

FORMATION OF SPEECH COMPETENCE OF STUDENTS OF NATIONAL GROUPS OF TECHNICAL UNIVERSITIES IN THE STUDY OF RUSSIAN AS A FOREIGN LANGUAGE

Art. Abdulkhakimova N. T.

Uzbekistan. Tashkent Region Almalyk

Almalyk Vocational School.

ANNOTATION

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, the learning conditions have changed; One cannot but admit that there has also been a transition from quantitative changes to 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. The relevance of an innovative approach to both the content of the language material and the correct choice of technologies, effective teaching methods, control of the knowledge of the Russian language in Uzbek groups is considered. Today, the main task of training is not only the transfer of certain knowledge and skills, but also the formation of the student's personal and professionally significant qualities. The importance of maintaining students' motivation to study Russian as a foreign language is noted. The ways to increase motivation and interest in the subject of study are listed. Methods of using information and communication technologies in the process of teaching the Russian language are considered.

Keywords: communicative competence, Russian as a foreign language, innovative teaching methods, field of activity, professional terminology, specialized textbooks, humanitarian thinking, self-expression, intellectual training.

INTRODUCTION

For more than 150 years, the majority of the ethnic population on the territory of Uzbekistan has been communicating with each other in Russian; other nationalities have adopted it as their native language, in particular, Ukrainians, Koreans, Tatars, Kazakhs, as well as Tajiks and Uzbeks. Spoken Russian in Uzbekistan is spoken by 50% to 80% of the population, the number of Russian groups in colleges and lyceums is 50% and 90%, respectively. Russian is compulsory for study in all universities in the country, and is also the main language of office work in large cities. [1] Interest and demand for learning the Russian language continues to grow, as representatives of the Uzbek nationality came out on top in the number of labor migrants to Russia, and the bulk of these people experience language difficulties and have serious problems with adaptation due to the lack of literature and hours for teaching Russian language.

The main goal and desire of every student, as well as any person studying Russian as a foreign language, is the ability to speak correctly and express their thoughts during communication. Teaching any discipline requires a number of responsibilities and efforts on the part of the instructor and learner. This also suggests that one should not only correctly study the Russian

language, but also correctly express one's thoughts in the native language. Today, the goal of the teacher is to teach the Russian language not by ordinary memorization, but by instilling in students the skill of independently searching for the necessary information using technical means, the Internet. Tasks should be aimed at overcoming feasible difficulties and achieving significant results (two-way translation, reading technical texts and finding answers to questions posed to them, drawing up an annotation, resume, abstract, etc.) [2].

The main goal of teaching a language is the mastery of communicative competence, which is based on a complex of language knowledge and speech skills, ie. a person's ability to communicate by means of the studied language in the field of his activity. It must be admitted that Russian as a foreign language is difficult for students of technical universities, therefore, the priority is the student's independent education, the study of additional material using Internet resources, the implementation of test tasks and practical exercises. In the universities of the Republic, the program of studying the Russian language, like other foreign languages, includes an in-depth study of grammar, phonetics and lexical composition of the language, more attention is paid to 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 as in the framework of professional activities [3].

Modern training requirements are aimed at training specialists with a broad humanitarian thinking, able to competently build their speech in the course of their professional activities. Therefore, students of technical universities should get acquainted with the language of the specialty, which implements the style of speech in the system of needs of a certain profile of knowledge and a specific specialty, containing specific vocabulary and professional terminology. Teaching the Russian language should involve all aspects of students' speech activity, which determines the situation of communication: the process of receiving and transmitting information [4].

The educational system should provide for certain development mechanisms that ensure the implementation of innovations, thanks to which communicative competence is formed and the effectiveness of language learning among students increases. In the process of teaching the Russian language, there is a mutual influence of speech competence in the native language and speech competence in Russian.

Teaching non-Russian students the Russian language, teachers set themselves the following tasks: deepening knowledge about the system and structure of the Russian language and its stylistic stratification; the meaning of the prepositional case construction and its construction; acquaintance with the basic laws of building effective speech communication; mastering the basic principles of business communication in oral and written forms; improving the skills of working with texts of different styles and genres; expanding the active vocabulary of students. It is important to achieve the desire of students to learn to listen to speech and understand what is heard, to give them a sense of their capabilities, their progress. This increases their

interest in learning a foreign language. In connection with listening, a monologue speech develops, when students speak after listening to the text, with an independent message and personal assessment, as well as the ability to speak in various situations within the educational-labor, social and socio-cultural spheres of communication is formed. With the help of active listening, the transition from speech at the sentence level to a coherent monologue speech at the text level is carried out.

