

TASKS FORMING COMMUNICATIVE COMPETENCES

*Shermukhamedova Nasiba Almasovna,
lecturer at the Department of Russian Language and Literature,
Bukhara State University. Bukhara. Uzbekistan.*

Annotatsiya. Maqolada ona tili darslarida grammatik ko'nikmalarni nostandart baholash va tahlil qilish uchun pedagogik texnologiyalardan foydalanish taklif etiladi. Ta'lim samaradorligini oshirish inson tarbiyasi zahirida bo'lib, yoshlarning mustaqil bilim olishini, o'z ishini puxta biladigan zamonaviy o'qituvchi bo'lib yetishishini ta'minlaydi, bundan tashqari, ta'lim tizimida innovatsion texnologiyalardan foydalanish majburiy talab hisoblanadi. Baholash o'quv materialini tizimli o'zlashtirishni o'rgatish samaradorligini oshirishning samarali vositasidir.

Kalit so'zlar: pedagogik texnologiyalar, nostandart baholash, grammatik ko'nikmalar tahlili, metodlar, mashqlar, topshiriqlar, pedagogik jarayon, kommunikativ kompetentsiya, bilimni baholash, yagona vosita, o'qituvchining xohishiga ko'ra, turli usullar, o'quvchilar kompetentsiyalari, baholash, o'z-o'zini baholash, savodxonlik, o'zaro baholash, innovatsiyaga kirish.

Аннотация. В статье предлагается использование педагогических технологий для нестандартной оценки и анализа грамматических навыков на уроках родного языка. Повышение эффективности образования лежит в основе образования человека и обеспечивает получение молодежью самостоятельных знаний, современного учителя с твердым знанием своего дела, кроме того, обязательным требованием является использование инновационных технологий в системе образования. Оценка - эффективный инструмент повышения результативности обучения систематическое усвоение учебного материала

Ключевые слова: педагогические технологии, нестандартное оценивание, анализ грамматических навыков, методы, упражнения, задания, педагогический процесс, коммуникативная компетенция, оценить знания, единственный инструмент, по усмотрению учителя, разные методы, компетенции студентов, оценивание, самооценка, грамотность, взаимная оценка, знакомство с инновациями.

Abstract. The article suggests the using of pedagogical technologies for nonstandard estimation and analyzing the grammar skills in Mother tongue lessons. Increasing the effectiveness of education is at the heart of human education and ensures that young people receive independent knowledge, a modern teacher with a solid knowledge of their business, in addition, the use of innovative technologies in the education system is a requirement. Assessment is an effective tool for improving learning outcomes, systematic assimilation of educational material

Keywords: pedagogical technologies, non-standard assessment, analysis of grammatical skills, methods, exercises, assignments, pedagogical process, communicative competence, assessment of knowledge, the only tool, at the discretion of the teacher, different methods, student competences, assessment, self-assessment, literacy, peer assessment, introduction to innovation.

One of the key factors in reforming the education system in Uzbekistan is the interests of the individual and the priority of education. Due to the fact that this factor determines the social policy of our state, a new model of education was created. With the introduction of this model by President Shavkat Mirziyoyev, the results of the "explosion effect" were demonstrated in all spheres of life.

Increasing the effectiveness of education is at the heart of human education and ensures that young people receive independent knowledge, a modern teacher with a solid knowledge of their business, in addition, the use of innovative technologies in the education system is a requirement. cations are relevant today. Everything to increase the intellectual potential of our teachers, innovative educational technologies to enrich their worldview, acquaintance with new, innovative forms, methods and means of teaching are closely related to the quality and essence of teachers' professional competence.[1,47]. Also within the competence of students are knowledge, skills, based on the requirements of state educational standards. Based on the goal, the degree of formation of skills and competencies, assessment methods, ways to use non-standard technologies.

