

LEARNING RUSSIAN AS A FOREIGN LANGUAGE IN UNIVERSITIES OF UZBEKISTAN

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Resume: The article examines the relevance of the introduction of innovative methods in the process of teaching the Russian language to Uzbek philologists-Russian philologists. The question is raised that the functional principle of teaching becomes the main thing in teaching the Russian language, and the communicative competence of students is also in the center of attention. It is about an intensive search for new approaches, forms and innovative methods of teaching the Russian language, where the directive model of teaching is replaced by an interactive model that is more productive and focused on the student's personality.

Key words: teaching methodology, education, innovative, individualized, grammar, communicative competence.

The tendency to create national educational standards has been characteristic in recent years for education systems in many countries of the world. Similar documents in Uzbekistan with such a wide scope are the Constitution and laws, in particular, the Law of the Republic of Uzbekistan "On Education" [1]. The dream and desire of every student, as well as any person studying a foreign language, is the ability to speak correctly and express their thoughts in the language of interest. Teaching any discipline requires a number of responsibilities and efforts on the part of the instructor and learner. The teacher's responsibilities include the choice of a specific methodology and a suitable teaching method, the selection of assignments for each type of educational activity, teaching aids, taking into account the level of knowledge of the trainees, and much more. Effort, seriousness and responsibility are required of trainees. The difference between teaching foreign languages and other disciplines is that through language we express our thoughts and feelings. Our thoughts and feelings are not limited in the classroom, in the laboratory, in research, they are always and everywhere with us. This also suggests that you should not only correctly learn foreign languages, but also correctly express your thoughts in your native language. "If the development of the native language begins with the free spontaneous use of speech and ends with the consciousness of speech forms and mastery of them, then the development of a foreign language begins with the awareness of the language and voluntary mastery of it and ends with spontaneous speech" [2, p. 58]. The native language is acquired simultaneously with the appropriation of social experience. In Uzbek universities, the program for studying the Russian language, like other foreign languages, includes an in-depth study of grammar, phonetics and lexical composition of the language, more and more emphasis is placed on teaching the language system and mainly on grammar. As before, the main difficulties are the lack of active oral practice per student of the group, the study of the Russian language should be based on the development of students' speech skills 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 with interest and correctly communicate in another language, both within the framework of professional topics and in situations of everyday life. Teaching Russian as a foreign language is now being carried out in the context of global changes throughout the

education system - the goals of learning the language, the needs of students, learning conditions have changed; it must be admitted that there has also been a transition of quantitative changes into qualitative ones - work with the masses of students has transformed into more individualized work, when students themselves began to determine not only the linguistic, but also the cultural component of the learning process [3, p. 115]. The main goal of teaching a foreign language is not so much teaching the language system (linguistic competence) as mastering communicative competence, i.e. a person's ability to carry out speech communication by means of the studied language in a particular field of activity. The basis of communicative competence is a complex of linguistic knowledge and speech skills and abilities that are formed and assimilated in the course of classes [4, p. 154]. The priority is the student's independent work, which involves, first of all, a careful study of additional theoretical materials and educational Internet resources for each topic, self-examination using the questions and tests given at the end of the topic, as well as the mandatory performance of practical tasks. As for the remaining 50%, depending on the students, it should be noted that no matter what new innovative method the teacher chooses for the student in order to increase his practical mastery of the language, a lot depends on him, on his diligence, efforts and ingenuity. For the most meaningful and inspiring lesson cannot last more than an hour and a half. At the end of the lesson, outside the classroom and the university, the student is left alone with his diligence and imagination. Based on the above, students can be advised to follow the famous saying "Repetition is the mother of learning." The more they repeat the material they have covered, going deeper into it, the better they will be able to remember it. This is due to the emergence of the labor market, competition in Uzbekistan for specialists from domestic and foreign vocational schools in order to bring the level of graduates of domestic educational institutions to the level of professional competence of a foreign specialist. The modern methodology of teaching the Russian language in the universities of Uzbekistan recognizes that the difficulties of mastering words, on the one hand, are associated with the peculiarities of the lexical system of the Russian language itself, and on the other, with the specifics of the vocabulary of the students' native language. Since words in Russian do not exist in isolation, but in connection with others, students study vocabulary in interconnection, in comparison, which facilitates the process of mastering the material. In the learning process, a large place should be given to the semantics of words, since it is associated with the correct understanding of the word and its use in speech. Living word of the teacher, his direct appeal to students, the possibility of constant feedback - all this has undoubted advantages. It should always be remembered: no matter what technical means we use, the teacher remains the central figure in the educational process, and he needs to carefully monitor his speech, have a good, clear pronunciation, and avoid grammatical and stylistic mistakes.

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