EFFECTIVE METHODS OF TEACHING THE RUSSIAN LANGUAGE ENGINEERING STUDENTS IN UZBEKISTAN

Madumarov Ravshanjohn Abdirakhmonovich[1]
[1]A teacher of "The Uzbek language and literature"department,
"Management in production"
faculty, Ferghana
Polytechnic Institute,
Uzbekistan, Ferghana

ABSTRACT
The article under discussion depicts the effective teaching methods of teaching the Russian language in technical universities in Uzbekistan. The author of the article thinks that at present, new requirements are imposed on the training of specialists in various fields of higher education. For a graduate of a modern university it is not only enough to have knowledge in his or her field, it is also important to have mandatory language skills on a professional level.
KEY WORDS*: effective, teaching, a foreign language, methods, professional level, speech, listening, reading, knowledge, technical universities, model, communicative tasks, productive speech, mechanical memorization, material.*

DISCUSSION

The time of intensive international cooperation has proved once again that without a foreign language skills of technical university graduates intercultural communication in various spheres of economy, science and technology will be difficult. These circumstances have adjusted the goals of higher education in general and language in particular.

Students of technical universities are usually inclined to self-monitoring and have a good long-term memory, so a teacher should correct errors immediately. As practice shows, this does not confuse them and helps to introduce the correct model into their memory [6].

However, students of technical universities find it harder to "talk" and are hampered by excessive control over their own speech. Thus, in productive speech activities, they usually use prelearned phrases and texts, which they can include in their own oral statements without prior thought. Communicative tasks that promote memorization of whole blocks and phrases make it possible to spontaneously use the language of a specialty in speech without mechanical memorization, thus helping to get rid of too rigid self-control over their own speech.

However, when teaching engineering students, the emphasis should be on a written speech, because in the scientific and technological base it is the main and oral type - a derivative.

From a communicative point of view, writing instruction is most conveniently divided into stages during which students perform various types of tasks. This article provides some types of exercises that can be used in classroom classes and in the process of students' independent work. Combined with the variety and complexity of learning stylistic features of academic writing, in particular, the features of texts of professional content, terminology requires more training, better representation of its system, connections with other categories of words.

In modern methods, there is a desire to bring the conditions of the educational process closer to those of free communication. In this regard, great attention is paid to the development of skills in all four types of speech activity. There is such a term of interconnected learning, which implies parallel and balanced formation of the four speech activities on the basis of common language material within the framework of their sequential-temporal relationship. Listening, speaking, reading and writing are both: the goal and the means of learning. The work on these speech activities is carried out in a certain sequence within a practical lesson or cycle of lessons where common language material is mandatory.   A powerful means of language learning is listening, allowing you to master the sound side of the language, its phonemic composition and intonation: rhythm, accent, melody.   Klobukova L.P. singles out the following characteristics of listening as a type of speech activity: listening realizes oral and direct

communication, it is a reactive and receptive type of speech activity in the process of communication, the main form of listening - internal, uneven. Listening is the basis of communication, mastering oral communication begins with it. It consists of the ability to differentiate perceived sounds, to integrate them into semantic complexes, to keep them in memory during listening, to carry out forecasting and, based on the situation of communication, to understand the perceived sound chain. In this case, the process of perception is carried out at a certain normal pace, typical for a given language, from different sources, with natural interference of speech and non-speech character [1].

The listening process is motivated not only by the need to understand the speaker's spoken message, but also to express an opinion based on an understanding of what is heard. This motivation undoubtedly creates the listener's inner attitude, which is to bring "the perceptual circuit, i.e., the reaction circuit, to a state of readiness". This state, in turn, can be expressed in concentration and consequently in greater productivity of all mental processes.

Training in listening, or sensory perception (understanding) of speech by hearing, involves the performance of exercises to develop general listening skills, speech exercises and subsequent training work with audio text. Here are some examples of such exercises:

1. Listen to the beginning of the story and try to guess what happened next.
2. Plan a statement for a given communication situation and listen to several pieces of text to get the information you need.
3. Listen to the suggestions and tell how many questions, affirmative, negative suggestions you have heard.

A teacher can ask students to work with audio text consisting of several steps: pretext, text and posttext.

The pretext phase includes work with the whiteboard, handouts and listening (audio) fragments as well as live educational communication. The main content of the stage: removal of language difficulties of audio text (control of understanding the most difficult sentences of the text, analysis of the meaning of individual words and phrases), training exercises based on the text, the introduction and primary consolidation of new words, the interpretation of the use of lexical units and grammatical phenomena in the text, listening to individual text fragments.

Pre-textual orientation to the perception of speech by hearing consists in raising pretext questions, proposals for the title of the text, tasks to confirm or disprove the statements proposed by the teacher, choose from a series of data correct, approximate and incorrect statements, choose the correct answer to the question, reproduce the context with key words, etc.

The text stage includes listening to the whole text and alternating paragraphs, semantic blocks. In the process of multiple listening to the text, trainees are offered the following types of work:

1. Selection for a paragraph of the title.
2. Playing the keyword in context.
3. Paraphrasing.
4. Answering questions.
5. Listening to the text again.

