

## METHODOLOGY OF COMMUNICATIVE APPROACH IN RUSSIAN LANGUAGE TEACHING.

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**Abstract:** This article provides information about the methodology of the communicative approach in teaching the Russian language.

**Keywords:** Russian language, teaching methodology, translation competence, lectures, scientific and practical conferences, communicative approach, written translation, language, speech, communication, dialogue.

Currently, in our society, teachers use innovative technologies and ideas to form students' translation competence, and in the process of teaching, they first form the fundamental knowledge of the language, and then, step by step, they form the concept of translation and develop translation competence. In recent times, the need for translation is also greater than before. This, in turn, requires us to train our society as qualified specialists, i.e. translators. In the training of translators, in teaching foreign languages, teachers can also achieve high results by listening to audio recordings of texts in Russian and showing them Russian films. It is possible. Written translation is used from scientific and technical texts, correspondence in the work process, charters, contracts, economic contracts, project implementation, courts, acts and writing expert opinions. used in practical conferences and participation in lectures. The term "approach" can be used in the literature both in a broad sense and in a narrow sense. When we talk about the approach in the broadest sense of the word, we mean three components of this concept: Linguistic component - how we choose language tools for learning. Didactic component - what techniques and technologies we use, develop educational material how do we organize the speech. Psycholinguistic foundations of teaching - what is the role of students and teachers, what is their relationship, how are the peculiarities of students' perception of language material taken into account. Communicative approach - the leading part of this method A complaint is a communication. Students apply their language abilities and skills in real Russian language communication situations. Thanks to such opportunities, students can freely express their thoughts in Russian using the knowledge and skills acquired earlier.

The communicative approach is characterized by:

Learning a language is learning to communicate;

Language is created through individual trial and error;

Communicative competence is a desired goal (the ability to use the language system effectively and correctly);

Teachers help students in a way that motivates them to work with the language;  
Language is taught in context;  
Attempts at communication are encouraged from the start.

Therefore, we came to the following conclusion, that is, the communicative approach is related to translation competence, in which students use language as their tool in order to communicate with representatives of different countries, and communicative interaction is shared by the students and the teacher who is teaching. is also necessary.

It is necessary for teachers like us to teach foreign languages to students in order to prepare specialists needed by the society in the future. This creates a great opportunity not only for communication, but also to get acquainted with the culture of the language speakers of this nation. If the interlocutors know the language perfectly, they will understand each other completely and will not face any difficulties during the conversation. In doing this, not only the formation of the personality, that is, the student also develops the culture of dialogue. Different methods are used in teaching foreign languages. They change and are updated from year to year. Therefore, the purpose of showing these methods is that scientists can acquire excellent knowledge through these methods in the process of translating texts in writing and orally. first of all, in the process of teaching his language, how he accepts the culture of representatives of other nations in his country. Secondly, it is very important how the student's intellectual and psychophysiological mechanisms work, to what extent his higher mental activity works. Thirdly, it teaches students the culture of mutual dialogue, which is one of the most urgent problems of our time.

When we teach, we should teach them not only their oral speech, but also their mental activity and the process of communicating. The closest thing to the opinions of these two scholars is that in the formation of Russian language translation competence, students use the communicative approach and read the texts. independently starts translating based on the teacher's instructions and tries to do it perfectly. Using the communicative method, students enter the process of communication with representatives of other nations based on their mental knowledge and begin the process of speaking with them. In the 60s of the 20th century, E. I. Passov developed a communicative method for learning foreign languages. His method has been used in Russia and other cities for 40 years. The communicative method in teaching foreign languages is used in various modifications. The approach of the communicative method is very important to create these programs and use foreign languages in a conversational way. In this way, we can get to know each other, hear news, and express our opinion about the speaker.

With the recommendation of the teacher-methodologist and under the guidance of the children, students keep a "Methodical folder". It contains lecture notebooks, synopses

of seminars and laboratory sessions, lesson plans in pedagogic practice, hand-made albums, demonstrations, didactic handouts. Educational-methodical literature, printed and hand-made audiovisual (auditory and visual) tools, educational and educational plans written in the process of practice, necessary for the student to start work in the "Methodical folder" In this research work, before defining the concept of translation competence, we need to know what the word competence itself means. Therefore, we will dwell on what this word means. Summarizing the many definitions given, we came to the following conclusion when interpreting these concepts: and effective application of knowledge, skills and abilities, and "competence" is the existing and possible ability to perform a specific activity.

The concept of "competent approach" became popular in the course of discussions on the problems and ways of modernization of education at the beginning of the 21st century. The issue of a competent approach to the educational process in Russian linguistics was initially researched by many scientists such as I. Zimnaya, A. Khutorsky, B. Elkonin, and in their work, a competent specialist requires not only a certain level of knowledge, skills from a qualified specialist and it is forbidden to differ effectively with the possession of skills, perhaps, the ability to use them in work activities and their effective use. A competent approach is a combination of the general principles of setting educational goals, choosing educational content, organizing the educational process, and evaluating educational results. According to O. Permyakov, competence is the result of training a graduate of a professional educational institution. description of the qualities generalized to work in certain fields is understood. In his opinion, "competence-activity reflects the ability, knowledge, skills and qualifications of the subject in an integral way, and shows his readiness to perform functions within the framework of a certain type of activity." New interactive methods were created for the formation of translation competence in Bldaraja students. One of the urgent problems in the training of new personnel is the training of personnel with competent skills. To achieve this result, we rely on new technology, methods and new methods of teaching in the educational process. Students from around the world in the 2011-2020 academic year should have the following competencies:

1. To demonstrate knowledge and skills for the Motherland, relying on one's strength and knowledge;
2. Making decisions based on self-reliance;
3. Broad use of technological and information knowledge;
4. Be ready for oral and written communication;
5. To be ready for future social cooperation;
6. To be ready for self-development and promotion.

### **Conclusion:**

Teachers today also rely on new interactive methods to train future personnel and mature specialists. Mature specialists should not only have a perfect knowledge of the language, but also computer science, scientific and practical work and its analysis. For this reason, teachers teach using their own pedagogical manuals and interactive methods. Since our country has chosen a democratic path, we are using interactive methods among students. Although these interactive methods look easy, they are very complex and not so easy to use. Therefore, in order for students to have such competencies, we teachers need to teach them using module technology and interactive methods in the process of forming translation competence.

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