

INNOVATIVE TECHNOLOGIES IN TEACHING THE RUSSIAN LANGUAGE TO STUDENTS OF NATIONAL GROUPS NON-LINGUISTIC UNIVERSITIES

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ANNOTATION

The article discusses the importance of innovative technologies in teaching students professionally oriented communication in teaching Russian. Examples of assignments used to shape students' speech are given.

Keywords: educational technologies, Russian language education, career-oriented communication, specialty speech, industry terms

INTRODUCTION

Our society needs professionals who are well-educated, qualified, able to make quick and constructive decisions. Therefore, the person-centered interaction between teacher and student has become an important aspect of the educational process, in which the improvement of educational technologies plays an important role. The use of innovative technologies in the educational process helps to improve the quality of training and enhance the role of independent work of students. The introduction of innovative teaching methods in the development of professional competencies of the future specialist will lay the foundation for his future competitiveness in the labor market.

Innovation or renewal is inherent in any human professional activity. Innovations do not arise spontaneously, but are among the results of scientific research and advanced pedagogical experience. The term "innovation" translates from Latin to mean "renewal, innovation, change". Innovation in the pedagogical process means the introduction of innovations in the goals, content, methods and forms of education, the organization of joint activities of teacher and student. Today, innovation in pedagogy is the most optimal means of increasing the effectiveness of education.

Indeed, although there have been positive developments in state language education in recent years, there have been instances of deviations and deviations from literary language norms in official communication and even in the media. At the same time, it should be noted that the interest of people of other nationalities living in our country in learning the state language is growing.

It is known that the traditional methods used in Russian language classes in other languages are mainly aimed at reading and understanding texts on socio-political, popular topics and developing the ability to express this information orally (in dialogue or monologue) and in writing. Modern teaching methods encourage students to develop professional competencies, including oral and written communication skills. In this regard, it is important to work on texts and terms related to their future specialization. The use of field terms, as well as grammatical units of grammatical information, in text-related texts helps to achieve this goal. Matnosti assignments should also focus on mastering grammatical information by working with text and

teaching them to use it in oral and written speech. This, of course, requires an innovative approach to each lesson, the effective implementation of which depends primarily on how the assignments and exercises are structured and how the lesson is organized.

It should be noted that a thorough knowledge of terms related to a particular field is of great practical importance in the professional competence of students. Therefore, we think it is expedient to use materials in Russian language education, mainly containing sectoral terms, to give examples from the legislation and interpret their content, to teach the active use of terms in dialogic and monologue speech in professional communication. Working with the interpretation of terms in the lessons not only increases students' vocabulary, but also helps them to form speech competence in a future-oriented way. In particular, the teaching of terms related to this area in the Russian language classes in customs areas is of great practical importance.

This means that today the orientation of the state language education to the future profession of the student should be focused on teaching formal communication in the Russian literary language in professional situations. This requires the use of methods that shape communication competence. In recent years, the use of new information technologies in the teaching of the Russian language has begun to be studied, indicating the use of not only new technical means, but also new forms and methods of education. However, over time, the issues raised in these studies have not lost their relevance.

The rapid development of innovations in education requires the use of innovative technologies such as collaborative learning in Russian language teaching, problem-based learning, developmental education, project education, professional games, distance learning, use of Internet resources, differentiated education through person-centered approaches. Many technologies such as the above, introduced by advanced educators, can be used in teaching Russian.

Problem-based learning technology, which is gaining attention today, involves the independent performance of cognitive, creative tasks by increasing knowledge and skills, encourages students to form a certain system of actions, creates a creative environment in communication. Problem-based learning technology can be implemented in the following stages:

1. Identify the problem that occurred in the given situation (situation).
2. Situation analysis, problem statement.
3. Find a solution to the problem.
4. Determine if the solution is right or wrong.

The use of research methods in problem-based learning technology also develops students' independent thinking. In it, the student expands his knowledge, learns and applies scientific methods, searches for information, sorts it, plans, draws conclusions. All this organizes the student's activities, develops the ability to think, in which there is a sense of responsibility, satisfaction with their work. Independently acquired knowledge is better assimilated.

However, there are a number of problems with the application of this technology, which prevents its widespread use in practice. The main thing is that it takes a lot of time and effort, responsibility and creativity from both the teacher and the student. In addition, for the process of formation of the student's professional competence to be effective, the Russian language

teacher must know the characteristics of his future profession, be closely acquainted with the situation in the profession.

The following tasks, aimed at developing students' speaking competencies in Russian language classes, teach them to create simple constructions, develop independent thinking.

Practice shows that many more methods of innovative technologies can be used in Russian language teaching. What technology is used in the lesson depends on the topic and purpose of the lesson, the capabilities of the teacher and the audience, the interests and abilities of students, as well as many other factors. However, the introduction of innovative methods in teaching does not completely negate traditional teaching, but requires the use of a combination of different methods, as it is undoubtedly the direct responsibility of the teacher to manage and direct the learning process. As mentioned above, these technologies require a great deal of responsibility from the teacher, regular work on themselves, the use of the most optimal and effective methods, depending on the content and scope of each subject. In the process, of course, experience is gained, and sometimes mistakes are made. Most importantly, it is necessary to teach students to communicate on a daily basis, to fully and fluently express their views in the state language in the field of profession, to think independently and to demonstrate professional competence in different situations.

The use of innovative technologies in the vocational guidance of Russian language education will be effective only if their application in the system of training, the acquisition of the full range of knowledge and skills. This ensures that the learning outcomes are positively reflected in the future professional career of the specialist. Of course, in the learning process, traditional methods may not change as quickly as technology. However, the development of innovations is an undeniable fact. The teacher's task in this regard is to create a real model of communication by mastering modern technologies as a natural and integral part of the language learning process.

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