

# Формирование коммуникативной компетенции учащихся на уроках русского языка и литературы

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**Аннотация:** В данной статье раскрываются задачи формирования коммуникативной компетенции учащихся школ.

**Ключевые слова:** компетенция, коммуникативная компетенция, умение и навыки учащихся

## Forming students' communicative competence in Russian language and literature classes

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**Abstract:** This article reveals the tasks of forming communicative competence of school students.

**Keywords:** competence, communicative competence, ability and skills of students

Distinctive for the late XX - early XXI century changes in the nature of education - in its focus, objectives, content - more and more clearly focus it on "free development of man", on the creative initiative, independence of students, competitiveness, mobility of future specialists.

However, the changes taking place in the world in the field of the goals of education, correlated, in particular, with the global task of ensuring human entry into the social world, his productive adaptation in this world, set the teacher the task of preparing graduates who are able to orient in changing life situations, independently acquire the necessary knowledge, applying it in practice to solve various emerging problems, so that throughout life to be able to find their place in it; to think critically, to see the emergence of the necessary knowledge, to be able to use it critically.

Introduction of competencies into the normative and practical component of education allows solving a problem typical for school, when students can master a set of theoretical knowledge well, but experience significant difficulties in activities requiring the use of this knowledge to solve specific life tasks or problem situations.

At present there is no generally accepted definition of competence (definitions by A.V.Khutorsky, G.Selevko, E.A.Genike, L.V.Zanina, and N.P.Menshikov).

Competence in translation from Latin means a circle of questions in which the person is well informed, has knowledge and experience. Common to all definitions is an understanding of it as a person's ability to cope with a variety of tasks, so competence can be understood as a range of issues in which a person has knowledge and experience, which allows him/her to be successful in his/her own life activity.

Competences for the student are an image of his future, a reference point for mastering. But during the period of learning he/she forms some or other components of these "adult" competences, and in order not only to prepare for the future, but also to live in the present, he/she learns these competences from the educational point of view.

The explanatory note to the Russian language programs states that the purpose of teaching Russian is to form the following competences in students: linguistic (legal writing), linguistic (assumes a deeper understanding of oral and written speech - its laws, rules, structure; provides development of logical thinking, memory, self-analysis) and communicative, which is formed on the basis of the first two.

Linguistic competence is realized in the process of shaping students' scientific and linguistic worldview, equipping them with basic knowledge of their native language (its structure and functioning), development of linguistic and aesthetic ideal (i.e. idea of beauty in language and speech). Linguistic competence is students' knowledge about the science "Russian language" itself, its sections, purposes of scientific study of language, elementary information about its methods, stages of development, about outstanding scientists who made discoveries in the study of native language. Communicative competence is mastering all kinds of speech activity and basics of culture of oral and written speech, abilities and skills to use language in different spheres and situations of communication, corresponding to experience, interests, psychological features of students.

I would like to dwell on the formation of communicative competence, as it is one of the priorities, because language is a means of communication, socialization and adaptation of students in the modern world. Communication-based learning is the essence of innovative technologies; it implies a personal orientation of communication. Communicative learning is a way of the educational process in which the relationship between the student and the teacher is based on cooperation.

I think that the teacher of the Russian language and literature at each lesson aims to develop communicative abilities of students, to expand their general linguistic and cultural outlook. For example, the study of the norms of Russian literary language is aimed to form students' idea of literary language as the highest, exemplary form of the national language, uniting literary language and colloquial speech. Such lessons

should familiarize students with all basic norms of the Russian language: orthoepic, accentological, morphological, syntactic, lexical. Select such tasks that help to learn the basic rules of pronunciation, accentuation, formation of grammatical forms and syntactic structures, and in the future will help to avoid the most common speech errors.

Work on the correctness of speech will increase communicative competence, also allow students to be better prepared for tests and assignments in the Russian language, to avoid grammatical errors and speech defects in writing essays and essays. Always interesting and informative lessons on the section Vocabulary. Much attention must be paid to work on the multiple meanings of a word, the development of its figurative meanings. On practical works on this topic it is necessary to consider the synonymic and antonymic relations of words, the phenomena of homonymy and paronymy in the language.

A special place in the formation of communicative competence belongs to lessons on the development of speech. Tasks and exercises at such lessons are based on speech concepts and rules of speech behavior, which contributes to the conscious improvement of oral and written speech of students, increasing the culture of speech communication. Students must not only have a reading technique, meaningfully read academic texts, expressively read aloud texts of fiction style, convey through intonation the author's attitude to the subject of speech, but also be able to identify the theme and main idea of the text; select a title that reflects the theme or main idea of the text; identify main and secondary information in the text; make a simple and a complex plan; determine the style and type of speech.

The formation and development of communicative competence is possible, in my view, through the implementation of interdisciplinary links in the process of teaching Russian language, the ability to navigate in various speech situations, the ability to build a dialogic statement through the texts used in other subjects.

The formation of communicative competence occurs absolutely at every lesson, but the most fertile ground for its development are, in my opinion, lessons of literature - a kind of communication lessons.

Such a form of work as selection of illustrative material from the text of a work of fiction (a kind of research work) helps to form the skills of expressing your thoughts accurately, correctly, convincingly, to speak before an audience.

An integral part of communicative competence are the abilities and skills of students to lead a discussion, to argue, to prove. As a rule, discussions are most often held at the final stages of the study of the work, at problematic lessons or its individual stages.

So, the formation of communicative competence at Russian language and literature lessons contributes to the versatile development of the linguistic personality

of the student, and also involves the need for a harmonious combination of proper learning activities, in which basic knowledge, skills and abilities are formed, with creative activities related to the development of individual abilities of students, their cognitive activity, creative thinking, the ability to solve non-standard communicative problems independently. From the level of communicative competence of an individual largely depends on the success of its interaction with partners in communication and self-realization in society.

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