considering and taking into account the different points of view of the classifications of competencies, we can conclude that their division is limited, based on the fact that the process of developing competencies is interconnected and interdisciplinary and is impossible without basic (key) competencies, we will consider the classifications of competencies in the relationship between the formation of knowledge, skills and skills. Based on the work of scientists, we will consider the components of a competency-based approach to learning.

In Western linguodidactics, D. Hymes introduces the concept of "communicative

competence" for the first time¹³, which he distinguishes from the constituent competencies as an internal understanding of the situational relevance of the language, including grammatical (language rules - vocabulary, phonetics, spelling, semantics and syntax), sociolinguistic (dialect speech rules - correspondence of statements in form and meaning in a particular situation, context background), strategic (rules for maintaining contact with the interlocutor), discursive (the ability to build coherent, coherent and logical statements in oral and written speech) competence.¹⁴[p 13]

Further, M.N. Vyatutnev was the first to introduce the term "communicative competence" in Russian linguodidactics. It was considered as "the choice and implementation of speech behavior programs depending on a person's ability to navigate in a particular communication environment; the ability to classify situations depending on the topic, tasks, communicative attitudes that arise in students before the conversation, as well as during the conversation, in the process of mutual adaptation."¹⁵

It should be noted that communicative competence is one of the most important characteristics of a linguistic personality. It is acquired as a result of natural speech activity and as a result of special training. Communicative competence includes the mastery of all types of speech activity, the basics of the culture of oral and written speech, the basic skills and abilities of using the language in various areas and situations of communication. During verbal communication, people use the means of language - dictionaries and grammar to build statements. But knowledge of vocabulary and grammar is not enough for communication in a given language to be successful: you also need to know the conditions for using certain language structures.

In methodological science at the present stage, the problem of communicative competence, its components and models is debatable. Several models are proposed, the difference between which is the number of components (subcompetencies). Consider the model of communicative competence

proposed by J. Shales. It consists of several elements, namely linguistic, sociolinguistic, discursive, strategic, sociocultural and social competences.¹⁶

Linguistic (linguistic) competence demonstrates knowledge of lexical units and grammatical rules that change lexical units into a meaningful statement, as well as helping to understand other people's thoughts and express their own judgments orally and in writing.

Sociolinguistic (speech) competence is the ability to choose and use the necessary language forms and means and constructions depending on the purpose and situation of communication, on the social roles of communication participants, that is, on who is the communication partner.

Discursive competence is the ability to understand different types of communicative statements, as well as to build coherent and logical statements of different functional styles (texts); implies the choice of linguistic constructions depending on the type of utterance.

Strategic competence is verbal and non-verbal means (strategies) used by a person in case of failed communication, which includes such elements as re-reading a phrase and an incomprehensible sentence, as well as gestures, facial expressions, and the use of various objects.

Sociocultural competence - students' knowledge of the national and cultural characteristics of the social and speech behavior of native speakers: their customs, etiquette, social stereotypes, history and culture, as well as ways to use this knowledge in the process of communication.

Social (pragmatic) competence is expressed in the desire and ability to communicate with other people, in the ability to navigate in a communication situation and build an utterance in accordance with the communicative intention of the speaker and the situation.

Russian scientist, professor V.V. Safonova defines communicative competence as a combination of language, speech and socio-cultural components. According to the fair opinion of V.V. Safonova, "foreign language communicative competence is a certain level of proficiency in

language, speech and sociocultural knowledge, skills and abilities that allow the student to communicatively-acceptably and expediently vary speech behavior depending on the functional factor of foreign language communication, which creates the basis for communicative bicultural development."¹⁷ [p.108]

In Russian methodological science, one of the basic models of communicative competence is recognized as a model based on the theory of V.V. Safonova, modified by I.L. Bim, and included linguistic, thematic, sociocultural, compensatory and educational competencies. Then the composition of this model was specified: language, speech, sociocultural, compensatory and educational and cognitive competencies.

In his works on the theory of "secondary linguistic personality" I.I. Khaleeva considers communicative competence as one of the most important goals of the modern process of teaching a foreign (in our case, non-native - A.S.) language. In her opinion, the result of modern teaching a non-native language should be the development of a linguistic personality that combines the features of a secondary linguistic personality that knows and understands the culture of a non-native language and, as a result, can carry out intercultural communication.¹⁸

In 1997, in the work of the commissions of UNESCO and the Council of Europe on the unification of the competence-based approach, the document "Modern languages: study, teaching, assessment. Common European competence", the purpose of which is to describe the levels of languages using unified categories of competence. Generally accepted competencies guarantee human actions, including communicative ones. As a result, the following components of foreign language communicative competence were adopted by the Council of Europe:

- Grammatical (linguistic) competence - systematic knowledge of grammatical rules, vocabulary units and phonology, which transform lexical units into a meaningful statement;
- Sociolinguistic competence - the ability to choose and use adequate language forms and means, depending on the purpose and situation of

communication, on the social roles of communication participants;

- Discursive - the ability to build coherent, coherent and logical statements in written and oral forms based on the understanding of various types of texts when reading and listening;

- Sociocultural competence - knowledge of the cultural characteristics of native speakers, their habits, traditions, norms of behavior and the ability to understand and adequately use them in the process of communication, while remaining a carrier of a different culture; integration of personality into world culture.¹⁹

All of the listed subcompetences have a certain multicomponent composition:

Grammar (linguistic) competence contains receptive lexical and grammatical skills, speech and language skills in all types of speech activity (reading, speaking, listening, writing), knowledge of the rules of language use.

