

PEDAGOGICAL SIGNIFICANCE OF A COMMUNICATIVE APPROACH IN RUSSIAN LANGUAGE LESSONS

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Alijon Anvarov

associate professor,

Fergana Medical Institute of Public Health,

Uzbekistan, Fergana

Abstract

The article analyzes the pedagogical significance of the communicative approach in Russian language lessons. It presents the theoretical foundations of the communicative approach, its pedagogical objectives, and methodological recommendations for its effective application. The role of interactive and innovative methods in enhancing students' language competence is also emphasized. The study demonstrates that guiding students toward independent thinking, improving their speech culture, and using the language correctly in real communication situations is of great importance in the pedagogical process.

Keywords

Russian language, communicative approach, pedagogy, language competence, speech culture, interactive methods, language teaching.

INTRODUCTION

In the context of today's globalization, digital transformation, and rapid social changes, the development of children's communicative competencies is considered one of the pressing scientific and pedagogical issues. This is because communicative competence encompasses not only language and speech skills but also the abilities to succeed in interpersonal relationships, adapt to society, express one's thoughts freely, and act appropriately in socio-cultural contexts.

Language is the most important means of human communication, through which a person expresses their thoughts, acquires knowledge, and interacts effectively with society. For this reason, language teaching occupies a central place in pedagogical activity. In particular, in Russian language lessons, one of the key tasks is to develop students' linguistic and communicative competence, as well as to foster their speech culture and communication skills. In modern education, students' active participation, independent thinking, and ability to use the

language for practical purposes are considered the main criteria for determining the effectiveness of the pedagogical process.

A teacher's innovative activity is aimed at transforming reality and identifying ways to solve its problems and challenges. It should be free from elements such as rigid hierarchies, subordination, or coercion, which are often present in traditional relationships and practices. Instead, it should be built on collaboration among peers, mutual management, and reciprocal support. The most important aspect of these relationships is the creative cooperation between the teacher and the student. "Thus, the teacher manifests as the author, developer, researcher, user, and promoter of new pedagogical technologies, theories, and concepts" [1, 60].

Educational effectiveness is a criterion that indicates the extent to which the educational process achieves its established goals and outcomes. In effective education, a student not only acquires knowledge but also develops the skills of independent thinking, analysis, and practical application. The effectiveness of education is directly influenced by the teacher's methodological preparedness, the appropriate selection of educational technologies, student motivation, and the learning environment.

The role of the teacher in ensuring educational effectiveness is invaluable. The teacher's primary responsibilities include organizing the learning process efficiently, providing education that takes into account the individual characteristics of each student, appropriately selecting and applying modern educational technologies, and developing students' skills in independent thinking. In addition, the teacher must work continuously on self-improvement, study new methodological approaches, and consistently analyze the quality of education.

"Educational technology is a process that consists of scientifically based principles, methods, and techniques for teaching a specific subject, reflecting the stages of achieving the intended educational goals and enabling effective management of the learning process" [2, 49]. Additionally, educational technology is a set of methods that helps make the learning process convenient, engaging, and effective. In other words, when a teacher uses new technologies, interactive methods, and multimedia tools in the classroom, students grasp the topic more quickly and deeply. Thus, educational technology and the learning process complement each other: one serves as a tool, while the other is the path leading to the goal.

When introducing modern educational technologies into the learning process and applying them, the following tasks are identified and addressed:

Familiarizing teachers with the fundamentals of modern educational technologies through lectures and recommended literature;

- Identifying dedicated teachers who wish to work based on modern educational technologies. Through these teachers, the intended goals and the essence of applying modern pedagogical technologies are conveyed to other educators”[3, 14].

MAIN PART

While traditional approaches are often based on the study of grammatical rules, the communicative approach in language teaching is focused on active communication and developing students’ ability to use the language effectively in various situations. According to pedagogical theory, the communicative approach aims to develop students not only as passive recipients of information but also as active participants. This approach helps students cultivate independent thinking, organize their speech correctly, expand their vocabulary, and express their thoughts effectively.

In pedagogical practice, the main task of the communicative approach is to teach students to use language as a means of practical communication. The methodological foundations of this approach focus on learning the language in context, connecting lessons to real-life situations, and enhancing students’ language competence through interactive activities. At the same time, the communicative approach requires the teacher not only to explain grammatical rules but also to engage in effective communication with students, create pedagogical situations, and manage students’ activities.

