

# Theoretical foundations of the formation of communicative competence among students in the process of teaching the Russian language and culture of speech

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**Abstract:** The article discusses the theoretical foundations of the formation of communicative competence among students-bunning students in the process of teaching the Russian language and speech culture

**Keywords:** the essence and content of the concept of “communicative competence”, features of the formation of communicative competence among students in a bilingual environment, a model for the formation of communicative competence among students of non -philological areas in teaching the Russian language

Innovative processes taking place in the socio-economic life of society present new requirements on the level of education and competence of a modern teacher. A graduate of a pedagogical university, who has to work at the school of the present millennium, must have certain communicative-speech skills. For the future teacher, it is important not only to know the training - the material and methodology of teaching discipline, but also to perfectly own the Russian language as the most important means of teaching and educating the younger generation in the conditions of active bilingualism and dialogue of cultures.

Therefore, the primary task of teaching the future teacher is the formation of his communicative competence as an important personality trait capable of successful actions in typical and extraordinary pedagogical situations due to awareness in a wide range of Russian speech issues.

None of the types of pedagogical activity of the teacher can be carried out outside his professional speech culture. But the formation of communicative competence in the conditions of the national pedagogical university is associated with overcoming considerable obstacles due to the peculiarity of the grammatical system of the Russian language and the interference influence of the native language of students. The impeccable ownership of Russian speech is the key to the successful work of the teacher in national schools, including schools in Chuvashia, where teaching academic disciplines is not in their native language, but in Russian. As the results of the ascertaining experiment show, students of non-philological faculties

experience considerable difficulties in mastering the culture of Russian speech. The results of the survey of these students indicate that they are not easy to master the norms of literary pronunciation, intonation of Russian phrases, the design of various and complex sentences, the construction of coherent statements, aged in a certain style of speech.

Due to the circumstances, the role of the course "Russian language and culture of speech", which is carried out at non-philological faculties, in the development of the speech skills of the future subject teacher, manifested in the knowledge and compliance of the literary norms of the language, in the skillful possession of its stylistic and expressive means, and in virtue of the circumstances. The ability to create multi-type and various genre texts that meet the requirements of classical rhetoric.

In the national audience, in recent decades, individual studies have been conducted that contribute to the improvement of the quality of training in this discipline, based on the comparative typology of Russian and native languages for educational purposes, taking into account the phenomena of transposition and interference in the mastery of non-Russian students in the construction of Russian speech (G.A.Anisimov, T.M.Belkova, V.I.Bychkov, M.G.Vazanova, V.F.Gabdulkhakov, K.Z.Zakiryanov, R.B.Sabatkoev, L.G.Sayakhova, F.F.Kharisov, N.N.Yakushkina et al.)- Psychological aspects of bilingualism were considered in the writings of N.I.Zhinkin, A.A.Leontyev, A.R.Luria, F.P.Sergeev, N.Khomsy and others. The importance of improving the skills of foreign language for professional formation The creative personality is noted not only by pedagogical scientists (S.B.Elkanov, N.M.Zvereva, E.G.Zlobin, L.Ya.Zorina, A.V.Mudrik, etc.), but also famous psychologists (I.A.Zimnaya, A.A.Leontyev, B.F.Lomov, etc.), linguists (B.Yu.Gorodetsky, O.B.Sirotnin, etc.), philosophers (M.M.Bakhtin, M.S.S.Kagan et al.).

Today, during the period of post-industrial or information society, new opportunities are opening up for the search for the most effective ways and ways to improve the educational process, including teaching the Russian language and culture of speech-linguistic specialties.

Analysis of the state of teaching the Russian language and the culture of speech at non-philological faculties of a pedagogical university shows that in teaching this discipline, along with the traditional methods of forming and developing students' speech-mesh activity, active methods of working with them are widely used (didactic role-playing games, project work, brainstorming, debate, debate Solution of Olympiad linguistic tasks). In addition, teachers seek to use various technical teaching aids in their classes. The high level of development of information and communication technologies, the presence of computer classes allows us to use

computer training programs in training classes, created taking into account the specifics of teaching the Russian language and speech culture in the conditions of bilingualism.

Currently, the need to develop and effective use of a computer is more and more acutely felt, which contributes to the solution of urgent problems of individualization and intensifying the process of learning students in conditions of bilingualism, an effective organization of independent work, and increasing their interest in the secrets of good, skillful, skilled Russian speech .

The results of a sociolinguistic examination of the schools of the republic and the study of the experience of teaching the Russian language and culture conducted by the author.

Speech students-bilings of non-philological specialties made it possible to identify the contradictions between:

- modern requests of university and school teaching of academic disciplines in the context of active bilingualism and insufficient development of theoretical and methodological foundations of the professional education of future subject teachers;

- the need to form communicative competence among students-fabric faculties of the non-philological faculties of a pedagogical university and not the development of pedagogical conditions that ensure the solution of this problem in the process of studying the Russian language and speech culture.

These contradictions determined the research problem: what are the pedagogical conditions for the formation of competence among students of bilinguals in teaching the Russian language and a culture of speech at non-philological faculties of a pedagogical university.

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