



SPECIFIC FEATURES OF TEACHING THE RUSSIAN LANGUAGE IN TECHNICAL HIGHER EDUCATIONAL INSTITUTIONS IN UZBEKISTAN

Umarova Dilmura Zakirovna¹

¹A senior teacher of "The Uzbek language and literature" department, "Management in production" faculty, Ferghana Polytechnic Institute, Uzbekistan, Ferghana

ABSTRACT

The article under discussion depicts specific features of teaching the Russian language in technical higher educational institutions in Uzbekistan. The author of the article considers that the study of communicative needs of the students of non-philological profile showed the necessity to develop a special method of teaching the Russian language. The study of the professional language course is defined as an integral pedagogical process of forming the profile and communicative competence of students, which is based on the integration of knowledge about the language, norms of its functioning, specifics of the technical discourse and ways of activity - the use of the studied language means in the educational and professional and scientific and professional spheres of speech communication.

KEY WORDS: Teaching, higher educational institutions, communicative, students, experience, competence, communicate, linguistic, tangible, orientation, intercultural, the Russian language.

INTRODUCTION

At the current stage of Uzbekistan society's development, the main objective of methodological science is to educate individuals seeking to make the most of their abilities, open to new experiences and capable of making informed and responsible choices in various life situations. In order to raise such a person, the students should be taught communicative competence, consisting of speech, linguistic and sociolinguistic competence. The learner educated in such situations should eventually reach a level defined as the level of the "linguistic personality".

As a result of the transformations taking place in Uzbekistan, the process of the Russian language teaching today can develop taking into account people's needs and acquire a more tangible practical and communicative orientation. Preparing a person to communicate in the language being studied today is equated with preparation for intercultural dialogue. Accordingly, the practice of teaching the Russian language should promptly respond to this fact and develop ways to best address emerging issues.

In technical higher educational institutions of Uzbekistan the program of studying Russian, as well as other foreign languages, includes in-depth study of grammar, phonetics and lexical composition of the language, with an increasing emphasis on teaching the language system and mainly grammar. Still the

main difficulties are the lack of active oral practice per student in the group, learning Russian should be based on the development of speech skills of students as a result of oral exercises, and theoretical study should give way to the development of practical skills. It is necessary to teach students not only the basics of the Russian language, but also to teach them to communicate with interest and communicate correctly in another language, both in professional and everyday situations [1].

The process of language learning took place differently at different times. Within the post-Soviet countries, this process previously had its specific features. In particular, the problem with the process of teaching Russian and other foreign languages was the lack of rhetoric. This approach to language learning and teaching was caused by the cancellation of rhetorical lessons in the Russian school at the end of the 19th century. Although since ancient times, language learning has been and is being conducted in two directions - the formation of eloquence skills and the study of the theoretical foundations of the language.

In the twentieth century, the methodology of teaching Russian at the national school, followed by foreign languages at schools of all types, was developed by copying the methodology of teaching native (Uzbek) language. This was due to the lack of analogues. A somewhat simplified version of the



programme for teaching native languages was announced as a programme for teaching Russian as a non-native language. This circumstance led to a tangible difference in approaches to language teaching problems in Uzbekistan and in other countries. All this has also been reflected in the practice of language teaching - for a long time the process of language teaching has been repeating the main provisions of the process of teaching the native language. The final results of the language learning process also testified to this - many graduates, knowing the sum of their theoretical knowledge of a language, were helpless in communicating in it. This was typical for almost the end of the twentieth century [2].

In recent years, the issue of the impact of the language environment has been subject to multilateral research. In particular, the language environment has been studied as a learning factor and a reserve for improving the efficiency of a short-term the Russian language teaching. Four main functions of the language environment have been identified: informative, motivational, communicative and accelerative. The selected functions have different impacts on the specifics of the Russian language teaching to non-philological students studying in the absence of the language environment. Thus, for example, the absence of the language environment in its accelerative function slows down the process of students' memorization of language facts, which, apparently, should be taken into account when determining the time frame for introducing and fixing this or that language material. However, in this case there is no significant impact on the basis of the Russian language teaching methodology.

The lack of the language environment in such a function as motivational causes the need to develop a special method of teaching the Russian language. As it reduces the scope of students' activities, reduces the volume of their communication needs and eliminates the need for links between skills in different types of speech activity.

