

## METHODS OF TEACHING THE RUSSIAN LANGUAGE TO STUDENTS OF TECHNICAL UNIVERSITIES

Rakhmatova Shohista Makhmatkobilovna

Assistant, Termez Institute of Engineering and Technology

### ANNOTATION

In this article, the author notes that high-quality language education is conditioned by the task of teaching in universities - a comprehensive provision of communicative competence, including language and speech components. The priority direction in teaching students of universities in Uzbekistan is the improvement of all types of speech activity. One of the main tasks of developing a new approach to organizing the learning process in technical universities of Uzbekistan is to search for new forms and methods in the formation of business qualities in the practical course of the Russian language and can be achieved on the basis of the correct selection of teaching aids. Such a choice determines the entire course of the process of teaching the Russian language as a factor in the formation of the professional competence of future specialists.

**Keywords:** practical course of the Russian language, learning tool, learning process, professional competence, motivation, authentic materials.

Trends in the global development of the information and communication sphere, the integration of all social areas with the educational cause the involvement of an increasing number of specialists in the implementation of international scientific, technical, cultural and business relations. Future technical specialists are no exception. That is why the requirements for the level of mastery of world languages by students of technical universities, in particular, the Russian language, are also expanding.

Along with English, the Russian language is widely represented in the scientific and technical field as a means of communication, obtaining and accumulating information, exchanging experience, and improving professional skills.

Due to the above trends and requirements, it becomes necessary to master all types of speech activity in Russian: listening, speaking, as well as writing and reading.

A teacher of the Russian language at a technical university in Uzbekistan faces a double task: teaching Russian as a non-native language and teaching Russian as one of the means of mastering a future specialty by a student.

The level of proficiency in one or another type of speech activity should be checked directly in the practice of Russian-speaking communication: when speaking in Russian, when reading highly informative modern technical literature in the specialty, when exchanging written information when publishing abstracts of reports of student conferences, articles in republican and international scientific journals, and in the future, after graduation as a student, business papers: contracts, reports, memos and memos, etc.

A teacher at a technical university is faced with the task of determining such goals for teaching the Russian language and choosing such teaching methods where knowledge of the language would not be an end in itself, but the basis for mastering the ability and skills of communication

in Russian. That is, the possession of oral speech, speaking, should not be secondary in relation to writing. These skills should be given equal attention.

Speaking as the most active form of communication and a productive type of speech activity, through which oral-speech communication is carried out, has become the object of research by many philologists and methodologists. In modern linguistic dictionaries, one can find definitions that comprehensively reveal this term.

In particular, T. M. Matveeva defines speaking as “a type of productive speech activity, namely: the oral expression of thoughts and feelings. The term focuses on the process of speech. The result of speaking is an oral statement, a text perceived by ear. In direct communication, speaking is accompanied by listening and should be built taking into account the possibilities of auditory perception of speech” [2].

V. M. Pankin, A. V. Filippov in the “Concise Dictionary” give the most relevant for teachers of Russian as a non-native, the concept of speaking: “Speaking is one of the types of speech activity, oral speech without relying on writing. In the contact logical aspect, speaking is considered when teaching a non-native language (when learning a non-native language), since in the production of oral speech, students make many interference errors in speaking in a non-native language that must be eliminated. Usually such mistakes are not completely eliminated and form one or another characteristic national accent” [3].

Despite the fact that interference is an almost unavoidable phenomenon, the teacher should strive to help the student in correcting oral and speech errors. Since oral speech, as a rule, is impromptu, the biggest problem for a student of a technical university is the independent spontaneous expression of thoughts by means of a non-native language. Knowledge of the morphological and syntactic structure of the Russian language obtained by bachelor students at the previous stages of education is sometimes insufficient, therefore the university teacher should pay special attention to teaching students the grammatical structure of the Russian language and focus their attention on the complex system of word compatibility, which largely does not coincide with the system native, Uzbek or Karakalpak, language.

In addition, the teacher of the Russian language must take into account all the parameters of speaking, which characterize it as a type of speech activity. These parameters are mastered “automatically” when forming native speech, and when speaking non-native, they require a correct methodological approach on the part of the teacher.

