

## A NECESSARY FACTOR IN INCREASING THE EFFECTIVENESS OF TRAINING IN SPECIALTIES

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### ANNOTATION

This article analyzes not the speech contextual features of the Uzbek-Russian bilingualism, but the features in the implementation in oral and written speech. It was also noted that the quality of the educational process in universities provides the necessary level of training of specialists.

**Keywords:** bilingualism, interference, non-native, listening, foreign language, speech, speed reading.

### INTRODUCTION

Bilingualism is one of the most important problems posed by social development for the sciences that study linguistic communication. The solution to the issue of bilingualism involves the use of various approaches: linguistic, sociological, psychological, pedagogical, etc. The phenomenon of interference is observed in the process of direct contact of two (or more) languages, more precisely, the process of direct linguistic contacts is accompanied by interference. Interference is the interaction of linguistic systems in the context of bilingualism, which develops either during linguistic contacts or during the individual mastering of a non-native language.

The connection of words in Russian and Uzbek phrases is based on different lexical and grammatical means and is based on different logical and semantic associations. In the Uzbek language, there are such terminological phrases that, when literally translated into Russian, cannot express the semantic meaning of this term. The same is sometimes observed when translating from Russian into Uzbek, for example, the black market– қора бозор (дословно)- чайқов бозори, неизменяемые тены -ўзгармас бахолар (дословно) - қатъий бахолар (semantic translation) Students very often make mistakes in the literal translation of phrases, thereby making a semantic inaccuracy.

The interfering influence of the native language can also be the cause of a number of other errors in Russian oral and written speech. Let us name, for example, the case when Russian and Uzbek words have a discrepancy in their semantic structure when individual meanings coincide. Students often make mistakes when using the Russian word long, replacing it with the word long. In particular, they sometimes speak long vowels instead of long vowels. Why is this happening? Because in the Russian language the meaning of the words long means - long, lasting for a considerable time, long, and in the Uzbek language the word узун means - long, long.

For example, узун кун – long day, узун умр – long life.

The influence of interference also affects the use of verbs of movement, such as: leave, leave; to arrive, to arrive, which in the Uzbek language are conveyed accordingly by words кетмоқ и

келмоқ. Based on their native language, students make the following mistakes: We came (instead of arrived) from Moscow. He will arrive by plane (instead of arriving) from Kiev on Tuesday.

The reasons for such errors are inter-lingual and intra-lingual differences. In the Uzbek language, unlike the Russian language, there is no grammatical category of gender, and the case affixes of the dependent word change according to a single system: each case has a specific affix.

At the same time, in the Russian and Uzbek languages there are certain similar constructions with a controlled form. The instrumental case with the preposition *С* in the meaning of compatibility is equivalent to the Uzbek nominative with the postposition *билан*. For example: Discuss with your supervisor – *рахбар билан муҳокама қилмоқ*, meeting with voters - *сайловчилар билан учрашув* etc.

In order to eliminate errors that appear under the influence of interference, it is necessary to refer to the translation exercises more often. Such exercises are an effective means of preventing lexical errors in the oral and written speech of students.

The development of skills in the use of two languages proceeds in the same direction, but its phases do not coincide. The advanced stage - the formation of skills and knowledge of the native language, as a rule, corresponds to the initial stage of the formation of the ability to use a foreign language speech. It should be borne in mind that the better a person is fluent in the system of his native language, the more successfully the development of skills in a foreign language is carried out. These, first of all, include the ability to carry out structural and semantic analysis of the text in receptive types of speech activity and the ability to logically construct a statement during production.

The implementation of these skills involves the implementation of more private actions included in speech activity.

Using the mother tongue system:

1. Ability to quickly understand what has been read (speed reading in the native language);
2. Ability to carry out note-taking, in the process of which listening or reading is combined with writing;
3. Ability to carry out abstracting and annotation, in the process of which learning and writing are combined (a productive type of speech activity). Using the system of the studied Russian language;
4. Ability to quickly understand what was read in Russian, speed reading using the Russian language system;
5. Ability to take note-taking, in the process of which listening and reading are combined.
6. Ability to carry out abstracting and annotation, in the process of which reading and writing are combined.

The listed skills are of a general universal nature. The interest in the problem "Language and Specialty" is exceptionally great.

For this purpose, in the Russian language classes, we use coherent texts in the specialty. For example, when completing the topic "Structure of a Scientific Text", it is advisable, in our opinion, to work on such issues as teaching abstracting. When going through a topic related to

the history of science and technology, we recommend working on the texts "Abu Ali Ibn Sino", "Ahmad al - Fergani" and others.

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Thus, the leading phenomenon in the process of interaction between two languages is the assimilation of the elements of one of the contacting languages to the linguistic elements of the other. Assimilation is a direct manifestation of the main tendency of the process of interaction of languages, the establishment of an unambiguous correspondence between the interacting languages.

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