

Methods for Developing Special Competencies of Future Teachers of Russian Language and Literature

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ABSTRACT

This article discusses methods for developing special competencies of future teachers of Russian language and literature, modern approaches to developing special competencies in the educational system of the Republic of Uzbekistan; the differences between the competencies and competencies of the teacher are revealed, the formation of the communicative competence of teachers of the Russian language and literature is considered.

Modern pedagogical practice requires teachers to be able to teach children how to acquire knowledge and shape the learning activities and thinking of schoolchildren. Therefore, the problems of teacher professional competence, pedagogical skill, creativity, and pedagogical culture are relevant today. The skill and image of a modern teacher is formed through systematic professional work on self-education. The goal of a teacher's personal and professional self-development is success in his teaching activities. Each school is now increasingly acquiring its own identity, and therefore the needs of teaching staff are becoming increasingly diverse, requiring a qualified scientific approach to solving them.

A distinction should be made between teacher competencies and competencies. "The competencies of a teacher are constantly improving and practical abilities, active capabilities, motivational orientation and readiness to carry out creative pedagogical activities with a deep awareness of the social significance of this activity and personal responsibility for the results of one's actions and deeds." Any specialist can be characterized by his professional knowledge, professional skills, work experience, professional potential, and by his personal qualities. I think that all these indicators make up the concept of professional competence.

In pedagogical science, there is an ambiguous approach to determining the range of professional competencies of a teacher. Two groups of competencies have been identified:

- having a personal nature, predetermining professional choice and being the basis (base) for the formation of professional motivation and the ideological position of the teacher;

- Related to the level of methodological (including communicative), subject, information training of the teacher within the framework of his professional competencies.

According to modern scientists in the pedagogical field (Larionova O. G., Verbitsky A. A.), the competencies of a teacher are his rights, duties and responsibilities in the field of pedagogical activity.

One of the key competencies is communication, which ensures successful socialization, adaptation and self-realization of the individual in modern living conditions. Communicative competence means the willingness to set and achieve goals in oral and written communication.

Formation of communicative competence is a long and quite complex process. The main role is given to Russian language lessons. A particular difficulty in teaching the Russian language is the correlation of the subject course and the student's real speech experience, the process of acquiring knowledge about the language and the process of mastering the language. What is the role of the subject "Russian language" in school? What can a teacher of Russian language and literature do to ensure the communicative competence of students?

The subject competencies of a Russian language teacher consist of the following areas:

1. Help students master academic skills and abilities;
2. To cultivate an emotional and valuable attitude towards language, to awaken interest in words, to strive to teach how to speak and write correctly in their native language.
3. Develop the ability to work in collaboration, interact with people around you, and obtain the necessary information.
4. Develop the communicative competence of students in class and extracurricular activities.

The use of information communication technologies in teaching the Russian language provides students with access to a wide range of modern information in order to develop professional competencies. The use of computer tools and information sources on the Internet contribute to the development of a high level of information competence, a modern view of technical sciences, the formation of professional thinking, and increased motivation to study academic subjects.

The main task of a vocabulary teacher is to make each lesson attractive and truly modern. Teaching students to use words carefully, skillfully, and to be proud of the beauty and uniqueness of the Russian language is the most important task, especially in our time, when science and technology are developing so rapidly, and computer technology is firmly entrenched in our lives, covering all spheres of human activity.

The methods used by Russian language teachers are varied:

1. Types of retelling (concise, detailed)
2. Forms of educational dialogue.
3. Reports and communications.
4. Performances as presenters at events.
5. Essays and presentations of various forms.
6. Participation in essay competitions.

Russian language teachers try to organize their work in lessons so that various skills of students are involved, namely:

1. Fluent work with texts of different styles, understanding of their specifics; Possession of text editing skills and creating your own essay.
2. Conscious fluent reading of texts of various styles and genres, conducting information and

- semantic analysis of the text;
3. Proficiency in monologue and dialogic speech;
 4. Creation of written statements that adequately convey listened and read information with a given degree of condensation (briefly, selectively, and completely);
 5. Drawing up an outline of the text, theses, notes;
 6. Giving examples, selecting arguments, formulating conclusions;
 7. The ability to paraphrase a thought (explain “in other words”); selection and use of expressive means of language;
 8. Using various sources of information to solve cognitive and communicative problems, including encyclopedias, dictionaries, Internet resources and other databases.

Today, in an innovative environment, a teacher plays different roles: consultant, methodologist, website creator, and student’s partner, expert. A competent teacher realizes that the main activity of schoolchildren is not getting to know the knowledge offered and memorizing it. The teacher’s task is to surround the child with a special environment that will effectively contribute to his socialization and upbringing. A modern, thinking, competent teacher faces many questions. One of the most important: “Should our education be completely focused on developing key competencies? And if it should, then can it still contain segments of traditional content that represent one or another area of culture and do not have a clearly expressed pragmatic overtones?”

To develop literate, connected speech in students in Russian language lessons, the teacher uses lexical and spelling work, grammatical analysis, spelling warm-ups, work with dictionaries and others. In literature lessons, they are offered literary analysis of a work, memorization of the best examples of fiction, creative written works, and the creation of presentation material.

When studying the Russian language and literature, from the standpoint of developing teacher competencies, students must master:

- information search techniques;
- methods of working with texts of humanitarian content;
- skills in public speaking;
- ways to establish interdisciplinary connections;

The problematic task for students is to independently search for information. These searches are assigned to individual students and small groups of two or three people. The search result can be presented in the form of an abstract or a report at a school conference. In addition, such activities are the first step in scientific research. The contribution of this technology to the development of methodological and communicative competence is ensured by pedagogical techniques that help teach the ability to identify the positions of different authors in relation to the same events, compare and contrast them, and give an assessment in accordance with the realities of the historical stage. Here, the main methodological components of contextual learning are: role-playing and story games, debates; discussions. During such events, different groups put forward and defend the views of their “hero”, substantiate and clarify their own ideas about him and society.

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