Even at the stage of preparation for the lesson, the teacher must clearly determine how the motive of speaking will cause students, what will be the goals and functions of “trained” statements, what to determine the subject of speech, what speech mechanisms and means students will use, whether the presence of supports (“ready-made » texts, speech patterns, models) to perform individual tasks.

The teacher also has an important duty to create a zone of psychological comfort for students, since taking into account the individual age, situational, behavioral characteristics of students is the main factor determining the success of teaching speaking. After all, students must master the topic of communication, have a desire to enter into communication, own grammatical and lexical material, perhaps even personal experience in situations similar to those discussed.

In the process of learning, and later in the social sphere, students may need to use statements in speech that differ in the degree of “memorization” or preparedness. Traditionally, three types

of statements are distinguished: stochastic (or reproductive), reactive (or response), initiative (or active). The latter, which involves the spontaneous expression of one's own thoughts, is the most difficult, and, accordingly, the highest level of mastery of a non-native language.

If we proceed from the fact that speaking as a type of speech activity relies on language as a means of communication, and language has a "level" system, then it is logical to assume that teaching speaking, like language teaching, should be carried out taking into account "levels".

In the classical method of teaching speaking, scientists distinguish two approaches: inductive and deductive, as well as integrated, synthesizing the methodological principles of the first two approaches.

The inductive method is very productive at the initial stages of learning, as well as in situations where the teacher considers it necessary for students to consistently master individual speech actions of various levels, and then learn how to combine them sequentially.

The deductive method is the most difficult, since it involves repeated repetition and reproduction of entire acts of communication, samples of dialogues, monologues, etc.

Taking into account the psychological characteristics of the study groups, the teacher can choose an inductive or deductive approach, as well as synthesize them. Practice shows that the greatest productivity in technical universities, where a larger percentage of students with the so-called "technical" mindset, shows the inductive method or the integrated method with a predominance of the inductive approach.

Whatever approach the teacher chooses at a practical lesson in the Russian language at a technical university, he should strictly adhere to the basic principles of teaching speaking, on which modern methodology is based:

- Communicative orientation;
- Intensive practice (classroom and extracurricular);
- Onstages and sequence;
- Continuity;
- Adequacy and viability.

Non-compliance with these principles leads to a significant slowdown in the learning process or to the formation of "scrambled" knowledge of students, which is very problematic to apply in situational and impromptu speech.

Oral speech communication can have a monologue, dialogic or polylogical form. The task of the teacher in a practical lesson is to form speaking skills in any of these forms. For this, there are special technologies and systems of exercises.

For the development of monologue speech, this is a retelling, special language and communicative speech exercises (from imitative to initiative, including games).

For the development of dialogic and polylogical speech, the technology involves such stages as the introduction of a dialogue (poly log), text processing (microtext), access to communication, of course, using a system of language and communication exercises.

An important role in teaching speaking, in addition to the aspects we have considered, is played by the ability of the teacher to competently organize the work of students in a group and create a creative atmosphere, namely: do not interrupt.

1. Ильина С. Ф. Обучение говорению — <http://ilyina-sf.narod.ru/p1aa1.html>

2. Матвеева Т. В. Полный словарь лингвистических терминов. Ростов-на-Дону, 2010., с. 75.

3. Панькин В. М., Филиппов А. В. Краткий словарь. — М.: Наука. 2011.
4. Сафарова, Н. О. (2020). The moral importance of national values in family education. Молодой ученый, (36), 129-131.
5. Туьбойева, G. Q., Rasulova, G., & Fayzullayeva, F. X. (2019). Students' learning styles and autonomous learner. Вестник педагогики: наука и практика, (49), 39-40.
4. Ярица Л. И. «Обучение говорению на русском как неродном» — [rcro.tomsk.ru/wp\\_/Metod.-rekomentatsii](http://rcro.tomsk.ru/wp_/Metod.-rekomentatsii). — Obuchenie-govoreniyu\_YAritsa-L. I.