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**METHODOLOGY FORMATION AND SYSTEM OF**  
**COMMUNICATION ABILITY OF UNIVERSITY STUDENTS IN THE**  
**CLASSES OF THE RUSSIAN LANGUAGE**

**Resume:** The article substantiates the formation of communicative abilities of university students in Russian language classes, describes the approach to the exercises performed in the classroom as the basis of research, and considers the definition of pedagogical principles of the studied process.

**Keywords:** formation, communicative competence, pedagogical principle, theoretical and methodological basis in exercises.

Ability is a set of special and general subject knowledge, skills, abilities and methods, as well as value orientations that are formed in students as a result of the study of the subject area and serve as a means of achieving competencies. as the ultimate goal of the study. The following components of communicative competence are distinguished in the methodology of teaching Russian: 1) linguistic competence, 2) sociolinguistic competence, 3) discursive competence, 4) strategic competence, 5) socio-cultural competence 6) social competence.

Thus, in the methods of both languages, different competencies are considered as components of a whole, the only difference being that they are given as components of communicative competence in the methodology of teaching foreign languages and teaching Russian.

The competency approach proclaimed at all levels in the modern education system is characterized by “shaping an individual’s ability to use existing knowledge and skills to solve specific practical problems”. In addition, according

to many experts, the formation of communicative competence is the most important condition for students to master the knowledge and speech activities and understand the need to improve their speech.

Today, it is common in the theory of the study of linguistic personality to distinguish three directions: linguistic, sociolinguistic, and linguodidactical. Since linguodidactics is closely related to the problem of forming communicative competence and consequently interprets the linguistic person as a person, the latter seems to be the most important for our study. One of the components of the linguodidactic structure of a linguistic personality depends on the following types of speech activity of this student: listening ability, reading, speaking, writing ability (and, at the same time, readiness).

According to scholars, natural communication exercises are always the interpretation of the opinions of others without regulating the use of unprepared statements of one's own thoughts or the use of linguistic materials, while training and communication exercises are always pre-determined using a particular linguistic material. requires the transfer of the desired content.

The author classifies the following types as natural communication exercises: question-answer exercises, conversation in a given situation, interpretation, conversation-discussion, game exercises.

Thus, educational-communicative and natural-communicative exercises correspond to pre-speech and speech exercises. However, if we turn to classification, then they may be interrelated with speech exercises aimed at developing prepared and unprepared speech.

Of course, not all of these exercises can be called truly communicative. They are, in turn, divided into conditionally based and true motivational register exercises. The first group of exercises has features that to some extent link them to the exercise routine: some convention, abnormality. In the second group of exercises, the motivation for speech movements is almost real. However, a number of exercises do not have a clear relationship with these groups and can be performed in both registers.

If speech skills are a goal, a specific end condition, and it is necessary to develop the ability to communicate, then it makes sense to talk about the development of individual qualities that shape this ability. Scientists define four qualities of speech ability as ability: purposefulness, independence, activity, productivity.

Accordingly, speech exercises should include all the conditions that mimic real communication conditions: 1) the purpose of speech exercises is to teach students to speak in a way that affects the interlocutor in a certain direction; 2) assumes that all speech exercises can be reversed when one person is connected to a particular relationship (this feature is inherent in all actions of real communication); 3) speech action cannot be imagined without the intention of speech: speech activity should be formed - the psychological readiness of the subject to become a participant in communication; the student's personality and all his activities should be taken into account in the formation of speech exercises; 4) a variety of appropriately organized and interrelated speech exercises serve the purpose of developing the ability to express creatively, freely, both in terms of content and in terms of expressing that content; the novelty of the assignment determines the combined novelty of the oral means.

All of these characteristics of speech exercises are consistent with the qualities of speech skills. Speech exercises in general are a specially organized form of communication that provides a controlled choice of the speaker's strategy, realizes the real relationships of the communication participants, and evokes the natural motivation of the statements. In addition, it enhances speech activity in the speaker and ensures the oral and structural diversity of the speech material used.

In this case, two subsystems of exercises are identified in the first row: one to teach to speak, the other to teach to listen. Given the typology in the second line (meaning only effective exercises), the author's ability to speak a foreign language requires, first and foremost, a certain level of lexical inventory of some foreign languages, a set of structural and grammatical operations, a set of pronunciation skills, and more. It is reported that teaching the material elements of a foreign

language is a basic, objectively inevitable task that a teacher must solve. In line with these qualitatively different didactic goals of scientists, different types of exercises aimed at solving a currently limited problem have been distinguished.

As part of communicative-oriented exercises, a sentence is used by the speaker to construct a sentence with this or that effective task. Such speech serves as a statement, a request, a question, an apology - there is a language learning unit in general. The communicative significance of the constituent elements of a speech act (words, phrases, sentences) is revealed in a coherent text that defines their functions and connections. Language is used considering the state of communication and the influence of the writer / speaker on speech behaviour, listening / reading, i.e. the pragmatic effect. Thus, we concluded that the use of communicative-oriented exercises in the learning process improves the pragmatic features of students' linguistic personality.

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