Assessment is an effective tool for improving learning outcomes, systematic assimilation of educational material by a student; determination of the level of competence in educational activities; this is a process that characterizes the results of achievement. Evaluation directs students to reading, creates positive tendencies in them, is the only tool at the discretion of the teacher that influences his personality. In modern education, there are different methods of assessment: self-assessment, mutual assessment. To curricula based on the competent approach of students, appropriate communication, information work, self-development as a person, socially active citizenship, national and multicultural and mathematical literacy, knowledge of science and technology, news, as well as basic competencies such as use, as well as everyone in education students in the process of mastering the subject, to the subject itself, specificity, depending on the content, specific to the industry - linguistics, speech competencies are formed. When assessing these competencies, it is desirable to use the Assistance method. «Chassis» - English. means

«assessment»[2,24].

The purpose of the method is to assess students' knowledge in various ways. give a chance through assessment, analysis, testing and self-assessment. It is also appropriate and correct from this method of knowledge, skills, abilities and competencies of students when using them a comprehensive objective assessment, identifying development opportunities, for example, formulating a strategy that serves development serves to achieve goals. The use of «chassis» technology by students in the classroom analysis of knowledge using tests, assignments, practical exercises allows you to do, test and self-evaluate. Assistance is the basis of pedagogical training in the development of assimilation and it is recommended to rely on the characteristics of specific competencies, based on the work and psychophysiological characteristics of each student. So, the logical thinking of students, oral and written speech development, the ability to freely and fluently express themselves, correct and various pedagogical words in the development of skills and competencies for use in their place, and mother tongue lessons in information and communication technologies increase efficiency [3,34]. A person with high potential, competitive to educate, instill a sense of camaraderie, solidarity, independent thinking, broad-based cadre formation with a worldview is at the forefront of interactive task education.

The content of education, taking into account modern requirements improving the efficiency of the organization of the educational process. Advanced training in foreign languages in our countries and abroad system for developing state educational standards based on, continuity based on a competent approach, state educational standards of education have been introduced. Therefore, a competent approach is required from every modern teacher.

Of these, communicative competence is based on the language being studied.

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The main goal of the concept of communicative language learning means of communication of students in a foreign language in various forms that is, the formation of speech, conversational skills, learn to understand, read and write by ear. In the formation of students' communicative competences, the following tasks are effective:

1. Assignments from one student to another: - one classmate or student writer, appearance (dress, character, interests, etc.), other students will need to be identified; - Reads and prepares recipes from foreign magazines and books on the production of two toys; - per student. other students are doing physical exercises. Such tasks are educated civilized speech and reasoned reasoning. Develops explanation, writing and speaking.

2. Extract new information from the given task. purposeful tasks: - what students like and consume remember the recipe of the dish and explain its benefits; students study the conditions of physical activity and health talk about the benefits; - for a healthy lifestyle of students write a list of goods and express your choice; relationships between things (own room, class, city, describe their visible areas).

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3. Tasks for expressing one's worldview, feelings:

- Continuation or completion of a video, story, performance, script;

- write a story on behalf of the main character of the work; - Write the script for the story. Such

Assignments allow students to read and write short dissertations at the same time. teaching others, answering questions to all students in the class helps to evaluate. Listening, compressing, speaking, quickly answering a question develops giving and memorization skills. Critical thinking of the child the ability to listen carefully to the subject being studied.

4. Question-answer tasks. In it «Twenty Questions» didactic game, «Are you satisfied with the educational institution?» ”;“ What can you say about me such as psychological conversations and tests, From quizzes such as «Famous People and Events» and «A Look at History». accessible. These activities improve communication skills. forms, teaches correct speech, public speaking, teaches oratory, articulation and defense. Ask a question, develops the ability to find answers, speak and hear, the student himself behavior, cultivates the ability not to worry in front of the team. Oral speech culture, ability to listen, inference, own position develops memorization, critical thinking.

5. Dialogue, role-playing tasks. «At lunch»

Dialogues on the topics «Cafe», «On the bus», «Travel around the city», Role-playing games such as «Salesman» and «Teacher» are designed for students. aimed at solving problems. These assignments

are for students. the content of speech, thinking, imagination and other moral qualities toptidir [5,31].