For students studying in the absence of the language environment, only reading publicist literature, listening to radio programs, watching TV programs in Russian can be considered relevant to one degree or another. However, this cannot be considered as a necessary factor for mastering the chosen specialty, and given the short period of study, this type of activity should probably be given a fairly limited place in the program of teaching Russian to students of technical universities. In my opinion, it is advisable to take into account, first of all, the educational and professional sphere of communication. At the same time, communication needs of technical university students are mainly limited to reading general and special literature in Russian.

METHODOLOGY

The technique of teaching of Russian to the students of a non-philological profile receiving education in the country, will be based not on the complex approach, and on primary formation of skills in one kind of speech activity - reading. However, this conclusion in no way should not be understood as a requirement, completely isolate reading from other types of speech activity in the process of teaching. This would be both inappropriate and impossible. Naturally, students will learn writing, speaking and listening skills while learning different types of reading. But mastering skills in these types of speech activities will be a means of teaching reading, not a goal of the learning process.

Functioning of reading as any kind of speech activity is provided, on the one hand, by skills that aim at semantic perception and processing of test information and, on the other hand, by different groups of skills, the most important of which are lexical and grammatical.

Thus, when teaching reading it is necessary to select certain stages. Each stage should be characterized in several directions:

- representation of this or that text material;

First of all, a text is a message consisting of a number of statements united by different types of lexical, grammatical and logical links. Selection of texts is carried out according to such criteria as: a) professional orientation of text information; b) authenticity of professional sources; c) functional-stylistic and genre correlation with the speciality acquired by students; d) interaction of the studied speciality with other sciences and technical branches; e) consideration of students' professional and language level; f) gradual increase of difficulties [6].

- the presence of certain lexical-grammatical material participating in the creation of these text types;
- Statement of tasks specific for each stage in the field of skills formation in different types of reading (with definition of minimum and maximum for each stage), etc.
- Development of the control system.

As well as reading, from a communicative point of view, writing instruction is most conveniently divided into stages during which students perform various types of tasks. 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.

Among priority directions of practice of teaching the Russian language the problem of formation and perfection of communicative skills in the field of written speech is the most essential and



difficult. We agree with the opinion of E.I. Passov and N.E. Kuzovleva that "some objects of speech appear to be included in writing, as both types of activity are productive by nature [3]. These are the skills to express oneself in a holistic, logical, coherent, productive way, the ability to convey what has been read, heard, and seen. Moreover, the ability to express oneself coherently, logically and coherently is more important for writing than for speaking" [4].

In modern linguistics, the requirements for professional texts are clearly defined. Its main property should be the possibility of reverse transformation, i.e. lexically and syntactically texts should be oriented to the possibilities of the perceiving consciousness. Plot construction of educational and linguistic material allows to organically enter the "personality of the speaker" and demonstrates the full range of speech, language, and communicative competencies, which opens access to the information thesaurus, expanding the verbal and non-verbal fund.

An important condition in the formation of communicative competence was the allocation of exercises aimed at mastering the textual functioning of professional vocabulary of future engineers of buildings construction.

As it is known, an important point in the teaching of written language is the reliance on the functional approach to the study of the language of the specialty: identification and differentiation of nominations, expression of accession, explanation, accession explanation of independent proposals, the formation of textual explanations on the basis of generalization: the construction and communication of paragraphs, the relationship between thought and arguments in a consistent and logical form.

Accordingly, the work on the special text includes development of special vocabulary and terminology (substitution tables; samples of quantum shape-oriented texts with tasks for transformation or modification).

The professional language component as the basis for the development of students' written language skills includes language knowledge (including terminology), speech skills in professional communication, as well as strategies for studying and applying this knowledge and skills. It is necessary to use contextual and integrative means of problem-project learning, transforming the content and process of linguistic-professional training into a scenario of future professional activity of a specialist, in which each subject is manifested as a unique self-actualizing personality and the acquisition of knowledge occurs through activities based on experience.

CONCLUSION

Thus, the formation of communicative competence of future engineers of buildings

construction assumes the necessity of purposeful application not only of textbooks and manuals (quantum profile-oriented texts, terminology minimum, which reflects the terminology system of the specialty), but also the use of potential possibilities of information and educational environment (fragments of educational, scientific and cognitive films, materials available on the Internet, fragments of performances of famous scientists, interviews and opinions of engineers, etc.).

Therefore, in the process of professionally oriented language training the main emphasis is shifted to the acquisition of professional knowledge and competences by students. The main function of a teacher is not so much to teach students the language, as to create such organizational and pedagogical conditions, in which students realize the importance, interest and need to learn and use the Russian language in setting and solving educational and professional tasks.

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