

INTERACTIVE METHODS OF STUDYING THE RUSSIAN LANGUAGE AS A MEANS OF FORMING LANGUAGE COMPETENCE OF NON-LINGUISTIC UNIVERSITY STUDENTS

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ANNOTATION

The article attempts to analyze the use of advanced forms and methods that are used by teachers of foreign languages in relation to the formation of students' speech competencies in the educational process. The features and specifics of the use of interactive methods of teaching a foreign language in higher educational institutions are considered. The expediency of using interactive methods is considered, which allow making classes more diverse, enabling students to demonstrate speech independence, to realize communication skills and speech skills. The expediency of using interactive methods focused on the activation of students' creative thinking is proved.

Keywords: language competence; interactive method; interactive learning; interactive learning technologies.

INTRODUCTION

In modern conditions, more and more attention is paid to the study of foreign languages. This applies to all areas of the country's life, and especially those where a foreign language is the key to the development of international economic, scientific and cultural relations. In this regard, graduates of non-linguistic universities are subject to additional requirements regarding the knowledge of a foreign language in their professional activities. This predetermines the need to search for new constructive ideas to solve the problem of optimizing and intensifying teaching a foreign language, obtaining new knowledge and improving the level of language training. To achieve a high level of foreign language proficiency, fundamental language training in higher education is necessary. Therefore, it is imperative for the teacher to master the latest methods of teaching a foreign language, special educational technologies and techniques in order to optimally select one or another teaching method to achieve the main goal - mastering a foreign language at a professional level. At the same time, the passivity and inertness of students in the learning process remains the main problem, since not all even the most modern pedagogical technologies, methods and means can fully ensure the high activity of educational and cognitive activity of subjects of study. Modern higher education is faced with the problem of forming an active position of the individual, the formation of motivation and interest among students.

The Russian language in a non-linguistic university is of great importance for the formation of a comprehensively developed and competent specialist. In the process of working on professionally oriented texts, students receive new information and systematically replenish terminological vocabulary. The practice of teaching in non-linguistic universities testifies to the insufficient content base and the basis of the available teaching aids, the unification of tasks for the assimilation of terminological vocabulary. This circumstance indicates the need to create

real learning conditions so that each student can fully use and reveal their individual potential. To the greatest extent, this is facilitated by teaching a specific sublanguage of a specialty, which is the ability to mobilize a system of knowledge, skills, abilities, mental and personal qualities, necessary for the perception of new information, the assimilation of foreign terminological units, their use in oral or written speech. The formation of professional communicative competence occurs due to the replenishment and expansion of the necessary vocabulary of students, which is a set of techniques and efforts that mobilize mental stimulants to search for conditions and opportunities to fill the lack of knowledge, skills and abilities. Such a strategy and effective techniques are necessary to direct students of national groups of non-linguistic faculties purposefully and systematically. The formation of professional communicative competence occurs due to the replenishment and expansion of the necessary vocabulary of students, which is a set of techniques and efforts that mobilize mental stimulants to search for conditions and opportunities to fill the lack of knowledge, skills and abilities. Such a strategy and effective techniques are necessary to direct students of national groups of non-linguistic faculties purposefully and systematically. The formation of professional communicative competence occurs due to the replenishment and expansion of the necessary vocabulary of students, which is a set of techniques and efforts that mobilize mental stimulants to search for conditions and opportunities to fill the lack of knowledge, skills and abilities. Such a strategy and effective techniques are necessary to direct students of national groups of non-linguistic faculties purposefully and systematically.

Interactive learning partly solves another significant problem. We are talking about relaxation, relieving nervous stress, switching attention, changing forms of activity, etc. In this understanding, interactive learning as a form of the educational process is really capable of optimizing the essence, content and structure of pedagogical interactions. What is interactive learning technology? Under the technology of interactive learning we mean a system of ways to organize interaction between a teacher and students in the form of educational games, which guarantees pedagogically effective cognitive communication, as a result of which conditions are created for students to experience the situation of success in educational activities and mutual enrichment of their motivational, intellectual, emotional and other spheres.

Group work is not new and is well known to everyone. We often use rotating small groups in our classes. For example, within the framework of topic 1 of the course “Noun. Gender, number, case. ”, we practice work according to the following scheme: stage 1 - ahead of schedule, collecting information on a specific plan about a noun; Stage 2 - work in small groups: grammatical categories of the noun. students share the found information, systematize it; Stage 3 - work in small groups. Each student conveys information about his part to the entire team of the group; Stage 4 - we compare the completed tables, supplement the material, exchange opinions, prepare mini-messages about the noun.