Grammatical (linguistic) competence also implies the development of ideas about how the Russian language works, what and how it changes, the assimilation of those information about the role of language in the life of society and a person, on which a steady interest in the subject, feelings of respect and love for the language are brought up. . In addition, this competence includes elements of the history of science about the Russian language, about its outstanding scientists. It should be noted that the separation of linguistic and linguistic competencies is relative.

Within the framework of the grammatical (linguistic) competence of G.A. Kitaigorodskaya singles out the phonological, lexical and grammatical components.²⁰ T.M. Balykhin also includes orthoepic competence associated with the articulation and intonational design of the text and its reproduction in oral form.²¹

Sociocultural competence is a part of communicative competence, containing knowledge about the national and cultural characteristics of the social and speech behavior of native speakers, knowledge about the country of the language being studied, spiritual values and

traditions, reflecting the ability to use them in the process of communication. In the first decade of the 21st century, the concept of "sociocultural competence" was revealed as a component of the professional competence of a teacher of foreign languages. A single interpretation of this competence still does not exist.²²

By definition, E.N. Solovova's sociocultural competence is the willingness and ability to conduct a dialogue of cultures, knowledge of one's own culture and the culture of the countries of the language being studied.²³

Sociolinguistic competence is the next type of subcompetence, which denotes the ability to choose and modify language forms depending on the type of communication. Sociolinguistic competence includes the required knowledge and skills for the effective use of linguistic means in a social context. This is expressed in the correct choice of language forms and speech structures depending on the purpose of the utterance and the situation of communication, and in relation to the dialect and accent, it includes the ability to recognize the linguistic features of social strata, place of residence, origin, occupation.²⁴ (p. 50)

British linguists M. Kanal and M. Svein defined strategic competence as a set of verbal and non-verbal communication strategies used when certain difficulties arise in communication or it is threatened with a break.²⁵ [p.30]

Verbal (oral) means are considered to be a survey, repetition of a phrase. Non-verbal - these are gestures, facial expressions, demonstration of objects or directions. The significance of this competence is manifested in the fact that in the process of communication it is necessary to know generally accepted gestures and their meanings in the culture of the language being studied.

M.V. Daver believes that strategic competence is the ability to develop programs and plans for the most effective, from the point of view of the actor, performance of activities.²⁶[p. 3]

Pragmatic competence is relevant in modern conditions of the dialogue of cultures, since it helps the speaker and the listener to provide an adequate

interpretation of the speech action, taking into account the situational relevance of the statement, sociocultural context, mentality, age, education and social status of the speakers. In the fair opinion of S.R. Baluyan, thanks to pragmatic competence, students can produce and perceive speech, linking sentences and texts with their meaning and communicative situation.²⁷

J. Richards speaks about pragmatic competence: "Currently, there are two approaches to the implementation of pragmatic competence among learners of foreign languages. The first is indirect, the essence of which is that pragmatic competence is the result of the involvement of students in the communication process; the second is direct, involving the planning of communication through certain micro-skills, strategies and processes that are part of direct communication"²⁸ [p. 76-77]. The development of this competence is expressed in the ability to choose the necessary verbal and non-verbal means in an unexpected situation.

Discursive competence implies the skills and abilities of understanding various types of utterance and the correct use of lexico-grammatical and phonetic means. H. Brown considers discursive competence as "the ability to connect sentences together and create a meaningful statement"²⁹ [p. 247].

The term "speech competence", which is a synonym for the English term "discursive competence", is explained as follows: "including linguistic competence, it is realized, as is known, in four main types of speech activity: listening, speaking, reading and writing"³⁰ [p. 12].

Social competence in modern society means the ability of a person to build strategies for interacting with other people in the changing social reality surrounding him. It equally involves the development of options for interacting with others, ways to achieve goals, and understanding the essence of what is happening, foreseeing the consequences of one's own actions. The "mental" aspect is especially important - understanding the social environment, consciously building relationships with people around.³¹ [1].

We believe that the following subcompetences of communicative competence are more acceptable in our work: grammatical (linguistic), sociolinguistic, sociocultural, strategic, pragmatic, discursive (speech), social.

Considering the significance of these types of subcompetences, it should be noted that it is communicative competence that is the leading one in the educational process, since the Russian language teacher seeks to form practical skills and abilities in students, i.e. the ability to express thoughts in a non-native (Russian) language, to exchange them in various situations, correctly using the system of language and speech norms and choosing communicative behavior that is adequate to the authentic situation of communication.

Thus, it should be noted that all types of competencies are interconnected. Each student must learn to build grammatically correct sentences (linguistic competence), which correspond to the norms of the language and the situation of communication (sociolinguistic competence), as a result of which a logical statement is formed, information is exchanged between the participants in communication (discursive competence), taking into account the cultural characteristics of their speech behavior (sociocultural competence), as well as the production and perception of speech, linking sentences and texts with their meaning and communicative situation (pragmatic competence) and the student's ability to build strategies for interacting with other people in the changing social reality surrounding him (social competence). So, the goal of teaching the Russian language is the formation of the communicative competence of the subcompetences that make up its composition, i.e. the ability to communicate fluently in the language in real life situations.

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