

**DEVELOPMENT OF BASIC COMPETENCIES OF FUTURE RUSSIAN SPEAKERS
BASED ON QUALITATIVE APPROACH**

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This article is devoted to the development of professional competences of future foreign language teachers, in which the strategies of mastering students' reading and writing skills and the characteristics of the competence approach are analyzed. Also, the effectiveness of innovative technologies in the development of professional competencies is revealed.

It is one of the leading means of developing the general cultural knowledge, skills, and competencies of students of higher education institutions in the developed countries of the world, the USA, Russia, Germany, France, the Netherlands, Belgium, Switzerland, South Korea, and China, as well as researching the theoretical foundations of foreign language lexicon acquisition, as well as the leading means of inter-national communication and inter-state relations. as one of them, studies are being conducted to bring foreign language learning to the level of international standards. In particular, Scientific research is also being conducted on the use of appropriate strategies for the development of speech competences of future specialists in higher education institutions, as well as on the improvement of the processes of mastering the four main speech activities. In modernized Uzbekistan, opportunities are being expanded to provide modern personnel who can use personal and special professional skills in harmony with their future professional skills, who have general cultural competences such as training mature specialists who think in a new way, contribute to the rapid development of the economy. The tasks of the work we have chosen are the development of technologies for the development of professional competences of students of higher educational institutions; study of interdisciplinary integration processes; to determine the content, method and means of independent learning of students; is to develop the didactic foundations of ensuring coherence and continuity in education. In this regard, PD-60 of the President of the Republic of Uzbekistan dated January 28, 2022 "On the development strategy of New Uzbekistan for 2022-2026" and May 19, 2021 "On measures to bring the popularization of learning foreign languages to a qualitatively new level in the Republic of Uzbekistan" " № PD5117, it is important that a number of decisions were taken on time, and also in the professional training of future foreign language teachers in our republic, all types of work with information, interactive methods, digital technologies, information creation, platforms a person who has unique characteristics that prove himself in a valuable way - a method of improving pedagogical mechanisms of teaching foreign languages to students based on the requirements of the Pan-European CEFR international assessment system for effective professional activity in the information and educational environment of a foreign language The foundations are

being built. "Adapting the educational system to the requirements of the time to ensure moral development and bring the industry to the next level, to improve the quality of education" [1] is defined as a priority task. In this regard, the didactic possibilities of developing professional competences of future foreign language teachers by connecting them with a foreign language are expanding. Issues of intensification of education and the use of modern pedagogical technologies in the educational process of higher education institutions in Uzbekistan, as well as didactic aspects of interdisciplinarity, were developed by B.S. Also, the pedagogical and psychological aspects of foreign language teaching are widely covered in the scientific works of I.A.Zimnyaya, A.A.Leontev. Theoretical studies of communicative competence R.P. Milrud, V.V. Safonov, linguistic and professionally oriented teaching technology A.K. Krupchenko, S.M. Kashuk, T.A. Dmitrenko, Borisova I.Z.; cultural approaches were studied by L.G., Veddenina, V.G. Kostomarov, G.D. Tomakhin. The issue of the integration of cultural approaches in language teaching is also discussed among foreign scholars on various aspects of language education, such as T. Hutchinson, A. Waters, Oxford R.L, Nina Grapa, Johnson D.W. P. F. Tremblay, M. Canal M. Swain, S. Brumfit, C. Chappell, Melville W. conducted research. Theories of the sociocultural approach to the study of pedagogical phenomena, processes and objects E.V. Vereshagin, V.V. Kraevsky, V. Safonova, S.G. Ter-Minasova, A.V. Khutorsky Social development is a positive qualitative change in the psyche and body of a person. Man looks for means and resources to satisfy his needs and communicates with others. During these processes, the social qualities of a person are formed and strengthened. Interdependent, at the same time, independent biological and social factors affect the human coevolution and shape the personality. Thus, along with a number of social qualities, a scientifically based independent opinion is formed. The mother tongue, which plays a decisive role in the formation of a person's thinking, serves as the basis for learning other languages. In teaching a second and foreign language, the methodological principle of taking into account the mother tongue, as well as language experience in general, is used. The communicative goal in foreign language education is the formation of intercultural cognizance. In his scientific article "Text is an important factor in the formation of a cognizant personality", J.J. Jalolov[2] for the first time explained in detail the definition and description of the term "cognizant" in the educational process and explained this term. A cognizant is a person who acquires new and useful knowledge through the medium of the studied language. Cognizant can be monolingual, bilingual and multilingual. So, in our eyes, a cognizant is a person who can communicate with the speakers of the studied language. According to N.M. Akhmedova, the gradual development of communicative competence and the organizational-technological provision of the process of professional competence, which helps future teachers to move to higher levels of awareness, activity and independence in acquiring professional competence, is of great importance [3; p. 159]. D.K. Kholmurodova stated that the humanization and differentiation of education makes

