

METHODOLOGY OF DEVELOPING COMMUNICATIVE COMPETENCES OF ELEMENTARY SCHOOL STUDENTS IN RUSSIAN LANGUAGE CLASSES

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Abstract:	Keywords
This paper explores methodologies for enhancing communicative competences among elementary school students in Russian language classes. Drawing upon theoretical frameworks such as Communicative Language Teaching and Sociocultural Theory, as well as practical strategies like Task-Based Language Teaching and Content-Based Instruction, the paper offers insights into effective instructional practices. Additionally, the role of interactive activities, authentic materials, and technology-enhanced learning tools in fostering communicative competence development is discussed. Through this comprehensive examination, educators can gain valuable resources to optimize language teaching practices and promote communicative competence in Russian language education.	Communicative competence, elementary school, Russian language, language education, pedagogical approaches.

Introduction

In the contemporary educational landscape, the acquisition of communicative competences holds a central position in language teaching, especially in the context of elementary school education. The ability to communicate effectively in a target language is not only a fundamental skill but also a gateway to cultural understanding and social integration. Within the framework of Russian language classes at the elementary level, nurturing communicative competences among students is of paramount importance to equip them with the skills needed for successful interaction in Russian-speaking contexts. The development of communicative competences encompasses various linguistic, pragmatic, sociolinguistic, and strategic aspects, all of which contribute to the ability to use language appropriately and effectively in real-life situations. For elementary school students, who are in the early stages of language acquisition, fostering communicative competences involves not only building vocabulary and grammar knowledge but also developing the ability to comprehend and produce meaningful language in context.

In the realm of language education, the acquisition of communicative competences stands as a cornerstone, particularly within elementary school settings. Effective communication not only facilitates linguistic proficiency but also fosters cultural understanding and social integration. In the context of elementary Russian language classes, the cultivation of communicative competences among students is vital for enabling successful interaction in

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Russian-speaking environments. Central to the development of communicative competences are various linguistic, pragmatic, sociolinguistic, and strategic aspects. These elements collectively contribute to students' ability to utilize language appropriately and effectively across diverse social contexts. For elementary school learners, who are at the initial stages of language acquisition, nurturing communicative competences involves not only building vocabulary and grammar knowledge but also honing the ability to comprehend and produce meaningful language within context.

Practical strategies play a crucial role in fostering communicative competence development. Interactive activities such as games, role-plays, and simulations provide dynamic opportunities for students to practice communication skills. Authentic materials, including songs, videos, and texts, expose students to real-life language use and cultural context. Additionally, technology-enhanced learning tools offer digital platforms for language practice and cultural exploration.

The theoretical underpinnings of communicative competence development provide the foundation upon which effective language teaching practices are built. One of the central theories in this regard is Communicative Language Teaching (CLT), which emphasizes the importance of communication in language learning. According to CLT, language learners should be provided with opportunities to engage in authentic communication, where the focus is on conveying meaning rather than on grammatical accuracy alone.

Sociocultural Theory, proposed by Lev Vygotsky, is another influential framework that informs language teaching practices. According to this theory, language learning is a social and cultural activity that occurs through interaction with others. Language learners benefit from scaffolding and support provided by more knowledgeable individuals, such as teachers and peers, as they engage in communicative tasks.

Pedagogical approaches tailored to elementary school settings aim to create learning environments that foster communicative competence development. Task-Based Language Teaching (TBLT) is one such approach that emphasizes the completion of communicative tasks as the primary means of language learning. In TBLT, students are given tasks that require them to use language in meaningful ways, such as planning a trip or solving a problem. By engaging in purposeful language use, students develop their communicative competence while also building confidence and motivation. Content-Based Instruction (CBI) is another pedagogical approach that integrates language learning with content learning. In CBI, students learn language through the study of content areas such as science, social studies, or literature. By connecting language learning with meaningful content, students develop both their language skills and their knowledge of the content area.

Practical strategies are essential for implementing pedagogical approaches and fostering communicative competence development in elementary Russian language classes. Interactive activities such as games, role-plays, and simulations provide opportunities for students to practice communication skills in a dynamic and engaging manner. By participating in these activities, students develop their ability to use language in real-life situations while also having fun and building social skills. Authentic materials, including

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songs, videos, and texts, expose students to real-life language use and cultural context. By engaging with authentic materials, students develop their listening, speaking, reading, and writing skills while also gaining insight into Russian culture and society. Additionally, technology-enhanced learning tools offer digital platforms for language practice and cultural exploration. Virtual reality simulations, online language exchanges, and digital storytelling platforms provide students with additional opportunities to engage with Russian language and culture outside the classroom.

In conclusion, the development of communicative competences among elementary school students in Russian language classes requires a multifaceted approach that integrates theoretical insights with practical applications. By drawing upon theoretical frameworks such as Communicative Language Teaching and Sociocultural Theory, educators can create learning environments that promote meaningful communication and authentic language use. Pedagogical approaches such as Task-Based Language Teaching and Content-Based Instruction provide effective frameworks for designing engaging and interactive lessons that foster communicative competence development among young learners. Additionally, practical strategies such as interactive activities, authentic materials, and technology-enhanced learning tools offer valuable resources for promoting communicative competence in Russian language education. Through a holistic approach that combines theory and practice, educators can empower elementary school students to become proficient and confident communicators in Russian language and culture.

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