The study of the rules of the Russian language of trainees is carried out in close interaction with their native language, and this allows you to make mistakes in speech activity, which are natural: they are usually due to the impact of the norms of the native language on speech in the non-native language. The use of innovative teaching methods has made it possible to speed up the learning process for students who speak with an emphasis on common mistakes. In such cases, an important role is played by working with a dictionary for simultaneous translations from Russian into Uzbek and vice versa, using various mnemonic techniques that increase the amount of memory and facilitate memorization of the information received, as well as mastering an active circle of communication.

Especially students of a technical university do not have the skills to work with a dictionary, with specialized textbooks. Before embarking on specific actions for the search and processing of technical information, the teacher should give assignments for the search and work with the subject of texts available to students. The acquired skills are applied in the future, when working with texts in the specialty. To achieve a successful result, a teacher of Russian as a foreign language must apply various types of work in the classroom; make a selection of educational material in the specialty, aimed at obtaining professional knowledge. [5]

One of the effective techniques in teaching methodology is work in groups in pairs, which allows you to create different speech situations. For the active implementation of communicative competence, information computer technologies are used that contribute to the development of students' independence in the process of working with the material being studied. Thanks to the introduction of innovative approaches in teaching foreign languages, the communicative competence of students is formed and the effectiveness of teaching languages increases.

Innovative teaching methods are among the effective tools on the way to achieving the set goal mastering the skills and abilities of verbal communication. Consequently, the teacher's tool is the tool used, through which the implementation of the task is achieved, on the correct application of which the efficiency of work depends. Innovative methods are one of the tools to make the process of learning a foreign language effective and fun.

In recent years, special attention in teaching students of technical universities has been paid to the problems of technical education, the development of which is hampered by the lack of terminological knowledge among students. Knowing how to read and retell professionally oriented texts, students find it difficult to understand and use technical terms, which impoverishes the content and form of statements, limits students' interest in obtaining additional information on the specialty and related disciplines (national economy, industrial safety, ecology, etc.), reduces the productivity of professional communication in the classroom, delays the process of adaptation to new learning conditions. The organization of systematic work in the classroom in the Russian language on a scientific text in the specialty, taking into

account the diversity of the content, means and forms of teaching a nonnative language, seems to us a promising non-Russian direction in the teaching methods of students of technical universities.

The modern stage of development of civilization requires specialists with broad humanitarian thinking, capable of building competently professional activities according to the laws of harmonious development. But this is not only about the fact that an engineer and technical worker must have a sufficient level of intellectual training in order to be able to ensure the efficiency of his work. No less important is the fact that it is humanitarian knowledge that gives such priorities as responsibility for universally significant values, ideological self-determination, general cultural competence, personal self-actualization. [5]

The task of forming professional communicative competence is the main one in teaching the Russian language to Uzbek students who graduated from the national schools of the republic. In the Russian language classes, the solution of this particular problem should be subordinated to the system of formation of the linguistic and communicative competence of students. Of particular importance is the process of forming professional communicative competence at the initial stage of teaching non-Russian students, forcing teachers to pay main attention to adjusting the previous philological experience, improving certain aspects of the language competence of non-Russian students. The teachers of our university organize the conditions for the successful self-realization of students, their self-expression and professional development. This is expressed in the provision of independent choices and alternatives, the stimulation to mental activity and introspection of students.

The skill of the teacher allows you to conduct a conversation or discussion using communication means: verbal (human speech) and non-verbal (intonation, facial expressions, gestures); the need for joint activities with the student; development of professional mobility of the individual. The interaction between the teacher and the student is carried out in a dialogue mode. This facilitates the exchange of information and increases the cognitive interest of students. To improve the quality of professional training of future engineers, it is important to use a set of methodological resources for the development of oral speech, and for this purpose it is necessary to direct the student's attention to a creative approach to language material.

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