



Technologies for The Development of Special Competencies of Future Russian Language Teachers

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Article History	Abstract
Received: 06 June 2023 Revised: 05 Sept 2023 Accepted: 25 Nov 2023	<i>Article discusses technologies for the development of special competencies of future Russian language teachers, modern approaches 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.</i>
CC License CC-BY-NC-SA 4.0	Keywords: Competence, Scientific Approach, Professional Competence, Educational System, Russian Language And Literature.

1. Introduction

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.

Successful application of this approach in teaching means that students know the language, demonstrate communication skills and are able to successfully operate outside of school, i.e., in the real world. 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 science, the formation of professional thinking, increasing 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, 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, 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. Task teachers - 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? Only a competent teacher can educate a competent citizen of society. Nowadays there is a lot of talk about the competency-based approach. I would like to hope that this approach will be applied in practice and will not just remain on paper. 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 evaluate them 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”, justify and clarify their own ideas about him and society. With an increase in the level of information and communication competence, motivational incentives change: teachers strive for professional growth and personal self-realization, and are involved in the search for new ways to improve the learning process. But for this it is necessary to create all the necessary conditions. Today, each teacher himself determines the most important aspects of improving his skills. There is quite a large choice: taking advanced training courses and self-education, participating in online teaching communities and school methodological associations. This list is complemented by active participation in regional problem seminars. All forms of teacher training pursue a good goal - to assist the teacher in increasing competence in the field of the educational subject and methods of teaching it. The introduction of new information technologies, the use of computer technology capabilities in the process of teaching the Russian language and literature allows us to intensify the learning process, implement the ideas of developmental education, increase the pace of the lesson, increasing the amount of student work.

Increasing the professional competence of teachers is an urgent problem of the modern educational system, since competence is the sum of knowledge, skills and personal qualities that allow one to perform various actions determined by specific motives and goals set, including by the teacher himself. The pedagogical competence of a teacher of Russian language and literature is formed in the process of activity, improving professional skills, he uses technological approaches in the educational process.

The process of advanced training in this activity is “the acquisition of modern knowledge, abilities, skills and experience in order to achieve professionally and socially significant competencies in independent, perfect pedagogical, educational-cognitive, social and cultural-leisure spheres of activity.” The organization of a system for advanced training of teaching staff requires close attention in the context of fundamental changes, in the light of the Resolution of the first President of the Republic of Uzbekistan “On measures to further improve the system of studying foreign languages” dated December 10, 2012 and the Decree of the first President “On measures to further improve the system of retraining and advanced training of management and teaching staff of higher educational institutions” dated June 12, 2015. The strategy for updating the content of education places the study of the Russian language and literature among the priorities for the development of education. High-quality knowledge of the Russian language is necessary for every specialist to enter the open information space and ensure socialization in a modern multicultural environment. The requirements for a modern teacher of Russian language and literature require mobility, supported by perfect knowledge of not only the language being taught, but also the latest achievements and innovations in the discipline being taught, as well as modern methods of organizing the educational process. It is well known that, in essence, pedagogical activity is creative in nature. What is the relationship between professionalism and creativity in the activities of a teacher? Maybe these concepts are generally synonymous? Creativity is usually defined as a process that results in the creation of new material or spiritual values. The criterion of novelty can have both objective and subjective content. However, with any understanding of the criterion of novelty, creativity represents thinking in its highest form, going beyond the limits of solving the problem that has arisen using known methods. The professionalism of a teacher is closely related to creativity. However, these concepts are not synonymous: professionally competent actions are not necessarily the result of the teacher’s creativity. Creativity in pedagogical activity is often considered as a dominant feature, leaving no room for reproductive activity. As a rule, reproductive activity is recognized only as an undesirable but necessary transition to creativity. Reproduction is underestimated, since in pedagogical activity it

has a multi-level structure: from an uncertain retelling of knowledge to the ability to adapt material taking into account many external factors. Reproduction as the ability to rebuild one's own pedagogical activity in changed circumstances manifested itself both in Case technology, technology of situations and in the activities of each listener. The level of professionalism of a teacher depends on his competence (pedagogical, socio-psychological, differential psychological), as well as on the degree of development of professional pedagogical thinking. Pedagogical creativity is effective if it is based on high professional and pedagogical competence. Professional excellence closely interacts with creativity. True pedagogical creativity, which manifested itself in the independent work of students, corresponded to the objective, and not the subjective criterion of novelty, the results of creative activity. The creative activity of students in our stream showed how effective the use of innovative technologies is in teaching the Russian language and literature. This is confirmed by the fact that the creation of a new system from known elements is already a manifestation of creativity.

4. Conclusion

Designing and conducting each lesson requires a creative approach. There are two types of results of teaching activities. One of them relates to functional products of activity (lesson, activity, method, methodology). The other (and main) involves psychological products of activity (mental new formations in the personality of students). In other words, the main and final result of pedagogical activity is the student himself, the development of his personality, abilities and competence. Since each student is objectively unique as an individual, effective pedagogical activity is certainly creative, even according to the most stringent criteria. It should be noted the person-oriented approach to organizing advanced training of teaching staff. The final qualification project is designed to solve the following problems: – implementation of the acquired theoretical knowledge into the practical process of organizing classes in the Russian language and literature; – increasing the level of educational and scientific-methodological work in educational institutions; – formation of an educational environment based on the intensification of the educational process in teaching the Russian language and literature using active forms and methods of teaching, modern information and communication technologies.

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