

## FEATURES OF TEACHING FUTURE CIVIL ENGINEERS TO COMMUNICATE IN RUSSIAN

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### ANNOTATION

The article discusses the features of the formation of the communication skills of future civil engineers studying the Russian language.

**Keywords:** communication, communicative approach, determination of the level of communication skills, communicative competence

### INTRODUCTION

Education and upbringing issues in our Republic are considered priority. The preparation of a developed youth, brought up in the spirit of the ideas of independence, possessing knowledge, skills and abilities in the volume of modern requirements is the main task of the education system. A special purpose of education in educational institutions is to prepare young people who can communicate in their native, Russian and other foreign languages.

Nowadays, when teaching Russian as a non-native language, the main goal is teaching communication skills. The place of the Russian language in the educational field is determined by the tasks of the developmental and educational orientation. When teaching the Russian language, the tasks of the intellectual, spiritual and speech development of trainees are solved. The composition of the modern Russian language course as a system of linguistic concepts of different language levels, speech skills are reflected in the content of education and correspond to the level of language science and teaching, which is due to the needs of society in people who want communication skills.

It should be noted that in our time, the desire of the population to study the Russian language is increasing. The methodology of teaching the Russian language is developed in such a way that the goal is considered a priority - to teach speech, to teach people to speak the target language. The main drawback of language education is that in the literal sense of the word, communication is not taught. In the classroom in a school environment, children are given everything that is necessary for communication - language material, lexical and phraseological units and other theoretical materials. And the very ability to communicate in the native language is acquired through imitation. Consequently, many people learn to communicate spontaneously. [5, 68] As a result, it turns out that not all people are able to communicate freely, many are afraid of public speaking, and make mistakes when communicating. The vast majority of the people we interviewed declare that they are not satisfied with the results of their communication.

A certain part of the tasks stipulated by the program, under such conditions, remains unresolved. First of all, due to the lack of their communication skills, not all students graduate with full compliance with the requirements. This provision creates certain difficulties in the further stages of teaching the Russian language. This also affects the continuation of the study of the Russian language in the conditions of the university.

Teaching the Russian language at universities is conducted according to a special program. The general goal of teaching the Russian language to students is complex, including practical (communicative) educational and educational goals, which are in close interaction with the

tasks of training qualified personnel. Practical knowledge of the Russian language presupposes the presence of such skills and abilities in various types of speech activity, which at the end of the course will help graduates read the literature in their specialty in the original and participate in various spheres of communication.

The goals set contribute to the solution of the following tasks:

- to help master the culture of communication in vital spheres of activity, first of all - in speech situations related to the future profession;
- to improve the general culture of students, the level of humanitarian education and humanitarian thinking;
- to develop communication skills, to form psychological readiness to effectively interact with a communication partner, to develop a desire to find your own style and communication methods, your own system of speech improvement;
- to contribute to the formation of an open for communication (sociable) personality, which has a high rating in the system of modern social values. In this regard, students should be able to:
- to navigate in various speech situations;
- adequately implement their communicative intentions;
- own such genres of oral speech that are necessary for free communication in the process of work;
- be able to conduct a business conversation, exchange information, assess;
- make presentations, critical remarks and suggestions;
- follow the rules of Russian speech etiquette;
- to produce coherent, well-structured monologue texts on various topics in accordance with communicative intentions.

The Russian language will help students use literature, including scientific literature, in their specialty, as well as gain access to the necessary information via the Internet.

Knowledge of the Russian language will provide students with the opportunity through the media to keep abreast of events taking place both in Uzbekistan and abroad. In our multinational Republic, students need to learn the Russian language in order to use it in their future work activities as a means of interethnic communication.

Learning to communicate by communicating is the main characteristic of communication and the basic principle of teaching. The basis for teaching coherent speech is made up of four groups of concepts: text, speech styles, types of speech, genres. Situations created in the classroom reduce the natural communicative conditioning of speech. There is only one way to avoid this. It is necessary that students have a need for communication.

The communicative orientation of training involves the use of educational communication situations similar to real ones. The use of such educational situations of communication not only increases the effectiveness of teaching speech, but also contributes to the development of students' interest in the Russian language. The principle of communication assumes a change in the nature of the activities of both students and teachers. In educational activities, communication of students with each other, discussing urgent problems, acquires great importance.

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