Aquarium technology is something akin to a performance where the audience acts as observers, experts, critics and analysts. Several students act out the situation in a circle, while the rest observe and analyze. When studying the topic “Dialogue”, we try to offer an “aquarium dialogue”: the text of the dialogue can be anything, for example, a conversation between a doctor and a patient in a hospital. The task of the actors is to convey the appropriate mood, emotion,

character trait, and the task of the audience is to notice, explain their conclusions, say what they were based on, what they were guided by.

The use of Brownian motion technology involves the movement of students throughout the class in order to collect information on the proposed topic. The themes "Hobby", "Family", "Clothes", "Home" are often used, simultaneously practicing all kinds of grammatical constructions. Each participant receives a sheet with a list of questions and tasks: "Find out how many people in your group love chocolate ice cream!" or "Who is wearing a pink T-shirt today?", "Who has a desk by the window at home?" The teacher helps to formulate questions and answers, makes sure that the interaction is conducted in Russian. Sometimes we also use such a form of interaction as "Take a position." A statement is read and the students have to come up to a poster with the word "YES" or "NO". It is desirable that they explain their position. As a logical continuation

When using the Decision Tree technology, the group is divided into 3 or 4 subgroups with the same number of students. Each group discusses the issue and makes notes on their "tree" (a large sheet of paper), then the subgroups change places and add their ideas on the trees of their neighbors without criticizing or correcting those already on the sheet. You can change groups in a circle, you can stop at a certain number of "advisers". The host group reworks the additions, offers its final decision on this issue, conducts a discussion, sometimes developing into a debate between the parties (especially when discussing some controversial or controversial issues). A decision tree can be used to discuss the pros (one group) and cons (second group) of an issue.

The Carousel technology, like many interactive technologies, is borrowed from psychological trainings. Students usually like this type of work very much. Two rings are formed: inner and outer. The inner ring is the students sitting motionless facing the outer circle, while the outer ring is the students moving in the circle every 30 seconds. Thus, they manage to speak several topics in a few minutes and try to convince the interlocutor of their rightness. Dialogues of an etiquette character, the topics of "acquaintance", "nationality", "conversation in a public place", etc. are perfectly worked out. The guys are talking with enthusiasm, the lesson is dynamic and productive.

Needing no introduction and a very beloved technology "Brainstorming" has firmly settled in our lessons. It perfectly stimulates creative activity. The participants in the discussion are offered to express as many possible solutions as possible, including the most fantastic ones (the time for discussing the problem is usually limited to 1-5 minutes). Then, from the total number of ideas expressed, the most successful ones are selected that can be used in practice. Perfect for discussing problematic issues (health, sports, youth, the education system).

When using the "Unfinished Sentence" technology, the student is asked to read an unfinished sentence and quickly continue it with any words, the first thought that comes to mind. Sentences start very vaguely, so the guys have almost unlimited opportunities to finish it. They relate to various areas of life and can cover any topic.

A similar technology "Group story" is used by us quite often. Each student adds one sentence to the story already started. At a certain signal (in a minute), a sheet with an unfinished story is passed on in a circle. The stories are unexpected and funny. The list of technologies used and quite suitable for use can be continued indefinitely - these are debates, discussions, seminars and, of course, games. There are a huge number of forms of role-playing games in Russian

language lessons: presentations, interest clubs, interviews, correspondence trips, round tables, press conferences, excursions, fairy tales, reports, etc.

CONCLUSION

These are just a few examples of the use of interactive technologies in learning a foreign language. We emphasize that these technologies can significantly intensify the learning process and become a condition for improving the quality of education.

Summing up, it should be noted that it is expedient and justified to use interactive methods in the process of training future specialists, since they are promising technologies in teaching a foreign language and define dialogue as the leading form of educational and cognitive interactive interaction. This involves the complex application of interactive methods, tools and forms of teaching a foreign language selected according to the principles of communication and cooperation in order to achieve the best result. Interactive learning also leads to the development of students' professional and personal qualities, including: increased activity, critical thinking, development of the ability to argue one's opinion, increased responsibility for decision-making, the formation of the ability to cooperate and teamwork, development of the ability for further self-education, that is, all those qualities that a modern specialist should possess. Before choosing teaching methods, a foreign language teacher should be guided by those specific tasks of the educational process, the results of which meet the requirements for the formation of specific practical skills of students. Practical tasks that are built on the basis of interactive technologies make it possible to effectively study educational material. Thus, conditions are created for learning a foreign language at a qualitatively new and high level and for using these formed skills in practice. Students learn to communicate in a foreign language, participate in discussions, use grammatical constructions, activate their active (passive) vocabulary in the process of communicative activity. Thus, the use of interactive technologies in the educational process helps students achieve a smooth transition from acquiring lexical speech skills to including them in independent communicative activities at a higher professional level.

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