Identify the problem, find its exact causes, causes and teaches to look for concrete solutions to the problem. Any problem gives confidence that a solution can be found. For example, «Market» students get out of problematic situations by acting out a scene develops skills and encounters new ideas, relationships come and assimilate them (buyer, seller, value, money and other).

6. Tasks that form writing skills. – given verbal exercises; - investment data replacement exercises; - proverbs, exercises to replace dots in stories.

7. Tasks based on pictures and stories in pictures.

- Tasks based on finding differences in the picture; - Plan drawing describe the room/courtyard on the ground; - Hidden treasure based on mission plan based on finds. Perform such tasks in the process students gain a deeper understanding of the world around them. How to draw a diagram, read, explain builds competencies.

8. Tasks based on riddles and puzzles. Such analyze tasks, systematize teaching materials, think systematically and critically, memorize the studied material teaches. Ability to consistently and consistently express ideas teaches. Speech skills, clear presentation of educational material develops.

Summing up in one word, the quality of foreign language education new scientific and acquaintance with the content of methodological literature, acquaintance with advanced pedagogical, information and communication technologies of education and their application, It is important to organize lessons effectively. Communicative correct use of assignments in the classroom - a critical look at the students to see, see their shortcomings, evaluate themselves, their the ability to work, behave, speak beautifully, manage your actions, draw conclusions, justify your conclusions, take, compare, something both positive and negative from an event teaches you to find sides. Writing skills, the ability to respond quickly, quickly and logically, critical thinking, speech culture, analytical skills, memory improvement skills develop [6,44].

The concept of interactive learning

The modern approach to learning should focus on introducing novelty into the learning process, due to the peculiarities of the dynamics of the development of life and activity, the specifics of various learning technologies and the needs of the individual, society and the state in developing socially useful knowledge, beliefs, traits and qualities of character, relationships and experience among students. behavior.

Today it has become obvious that it is necessary to manage not the personality, but the process of its development. And this means that priority in the work of the teacher is given to methods of indirect pedagogical influence: there is a rejection of frontal methods, slogans and appeals, refraining from excessive didacticism, edification; instead, dialogic methods of communication, a joint search for truth, development through the creation of educational situations, and various creative activities come to the fore.

The main methodological innovations today are associated with the use of interactive teaching methods. The word «interactive» came to us from English from the word «interact». «Inter» - «mutual», «act» - to ac [7,64].t.

Interactive - means the ability to interact or is in a conversation mode, a dialogue with someone (a person) or something (for example, a computer). Therefore, interactive learning is, first of all, interactive learning, during which the interaction between the teacher and the student is carried out.

The features of this interaction are as follows:

- stay of subjects of education in one semantic space;

- joint immersion in the problem field of the problem being solved, i.e. inclusion in a single creative space;

- consistency in the choice of means and methods for implementing the solution of the problem;

- joint entry into a close emotional state, experiencing consonant feelings that accompany the adoption and implementation of problem solving.

The essence of interactive learning is that the learning process is organized in such a way that almost all students are involved in the learning process, they have the opportunity to understand and reflect on what they know and think. The joint activity of students in the process of learning, mastering educational material means that everyone makes their own special individual contribution, there is an exchange of knowledge, ideas, ways of activity. Moreover, this happens in an atmosphere of goodwill and mutual support, which allows not only to receive new knowledge, but also develops cognitive activity itself, transfers it to higher forms of cooperation and cooperation.

The characteristic, essential feature of interactive forms is a high level of mutually directed activity of the subjects of interaction, emotional, spiritual unity of the participants.

A Chinese parable says: “Tell me and I will forget; show me and I will remember; let me do it, and I’ll understand.» These words reflect the essence of interactive learning[6,48].

When using interactive methods, the student becomes a full participant in the process of perception, his experience serves as the main source of educational knowledge. The teacher does not give ready-made knowledge, but encourages students to search independently. Compared to traditional forms of

conducting classes, interaction between the teacher and the student is changing in interactive learning: the activity of the teacher gives way to the activity of the students, and the task of the teacher is to create conditions for their initiative.

