

FORMATION OF COMMUNICATIVE COMPETENCE IN FOREIGN STUDENTS AT THE INITIAL STAGE OF LEARNING RUSSIAN AS A FOREIGN LANGUAGE

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Annotation: This article explores the formation of communicative competence among foreign students at the initial stage of learning Russian as a foreign language. The development of this competence is essential for ensuring successful linguistic, academic, and sociocultural adaptation. The study emphasizes that communicative competence includes not only the ability to use grammatical structures correctly but also the capacity to engage in meaningful and culturally appropriate interaction. The article analyzes the main principles and strategies that contribute to building communicative skills in beginner-level RFL classrooms, considering the cognitive and emotional characteristics of foreign students. Particular attention is paid to situational learning, speech patterns, role-play, and interaction-based tasks that reflect real-life communication needs. The results underline the importance of integrative methods combining listening, speaking, reading, and writing practices aimed at the gradual development of communicative fluency.

Keywords: communicative competence, Russian as a foreign language, beginner level, foreign students, speech situations, language teaching methods, intercultural communication.

The initial stage of learning Russian as a foreign language (RFL) plays a crucial role in shaping the linguistic foundation of foreign students. At this stage, the main goal is not only to introduce students to basic vocabulary and grammar but also to develop their communicative competence. This includes the

ability to express oneself, understand others, and interact appropriately in everyday social contexts. In recent years, the pedagogical community has increasingly emphasized the communicative approach to language teaching, which prioritizes meaningful communication over rote memorization of language rules.

For foreign students in Uzbekistan, learning Russian is often associated with academic, professional, or social goals. However, their motivation and success largely depend on how quickly they can begin to communicate in real-life situations. This necessitates a teaching approach that fosters active language use from the first lessons. Communicative competence at the elementary level includes mastering basic speech patterns, learning to respond to common questions, describing objects and events, and engaging in simple conversations.

Moreover, at this early stage, students face psychological and cultural challenges, such as language anxiety, fear of making mistakes, and unfamiliarity with Russian-speaking norms. Teachers must therefore provide not only linguistic instruction but also psychological support and culturally relevant content. The development of communicative competence must be carried out through integrated activities that combine grammatical accuracy with functional communication in authentic contexts.

The process of forming communicative competence in foreign students at the beginner level of RFL requires a methodologically grounded and student-centered approach. Communicative competence is understood not simply as linguistic knowledge but as the ability to use the language appropriately in various communicative situations. This includes grammatical competence, sociolinguistic sensitivity, strategic skills, and discourse coherence. In practical terms, this means that from the first lessons, students must be placed in situations that simulate real-life communication: greeting, introducing themselves, shopping, asking for directions, and participating in classroom discussions.

Effective development of communicative skills involves the use of role-playing, dialogical speech exercises, interactive games, and pair or group work. These methods help students overcome psychological barriers, increase motivation, and create a positive language environment. Teachers must design lessons that allow maximum student participation and minimize teacher-centered lecturing. Instructional materials should include visuals, authentic texts, dialogues, and exercises that reflect everyday life and cultural specifics of Russian-speaking contexts.

Phonetic drills are essential for pronunciation clarity and comprehension. Lexical and grammatical exercises should not be abstract but tied to communication tasks. For instance, instead of only memorizing case endings, students might be asked to describe a room or introduce their family, using appropriate grammatical forms in meaningful contexts. Listening and speaking activities should be dominant, supported by reading and writing tasks that reinforce oral patterns.

Additionally, the emotional comfort of students must be prioritized. A supportive and respectful classroom atmosphere encourages students to take risks and express themselves. Mistakes should be treated as natural and necessary steps in the learning process. Cultural competence also forms part of communicative competence. Learners need to understand non-verbal cues, politeness strategies, and conversational norms typical of Russian communication.

Modern digital tools can be utilized to enhance the learning experience. Online platforms, multimedia resources, and mobile apps offer interactive exercises and real-life language exposure. These resources are especially helpful for students outside the linguistic environment, such as those studying in non-Russian-speaking regions of Uzbekistan.

In conclusion, the formation of communicative competence at the initial stage should be systematic and dynamic, involving real-life scenarios, integrated

skills development, and psychological readiness. Only then can students gradually move from structured speech patterns to spontaneous communication.

The development of communicative competence at the beginner level of Russian as a foreign language is a foundational element in the overall process of language acquisition for foreign students. At this stage, it is crucial to establish a solid base not only in grammatical structures and vocabulary but also in the functional use of language for everyday interactions. Through the use of communicative teaching strategies such as role-play, situational dialogues, and interactive learning environments, students are able to engage with the language in meaningful and contextually appropriate ways.

In the context of pedagogical institutions in Uzbekistan, where students may have limited access to Russian-speaking environments, the role of the teacher becomes even more significant. Teachers must act as facilitators of communication, cultural mediators, and emotional supporters, ensuring that learners feel confident and motivated. Creating a learner-centered atmosphere that emphasizes practice over perfection enables students to internalize the language more naturally and effectively.

Furthermore, incorporating culturally relevant materials, real-life tasks, and digital technologies can significantly enhance the learning experience. Ultimately, the successful formation of communicative competence at the elementary level lays the groundwork for further linguistic development, academic success, and social integration of foreign students. It also serves as a model for modern language pedagogy that values communication, intercultural understanding, and learner autonomy.

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