The post-text stage includes question-and-answer work, oriented paraphrase, extension and continuation of the text by students, making up a story, making up a dialogue on the topic of the text, etc.

It is important to achieve the desire of students to learn to listen to speech and understand what they hear, give them a sense of their abilities, their progress. This increases their interest in learning a non-native language. In connection with listening, monological speech develops when students speak after listening to a text, with independent communication and personal evaluation, as well as the ability to speak in different situations within the educational and labor, social and socio-cultural spheres of communication. Through active listening, the transition from sentence level speech to coherent monological speech at text level is made.
Listening forms the basis of communication, and mastery of oral communication begins with it [5].

Let's take a closer look at teaching another of the receptive types of speech activity, namely reading. Reading is a receptive skill aimed at extracting information contained in a written text (speech work).

Reading is both an objective and a learning tool. As an objective: to form, develop and improve the ability to extract information from text of any style and genre. As a means - to perform a variety of tasks. It is necessary to read and understand the task. In order to retell the text (as well as perform other tasks related to it), you need to read it.

Teaching a language without reading support can be justified only with pre-school children. Reading is a special kind of speech activity, a process of simultaneous perception and understanding of a written text. It is a deeply internal process, consisting in the interpretation of the text, which implies verbal, substantive and semantic understanding. The understanding of the text is based on a) subject and b) language competence.

Reading of texts on the students' specialty should be based on translation, which should be considered as the main means of developing understanding. Non-translation comprehension is the final stage of learning to understand a foreign-language text, which is achieved in the further independent work of students. Translation, on the

other hand, is a necessary way to find an equivalent. Having received a complex text for comprehension, the student first of all tries to translate this text into his native language, because he does not think in Russian. Therefore, there is always an explicit or implicit translation in the native language.

In a generally accepted linguistic representation, a translation is considered to be the transformation of a speech work or a message in one language into a speech work in another according to predetermined correspondence, while keeping the content plan unchanged [4].

From our point of view, the translation process cannot be reduced to a mechanical act of finding inter-linguistic matches. It is precisely because of the students' desire to convey, above all, the meaning of individual words that most translation errors occur, the so-called false friends of the translator. It is impossible to establish direct equivalence between words and constructions of two languages because semantically and functionally the signs of two languages usually do not coincide. A word-by-word translation without understanding the entire speech work as a whole often leads to a distortion of meaning. In addition, excessive "attachment" to the dictionary complicates the process of perception of a foreign language text: slows down the pace of reading, disrupts the logical flow of thought, distracts from the content of the read.

CONCLUSION

For a graduate of a modern university it is not only enough to have knowledge in his or her field, it is also important to have mandatory language skills on a professional level. The main purpose of a foreign language (Russian) teaching is not so much teaching the language system (linguistic competence) as mastering communicative competence, i.e. the ability of a person to carry out verbal communication in this or that sphere of activity by means of the studied language. The communicative competence is based on the complex of language knowledge and speech skills and abilities, which are formed and assimilated during the lessons [6]. Priority is given to independent work of the student, which implies, first of all, careful study of additional theoretical materials and educational Internet resources for each topic, self-check with the help of questions and tests given at the end of the topic, as well as mandatory performance of practical tasks.

Thus, when teaching the Russian language in technical universities of engineering profile it is necessary to pay special attention to receptive speech activities, namely, reading as one of the most important and basic, but it should be noted that the sequence of methodological steps offered by the teacher implies a transition from mastering the foreign language means to the formation of speech skills and development of speech skills of both receptive and productive speech activities.

REFERENCES

1. *Avdeeva I.P. (2018) Engineering Communication as an Independent Speech Culture: cognitive, professional and linguistic aspects. - Moscow State Technical University named after N.E. Bauman. P.368*
2. *Barakatova D.A. (2016) Non-standard forms of teaching at lessons of the Russian language and literature // NovaInfo. Moscow. № 57. P.p. 376-380*
3. *Kartasheva, A.N.; Kenzhegalieva, S.K. (2016) Independent work of the students of the national groups at teaching reading of the texts with the national-cultural component (in Russian) // Didactic philology. №4. P.p. 41-49.*
4. *Klobukova L.P. (2012) Typology of tasks in teaching Russian to foreign students taking into account their needs in educational, scientific and professional spheres of communication // Language, literature, culture. Actual problems of studying and teaching. Moscow. Vol. 8. P.p.23-28*
5. *Parpiyeva M.M., Madumarova M.D., Mavlonov U. (2018) Development of motivation of students to study language // Achievements of science and education. №8 (30). URL: https://cyberleninka.ru/article/n/razvitie-motivatsii-u-studentov-k-izucheniyu-yazyka*
6. *Nishonov U.I. Teaching Russian as a Foreign Language in Higher Education Institutions of Uzbekistan // Problems of Science and Education. 2018. №2 (14). URL: https://cyberleninka.ru/article/n/obuchenie-russkomu-yazyku-kak-inostrannomu-v-vuzah-uzbekistana*