The teacher refuses the role of a kind of filter that passes educational information through himself, and performs the function of an assistant in work, one of the sources of information.

Interactive learning is widely used in intensive learning.

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Interactive methods in no way replace lectures, but contribute to a better assimilation of lecture material and, most importantly, form opinions, attitudes, and behavioral skills.

When using interactive forms, the role of the teacher changes dramatically, ceases to be central, he only regulates the process and deals with its general organization, prepares the necessary tasks in advance and formulates questions or topics for discussion in groups, gives consultations, controls the time and order of the planned plan. Participants turn to social experience - their own and other people's, while they have to communicate with each other, jointly solve tasks, overcome conflicts, find common ground, make compromises. Psychologists have found that in the conditions of educational communication there is an increase in the accuracy of perception, the effectiveness of memory work increases, such intellectual and emotional properties of a person develop more intensively, such as stability of attention, the ability to distribute it; observational perception; the ability to analyze the activities of a partner, to see his motives, goals.

- arouse students' interest;
- encourage active participation of everyone in the learning process;
- appeal to the feelings of each student;
- contribute to the effective assimilation of educational material;
- have a multifaceted impact on students;
- provide feedback (audience response);
- form students' opinions and attitudes;
- form life skills;
- promote behavior change.

Note that the most important condition for this is the personal experience of the teacher's participation in interactive training sessions. They can only be learned through personal participation in a game, brainstorming or discussion.

Basic rules for organizing interactive learning.

Rule one. All participants must be involved in one way or another. To this end, it is useful to use technology to include all participants in the discussion process.

Rule two. It is necessary to take care of the psychological preparation of the participants. We are talking about the fact that not everyone who came to the lesson is psychologically ready for direct inclusion in certain forms of work. In this regard, warm-ups, constant encouragement for active participation in work, and the provision of opportunities for self-realization are useful.

Rule three. There should not be many students in interactive technology. The number of participants and the quality of training can be directly related. The optimal number of participants is 25 people. Only under this condition is it possible to work productively in small groups.

Rule four. Preparing the premises for work. The room should be prepared in such a way that it is easy for participants to change places for work in large and small groups. Physical comfort must be created for trainees.

Rule five. Clear consolidation (fixation) of procedures and regulations. It is necessary to agree on this at the very beginning and try not to violate it. For example: all participants will show tolerance for any point of view, respect the right of everyone to freedom of speech, respect their dignity.

Rule six. Pay attention to dividing the seminar participants into groups. Initially, it is better to build it on the basis of voluntariness. Then it is appropriate to use the principle of random selection.

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The modern interpretation of the individual approach includes the following:

- * departure from the orientation towards the average student;
- search for good personality traits;
- * development of individual personality development programs.

In a personal approach, first of all, it is necessary:

* to see a gifted person in every student, to respect him, to understand, to believe him. The teacher must have faith that every student is talented;

- creation of favorable conditions for the approval of success, support for the individual, that is, training should bring satisfaction ... joy;

- * not allow direct coercion, do not focus on shortcomings and poor progress, do not offend a person;
- * creating conditions and promoting the realization of students' abilities in the pedagogical process.

Teaching without coercion characterizes:

- exactingness without coercion, based on trust;
- excitation of interest in educational material, stimulation to knowledge, to active creative thinking;
- stake on independence and initiative;
- ensuring the fulfillment of requirements using indirect methods through the team.

The essence of the new individual approach lies in the direction of efforts to develop the existing abilities of students.

The democratization of relations states:

- equalization of the rights of the student and the teacher;
- the student's right to free choice;
- the right to make a mistake;
- the right to one's own point of view;

the style of relations between teachers and students: not to prohibit, but to direct; not manage, but co-manage; not to force, but to convince; not to command, but to organize; not restrict, but represent freedom of choice[9].

The main content of the new relations is the abolition of coercion, as inhumane and not giving an effective result in modern conditions. The problem is not in the absolutization of the principle, but in the definition of a reasonable measure. In general, the education of the impossible without coercion, however, punishment humiliates, slows down development, educates a slave.

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