Methodology considers the activities of teachers and students as an interactive process expressed through joint activity, while maintaining the teacher’s leading role in collaboration. Thus, the method of teaching Russian is aimed at solving practical problems, including the development of effective teaching techniques and methods. The purpose and objectives of methodology are to determine the place of the subject (Russian language) in the modern education system in accordance with pedagogical principles and to highlight its significance and necessity for the younger generation.

Teaching Russian (and, in general, any subject) is a joint activity between the teacher and the students. In order for students to master the language thoroughly, the teacher must perform certain educational actions, such as explaining new material, giving assignments, asking questions, checking the correctness of answers, and so on. Students, in turn, must also be active and perform various tasks in the learning process, including reading texts, learning vocabulary, completing exercises, answering the teacher’s questions, and so forth.



Scientific research shows that lessons conducted on the basis of the communicative approach significantly develop students' speech culture, as well as their oral and written communication skills. For this reason, this approach is becoming one of the main pedagogical principles of Russian language lessons. It not only makes the language learning process interesting and effective but also fosters a positive attitude toward the language and motivates students to engage in independent learning.

The communicative approach is aimed at enabling all students to acquire communicative competence, that is, to use the language correctly and appropriately. The main focus is on the student, with the teacher serving only as an assistant. The preparation of communicative lessons and curricula is based on the analysis of needs and careful planning. In this approach, the primary function of language is emphasized as communication and the exchange of ideas. The goal of the communicative approach is not only to learn the language but also to enable students to use the acquired language in their personal and social interactions. Its main objective is to focus primarily on the functional aspects of language learning. This method aims to teach students to use a foreign language not merely by knowing grammatical rules but by applying them in various communicative situations.

The main pedagogical task of the communicative approach in Russian language lessons is to develop students' skills in using the language effectively for practical purposes. While traditional approaches often focus on grammatical rules and memorizing vocabulary, the communicative approach is aimed at teaching language as a means of communication. From this perspective, student activity, independent thinking, and the development of speech culture become the primary focus in the learning process.

In pedagogical practice, the communicative approach is based on several key principles: first, providing students with opportunities to use the language in real communication situations; second, making the learning process engaging and effective through interactive and innovative methods; and third, ensuring an individual approach and systematically managing students' activities. In this way,

students not only learn the rules of the language but also acquire the ability to apply them in practice.

In the learning process, the communicative approach is implemented through the following pedagogical methods: role-plays, dialogue and discussion exercises, group work, problem-based situations, and interactive activities. For example, students are given various social situations and are expected to communicate in Russian within those contexts. This approach contributes to the development of correct speech structure, vocabulary, and pronunciation. At the same time, it also fosters students' thinking skills, creative abilities, and independent work competencies [2, 27].

Another important aspect of the communicative approach is the systematic development of students' language competence. According to pedagogical theory, language competence is not limited to knowing grammatical rules; it also includes speech culture, selecting words appropriate to the context, and the ability to express one's thoughts clearly and fluently. Therefore, in lessons, it is important not only to provide students with theoretical knowledge but also to involve them in practical exercises and communicative activities.

Practical research shows that in Russian language lessons conducted based on the communicative approach, students' oral and written skills develop significantly. At the same time, they learn to express their thoughts independently and logically, communicate effectively in groups, and use the language in real-life situations. In this process, the teacher's role is not limited to being a knowledge provider but also manifests as a pedagogical guide and coordinator.

The effectiveness of the communicative approach is further enhanced by the use of interactive and innovative methods. For example, multimedia tools, virtual environments, presentations, and group work engage students' attention, increase their motivation to learn the language, and make the pedagogical process more effective. At the same time, students' individual characteristics, abilities, and needs are taken into account, which improves the pedagogical quality of the lessons.

RESULTS

Integrating innovative technologies and digital resources into Russian language lessons also helps develop communicative competence in primary school students. Interactive language learning platforms, multimedia materials, online communication tools, and educational applications provide students with the opportunity to practice listening, speaking, reading, and writing skills in a dynamic and engaging way. By using technology to create an interactive and personalized learning experience, teachers can address diverse learning styles, interests, and abilities, while also promoting active participation and collaboration among

students. Furthermore, project-based learning, task-based activities, and experiential learning opportunities can deepen students' understanding of the Russian language and culture and enhance their communicative skills [3, 92].