the continuous education system relatively flexible, changeable, and open. As a result, there was a clear ground for students to choose their own education, which can fully respond to the development of their personal and professional competencies and aspirations [4; 42-b].

MATERIAL AND METHODS While mastering the necessary information technologies, a person acquires not only a new way of working, but also, importantly, looks at the world from a different perspective and builds his own personal world of information. In the higher educational institution, students are required to be able to use the foreign language they are learning to a certain extent in their future professional activities, that is, students are required to be able to receive information in a foreign language in their chosen fields, to be able to read and understand industry texts, and to be able to participate in scientific conferences. Both the result and the process of foreign language education are of general educational importance. because, in addition to the information obtained through the medium of a foreign language, the language units used in its study develop thinking, and also serve to strengthen the memory of students and increase their general culture of knowledge. The language broadens students' worldview due to understanding and information about the history, literature, culture of the people of the country being studied. If we talk about language, competence is "the fundamental knowledge of the language system - grammar, vocabulary, all the speech activities of the language and how to combine these activities, so performing this process is the act itself - speaking, speaking or listening, language skills such as reading" [5; p. 549]. According to methodical scientists, fluency competence has become an important event for the development of foreign language methodology, because the next research in the field of fluency is based on compositional theories related to the development of fluency skills in the English language, which has been mentioned several times in works on this topic. [6; pp. 11- 23]. A second equivalent event in the field of teaching is the teaching of English as a foreign language in 1966, when TESOL became an independent field of research and practice due to this current "division of labor". R.P. Milrud stated that Writing competence in a foreign language received the status of an independent discipline [7; pp. 15-34]. However, research in the field of composition in the native language continued and influenced the development of the theory of foreign language [8; pp. 442-462] In our opinion, in the method of development of professional competence, communication competence makes a great contribution to the development of communication skills among students of any specialty. During the training process, students learn more about the prospects of using English language skills and opportunities in their future professions, and pay more attention to understanding the motivation for professional success. At the same time, existing differences in setting professional goals affect the course material learning goals, learning strategies, and partial learning outcomes. Therefore, the results of future foreign language teachers will be expanded by improving not only professional competence, but also methodical competence. In the language learning process of future

foreign language teachers, one of the competences is the reading competence, the methodical recommendations of methodologists and some recommendations, analysis and strategies that help in the methodical development of this competence have been studied in the research. . According to methodical scientists, reading competence is of great importance in the development of professional competence. As for learning to read, N.K. Folomkina writes about this skill as follows:" mastering the semantics of a word is impossible outside the context, so exercises are needed to work with text elements - sentences, groups of sentences, which is already a language "related to the development of skills" [9; p. 60]. S. F. Shatilov also talks about this linguistic skill in his "methodology of teaching foreign languages". connected, but in the context of a certain foreign language teaching method: it is in the center of students' awareness of previous words or grammatical events.

Literature

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