

## FORMATION OF PROFESSIONAL COMPETENCIES OF TEACHERS OF RUSSIAN LANGUAGE AND LITERATURE

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### Annotation

The article examines the formation of the development of special competencies of future teachers of the Russian language, modern approaches in the educational system; reveals the difference between the competencies and competencies of teachers, considers the formation of the communicative competence of teachers of the Russian language and literature. The relevance of the article is determined by the need to form special competencies of future teachers of Russian language and literature and identify didactic conditions that contribute to their effective implementation.

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Modern pedagogical practice requires teachers to be able to teach children how to acquire knowledge, to form the educational activities and thinking of schoolchildren. Therefore, the problems of professional competence of teachers, pedagogical skills, 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 / her teaching activities. Each school is now increasingly acquiring its own face, so the needs of teaching staff are becoming more diverse, requiring a qualified scientific approach to their solution.

**Competence** is an integral quality of personality that characterizes a person's readiness to effectively implement a particular social role (professional, member of society, citizen, etc.).

**Professional competence** is an integral characteristic of the personality of an employee (specialist), reflecting not only the degree of mastering knowledge, skills and abilities in a particular field of professional activity, but also a set of personal qualities that reflect the ability to act effectively in society.

**Competence** is the result of education, which is expressed in a person's readiness to solve certain tasks of professional and внепрофессиональнойextra-professional activities based on the use of internal and external resources.

**Professional competence** is the result of professional education, which is expressed in the readiness of a specialist to perform certain professional functions based on the use of internal and external resources.

**Special competence** is a type of professional competence that characterizes the functional specifics of the professional activity of a particular specialist.

Studies by V. A. Adolf, E. F. Zeer, I. A. Zimnaya, V. V. Kraevsky, N. V. Kuzmina, P. I. Pidkasisty, V. A. Slastenin and other Russian scientists confirm that the level of formation of general professional competencies depends on the quality of mastering the main types of training when obtaining a pedagogical profession. In their works, the following types of professional competence of teachers are considered: communicative, subject-based, psychological and pedagogical, autopedagogic, social, methodological.

It is necessary to distinguish between the competencies and competencies of the teacher. "The teacher's competencies are constantly improving and being implemented in practice 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 their actions and actions." Any specialist can be characterized by the presence of his professional knowledge, professional skills, work experience, professional potential, and 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 are identified:

- having a personal character, determining the professional choice and being the basis (base) for the formation of professional motivation, the worldview position of the teacher;
- related to the level of methodological (including communicative), subject, and informational 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 competence of a teacher* is his rights, duties and responsibilities in the field of pedagogical activity.

One of the key competencies is communicative, 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.

The formation of communicative competence is a long and rather complex process. The main role is given to Russian language lessons. A particular difficulty in teaching Russian is the correlation of the subject course and the real speech experience of the student, 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 students' communicative competence?

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

1. Help students master their learning skills.
2. Cultivate an emotional and valuable attitude to the language, arouse interest in the word, strive to teach *правильно* how to speak and write correctly in your native language.
3. Develop the ability to work collaboratively, interact with people around you, and get the necessary information.
4. Develop students' communicative competence in regular 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 and communication technologies in teaching the Russian language provides students with access to a wide range of up-to-date information in order to develop professional competencies. The use of computer tools and information sources on the Internet contributes 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 word teacher is to make each lesson attractive and truly modern. Teaching students to carefully and skillfully handle the word, to be proud of the beauty and uniqueness of the Russian language is an important task, especially in our time, when science and technology are developing so rapidly, and computer technologies are firmly embedded in our lives, covering all spheres of human life.

The methods used by Russian language teachers are diverse:

1. Types of retelling (concise, detailed)
2. Forms of educational dialog.
3. Reports and reports.
4. Speaking as presenters at events.
5. Essays and presentations of various forms.
6. Participation in essay contests.

Russian language teachers try to build their work in the classroom in such a way that various skills and abilities of students are involved, namely:

1. Free work with texts of different styles, understanding their specifics; knowledge of text editing skills, creating your own essay.
2. Conscious rapid reading of texts of various styles and genres, conducting informational and semantic analysis of the text;
3. Proficiency in monologue and dialogic speech;
4. Creating written utterances that adequately convey the information you have listened to and read with a given degree of convolution (briefly, selectively, and fully);
5. Drawing up a text outline, abstract, and synopsis;
6. Providing examples, selecting arguments, and drawing conclusions;
7. Ability to paraphrase a thought (explain it "in other words") choice and use of expressive means of the language;
8. Use various sources of information for solving cognitive and communicative tasks, including encyclopedias, dictionaries, Internet resources, and other databases.

Today, in an innovative environment, teachers perform different roles: consultant, methodologist, website creator, student's partner, expert. A competent teacher understands that the main activity of students is not to get acquainted with the proposed knowledge and memorize it. The task of the teacher 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 fully focused on the formation of key competencies? And if it should, can it still contain segments of traditional content that represent a particular area of culture and do not have a clearly expressed pragmatic coloring?"

Only a competent teacher can educate a competent citizen of society. Now a lot is being said about the competence approach. I hope that this approach will be applied in practice and will not remain just on paper.

The teacher uses lexical and spelling work, grammatical analysis, orthoepic warm-ups, working with dictionaries, and others to develop competent, connected speech among students in Russian language lessons. In literature lessons, they are offered literary analysis of the work, memorizing the best examples of fiction, writing creative works, and creating presentation material.

When studying the Russian language and literature from the position of becoming a teacher's competence, students should master:

- Information search techniques.
- methods of working with texts of humanitarian content;
- skills in public speech;
- ways to establish intersubject relationships;

A problem task for students is an independent search for information. These searches are assigned to both individual students and small groups of two or three people. The search results 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 competencies is provided by pedagogical techniques that help teach the ability to identify the positions of different authors in relation to the same events, compare and compare 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, and 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.

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 to do this, you need to create all the necessary conditions. Today, each teacher determines the most important aspects of improving their skills. The choice is quite large: this includes taking advanced training courses and self-education, participating in the work of online pedagogical communities and school methodological associations. This list is supplemented by active participation in regional problem seminars. All forms of teacher training have a good goal-to assist teachers in improving their competence in the field of the subject and teaching methods.

The introduction of new information technologies, the use of computer technologies in the process of teaching Russian language and literature allows you to intensify the learning process, implement the ideas of developing learning, increase the pace of the lesson, increasing the amount of work of students.

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