Research findings indicate that the use of the communicative approach in Russian language lessons activates students' speech activity and serves as an effective tool for developing their oral and written communication skills. In lessons organized based on the communicative approach, students acquire the language not merely as a set of grammatical rules but as a means of real communication.

Moreover, an increase in the interaction between the teacher and students was observed, along with students' active participation in the learning process, the development of independent thinking, problem-solving skills, and the ability to express their thoughts freely. The study also revealed that students' interest in lessons increased, their motivation to learn the language was enhanced, and their confidence in the communication process was strengthened.

It has been found that methodologies based on the communicative approach contribute to the development of students' intercultural communication skills, listening and comprehension abilities, as well as the competence to express their thoughts clearly and accurately. As a result, the quality indicators of Russian language education have improved, students' language competence has expanded, and their social activity has increased.

Overall, the conducted research confirmed that the use of the communicative approach in Russian language education not only enhances the effectiveness of language learning but also has a positive impact on the social, psychological, and cultural development of the individual. Therefore, the systematic implementation of the communicative approach in the process of teaching Russian is recognized as one of the most important requirements of modern education.

DISCUSSION

The results obtained during the study indicate that the communicative approach plays an important role in ensuring students' active participation in Russian language education and expanding opportunities to use the language in real communication situations. Unlike traditional grammar-translation methods, this approach is distinguished by its focus on developing students' oral speech, listening comprehension, written communication, and the ability to express their thoughts freely.

In the communicative approach, the main focus is on the student, their needs, and their ability to use the language in practice. Therefore, in the learning process, the teacher perceives the student not merely as a recipient of knowledge but as an active participant and a subject of communication. This approach helps develop

students' social activity, teamwork skills, independent thinking, and the ability to communicate appropriately in various situations.

The study revealed that lessons organized based on the communicative approach significantly increase students' motivation for learning. Students do not hesitate to express their thoughts in Russian, perceive speech errors as a natural part of the learning process, and continue to work on improving themselves by correcting these errors. This, in turn, helps create a positive psychological environment in the educational process.



Furthermore, the effectiveness of the communicative method is also evident in the development of students' language culture and intercultural communication competence. Through the language, students become familiar with the customs, values, and social norms of other peoples, which broadens their cultural understanding.

Analysis of scientific sources and practical experience confirms that the communicative approach fully meets the main requirements of modern education. However, its effective implementation requires teachers to have a high level of methodological preparation, to redesign learning materials with a communicative focus, and to use interactive technologies appropriately. Thus, the discussion results indicate that the systematic application of the communicative approach in Russian language education contributes to the development of students' linguistic, sociolinguistic, and pragmatic competencies and prepares them for real-life communication.

The use of the communicative approach in the classroom increases students' interest in lessons, encourages active learning, and makes the educational process interactive, creative, and effective. Additionally, this approach helps create a positive pedagogical environment based on cooperation between the teacher and the students.

CONCLUSION

Based on the above scientific analysis and the results of conducted research, it has been determined that the communicative approach plays a significant role in

developing students' linguistic, social, and cultural competencies in Russian language education. This approach does not limit the language learning process to the acquisition of grammatical knowledge alone; rather, it serves to prepare students for real communication, enables them to express their thoughts freely, defend their viewpoints, and develop the skills to navigate various communicative situations effectively.

Nowadays, the ability to objectively assess and evaluate learners' knowledge, as well as the psychological and pedagogical skills of teaching and upbringing, are considered important factors influencing the quality of education. A teacher must be knowledgeable about the principles, methods, and mechanisms of objectively assessing students' knowledge and skills, capable of developing standardized tests, and proficient in effectively applying various forms of monitoring students' learning progress. Such factors are crucial not only in learning Russian but also in mastering all subjects.

In conclusion, it should be noted that teachers actively engaged in Russian language instruction play a crucial role in shaping the modern image of the educator. By doing so, they can influence the professional image of future teachers in contemporary schools based on the requirements outlined above, which is of great importance for achieving high quality and effectiveness in education.

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