



THE DEVELOPMENT OF STUDENTS' INTEREST IN THE RUSSIAN LANGUAGE

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ABSTRACT

This article discusses the process of developing students' interest in teaching Russian to students of higher educational institutions of the Republic of Uzbekistan. Particular attention is paid to the reasons hindering this process and solving this problem.

KEYWORDS: *teaching the Russian language; speech activity; motivational factors; activity; creation.*

DISCUSSION

The advancement of the Russian language as the language of interethnic communication in our multinational republic is the most important factor in its ever-increasing role. "Fluency in the Russian language, along with the mother tongue ... becomes an object necessity and a need for every citizen." That is why the development of issues of improving the teaching of the Russian language, finding the most rational ways of mastering it acquire special relevance.

The success of mastering the Russian language as the second native language of students depends not only on the efforts of the objective order, but also subjective, among which the personal attitude to the language itself and the process of mastering it, or rather the cognitive process to it, is one of the most important points. No matter how full and perfect textbooks and teaching aids are, no matter how effective the learning process is, the attempts to achieve optimal results will be unsuccessful if the students themselves are indifferent and inert.

Although the language itself is a social phenomenon, activities for its assimilation and use, i.e. speech activity is a personal phenomenon, in the functional characteristic of which factors of a psychological order (memory, attention, thinking will, etc.) and motivational (motive goal, attitude, interest, etc.) are of no small importance. Moreover, factors of the motivational order have no less impact on the effectiveness of learning and the process of mastering knowledge than psychological factors. Under the influence of these factors, each student "on his own initiative will actively engage in the learning process and" voluntarily take upon himself the "burden" of learning, begin to willingly absorb knowledge and independently organize his educational activities.

In the use of motivational factors, in particular cognitive interest, there are great potential opportunities for the intensification of language acquisition and the development of speech skills. It is not only an interest in knowledge itself, but also an interest in the process of independently obtaining this knowledge and improving existing knowledge.



So the cognitive process should be considered as a means of more solid assimilation of the learning material and as an incentive to expand and deepen existing knowledge.

At the same time, interest in mastering knowledge is the first step towards achieving the main goal - developing interest in applying independent efforts to acquire knowledge, as a result of which a need is developed for mastering it.

In our multinational country, where knowledge of the Russian language has become an urgent need for everyone, interest in learning it and the desire to master it is formed from the first steps of a conscious life. Teaching the Russian language in the national republics begins with a kindergarten, and by the time high school graduates, interest in it has already been formed to a certain extent. That is why, bearing in mind students, we should not talk about the formation of interest, but its development and expansion, about the pedagogical guidance of this process.

The reasons that impede the development of students' interest in further expanding their knowledge are, firstly, the imperfection of textbooks, teaching aids and teaching materials, secondly, the use of uniform, not requiring mental activity methods of work, the predominance of explanatory and illustrative method, the lack of active speech practice, thirdly, shortcomings in the organization of classes, lack of an individual approach to students with different levels of training in the Russian language in schools, vocational schools colleges and lyceums, fourthly, the lack of systematic and regular extracurricular activities, etc.

The development of interest in mastering the language depends on a number of subjective conditions, such as the individual psychological characteristics of students, their abilities, their level of knowledge, etc.; but most of all from conditions of an objective nature, i.e. on, for example, what is the content of the learning material, what methods and techniques organize its assimilation, what are the forms of organization of the cognitive process. It has been established that the greatest interest of students is caused by such verbal and linguistic material that has social, professional or practical significance for them, is emotionally attractive, contains certain new information and is available for assimilation.

It stimulates interest and the use of such methods and techniques of work under which conditions are created for the activity, independence and creativity of students. The increase in interest is facilitated by the use of visibility, technical training aids (TCO), elements of competition, as well as a variety of types of work and exercises.

An important role in the development of cognitive interest of students is also played by various types of extracurricular activities, the comprehensive external impact of the media, the

environment, comrades, living conditions and everyday life. Interest in learning also depends on the psychological climate in the classroom, on the skill of the teacher, his ability to find an individual approach to each student and organize differentiated training, on the equipment of the classes, on the sanitary and hygienic conditions in which they are held, etc.

The presence of a whole system of factors affecting students' interest in the language also testifies to the variety of ways and means of practical solution of this problem in relation to the specific conditions of each university, as well as the possibility of establishing a specific work system. The implementation of not individual measures, but a focused system of them can lead to optimal results.

It is not necessary to adhere to a strict order in the arrangement of the components of this system, since each of these components is not associated with a specific structural organization of the lesson and their use entirely depends on the specific content and goals of each lesson, as well as on the existence of certain conditions for their use.

But, nevertheless, when choosing means of developing interest and determining ways of their specific methodological solution, it is advisable to take into account recommendations on the differentiation of types of speech activity according to the stages of training, according to which speaking and listening should dominate the national audience at the initial stage of work with non-philological students, in the second stage, speaking, listening and reading act as equivalent components of the educational process, at the final stage, reading and writing become dominant. Particular attention is paid to writing as a type of speech activity directly related to the development of a future specialty.

This differentiation should especially be taken into account at the initial stage, which provides for the use of all means of developing an interest in speaking and listening, and at the advanced and final stages, the use of all means of developing an interest in reading and writing.

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