



Expression of Semema and its Components in the Semantic Extension

Akhmedov Bahodir Yahshimurodovich ¹, Hamidova Iroda ²

¹ Associate Professor of the Department "Methods of Teaching Languages" of the Bukhara Regional National Center for Teaching Teachers New Methods

² Student of the Department of English Literature of Bukhara state university

Abstract: The article reveals the essence of subject competencies, which must be formed in the lessons of the Russian language in the Uzbek schools. Subject competencies are specific abilities necessary for the effective performance of a specific action in a specific subject area and include highly specialized knowledge, special kind of subject skills, skills, ways of thinking.

Keywords: competencies, academic skills, practice, secondary education, speech competence, speech voicing, psychological training, scheme.

INTRODUCTION

Recently, the idea has been increasingly expressed that a pupil should not only receive an education, but also achieve a certain level of competence in the ways of life in human society in order to meet the social expectations of our country about the formation of a new employee who has the need to creatively solve complex professional tasks. Therefore, today it is important not so much to give the child as much knowledge as possible, as to contribute to ensuring his general cultural, personal and cognitive development, to create conditions for arming such an important skill as the ability to learn, which is the main task of the new educational standards, which are designed to realize the developing potential of general secondary education.

One of the proposed ways to solve this problem is a competence-based approach. The competence approach in education today is the answer to the questions of how to solve practical problems in the real world, how to become successful, how to build your own line.

Subject competencies are specific abilities necessary for the effective performance of a specific action in a specific subject area and include highly specialized knowledge, special kind of subject skills, skills, and ways of thinking.

Subject competencies are practice-oriented skills in the field of cognition, readiness to solve creative tasks, application and development of achieved skills, skills and methods of action in practice. Subject competencies are intellectual skills in a given subject area, the ability to synthesize new knowledge based on available information. These skills in this educational field have an interdisciplinary practical orientation and develop in the process of creative application of knowledge and are directly related, based on general academic skills and methods of activity.

Thus, subject competencies are aimed on the one hand at developing the creative abilities of students, and on the other - at strengthening the applied, practical nature of subject learning.

The main task of the teacher is to stimulate students to show initiative and independence based on systematically studied subject content. The teacher creates conditions, a "developing environment" in which it becomes possible to develop students' intellectual abilities, subject competencies in the process of:

- a) Realizing students' interests and desires within the framework of subject activities and achieving a situation of success;
- b) Making efforts, taking responsibility in the study of the subject, in an effort to achieve new success.

ANALYSIS

Russian language teaching in educational institutions of general secondary education of the Republic of Uzbekistan is aimed at:

- Formation of speech competence, development of skills of using the Russian language in the process of communication, to continue activities in the professional sphere and everyday life of students;
- Formation of linguistic competence aimed at the development of oral and written literacy [1.p.16]

The following can be mentioned as specific features of Russian language lessons in Uzbek schools:

1. Mandatory communicative orientation of the lesson as a whole and its individual stages, which requires the teacher to systematically form and develop speech competencies, students;
2. Comprehensive development of speech and linguistic competencies;
3. A system-functional approach to the selection and organization of language material.

The implementation of these features in each lesson significantly depends on the general psychological preparedness of teachers. Teaching Russian in an Uzbek school is associated with a number of phenomena. These include the features of speech processes in one and two languages, the relationship of these processes with mental activity, general patterns of learning a second language, the features of the formation and development of speech activity in Russian, the individual abilities of students in language acquisition. This requires a teacher of the Russian language in an Uzbek school, in addition to general psychological training, to know the psychological features of the specifics of mastering his subject and the communication situation. In Uzbek school, the Russian language becomes a special subject of study, requiring great psychological efforts from the teacher and students.

At the lessons of the Russian language, students acquire additional opportunities for receiving and transmitting information, there is an interaction of two languages in their psyche, which requires mandatory consideration of the peculiarities of their native language.

LITERATURE REVIEW

In psychology, language is understood as a natural system of signs used for speech activity. This system consists of separate material elements (sounds, letters, words, phrases, rules for combining and changing individual elements). Languages have a very large number of signs and rules for their unification and transformation, which sometimes coincide, but often differ from each other. This leads to errors in the Russian speech of students, since the material signs of the native language are replaced by interference with the signs of another (second) language

Complex psychological processes precede speech communication. Speech communication begins with the definition of the motives of speaking, and then the transition to a specific code intended for understanding is carried out, followed by motor programming and speech voicing. The sounding speech reaches the hearing aid of the interlocutor and causes nerve impulses, thanks to which perception and understanding occurs. If the act of communication takes place in a second (non-native) language, then the speaker and the understanding perform double coding according to the scheme "code of the first language - code of the second language - voicing - transition - perception of speech - decoding (decoding) into the second language - decoding into the first language - understanding speech". Because of double coding, translated speech and translated understanding of someone else's speech are obtained. This is according to fair remark of V.M.

Chistyakova, makes the speech of a student of the national school slow, and understanding - inhibited, often erroneous.

DISCUSSION

In the process of teaching Russian to Uzbek school students, the creation of a favorable motivational basis plays an important role. In the classroom, it is necessary to create conditions for the development of students' motivational and cognitive interests and the desire to master a second, Russian language.

The complex development of linguistic and communicative competencies contributes to the development of cognitive interests of students. They learn to use grammatical forms in their own speech. Since "competence is the ability to apply existing knowledge, skills and abilities in daily activities" [2.p.8] (that is, these are automated skills), it is necessary to systematically perform communicative exercises at each lesson in order to instill speech communication skills in students of the Uzbek school.

The most common methods that ensure the complexity of the formation of linguistic and speech competencies in the classroom are: teaching language modules in which lexical, grammatical and phonetic material are fused together; parallel unified work on oral and written speech, including: the development of oral speech on reading material, which combines the reception of written speech with the development of oral presentation skills, recording exercises performed orally and their subsequent spelling analysis, as well as other types of work in which different receptors participate simultaneously.

The requirement of complexity, unity in the accumulation of grammatical and lexical material by students, in turn, sets the teacher the task of observing, so to speak, the "thematic unity" of each lesson, in which the grammatical material of the lesson is presented and fixed not on random, unrelated sentences and phrases, but on examples united thematically, and hence, lexically.

In addition, students easier and more firmly remember examples united by a common theme. Studies of age and individual characteristics of memory, in particular, age and individual differences in the productivity of memorizing different types of material show that in younger and middle-aged students, the percentage of memorizing meaningful coherent material is significantly higher than the percentage of memorizing incoherent words.

CONCLUSION

Subject competence is the leading one in determining the quality of a pupil's educational activity. The formation of subject competence is only successful when it is constantly implemented in educational and practical activities. Only in the case when the competence of pupils reaches a high level of formation, when the teacher pays maximum attention and consciousness to all necessary actions. The very process of forming subject competence assumes that the child wants and is ready to learn, and the teacher knows how to help him in this, i.e. it is assumed that he himself owns various methods, techniques and methods of teaching. It is clear that it will not be possible to "add up" a competent student from a simple sum of knowledge and skills. He can become competent only by himself, having found and tested various models of behavior in this subject area, choosing from them those that best correspond to his style, claims, aesthetic taste and moral orientations.

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