

FEATURES OF TEACHING RUSSIAN

Rakhmatova Dilafruz Payzullayevna,

Kosimova Feruza Shavkatovna-

Teachers, Karshi branch of the Tashkent Institute of
Irrigation and Agricultural Mechanization Engineers

ABSTRACT:

This article analyzes the active use of innovative technologies for teaching foreign languages in the Republic of Uzbekistan.

Keywords: foreign language, games, innovative technologies, technological tools, teaching methods.

INTRODUCTION:

The development of our country is closely connected with the educational upbringing, spirituality and culture of the younger generation. Attention and care for young people in our country are the priority areas of the country's policy. The achievements made in each area are a clear expression of this concern and support. It is the sacred duty of every child of Uzbekistan to live with a sense of belonging to the fate of the Motherland and to make effective use of the opportunities provided. The education of competent, purposeful and energetic young people with modern knowledge and skills, able to take responsibility for a decent future of the country, is the most important condition for the sustainable and advanced development of the country.

It is for this reason that in recent years the head of our state has paid priority attention to the issue of youth, the future of our Motherland. Youth issues are raised to the level of state policy, the necessary conditions are taken into account on the ground to increase the socio-economic activity of young people, to involve them widely in entrepreneurial activities, to implement promising ideas and

projects of young entrepreneurs, as well as to educate them as a highly moral, educated, educated generation capable of taking responsibility for the fate of the country.

The announcement by the Head of state of 2021 as the "Year of Youth Support and Public Health Promotion" is also a direct continuation of these reforms. And the cornerstone of progress, and the power that makes a country strong, a nation great, is science, education and upbringing. The future, the bright prospect of our Motherland, is inextricably linked, first of all, with the education system and the upbringing that we give to our children. In order to achieve comprehensive development and create a new Uzbekistan, fundamental reforms are being carried out in the higher education system, along with all areas. From the moment of the beginning of training at the university and up to employment and career advancement, the specialist is in the atmosphere of the international professional community. The changes that occur in society, in one way or another, affect the process and the results of its preparation.

It is no secret that most of the graduates of technical universities are not ready for professional activity in the current economic conditions due to incompetence both in solving theoretical and practical problems that arise in the course of professional activity, and tasks that need to be solved as part of international groups, where it is required to realize their potential in the global production field as accurately, quickly and professionally as possible. Most young professionals feel

insecure in the global professional space: they do not speak Russian and foreign languages, do not know how to present the results of their work profitably, are not always aware of the developments of their foreign colleagues and, as a result, do not know how to integrate into the global professional community.

The specifics of teaching Russian in various areas in a non-linguistic university require the teacher not only to have a good knowledge of the language and its teaching methods, but also to have knowledge of the basics of the main disciplines, proficiency in professional terminology, and constant improvement of scientific knowledge in various disciplines.

Taking into account these requirements, it would be advisable to determine the annual workload of a teacher who teaches students in one or two areas on a permanent basis. This framework would allow the Russian language teacher to accumulate knowledge in the core subjects over a number of years, to determine the specifics of the industry, to study production processes more deeply, to identify problem situations, to develop their professional skills and skills in solving them, to replenish and expand their own vocabulary with scientific and professional terminology.

[illegible]

use of forms and methods of training that can ensure the formation of the necessary professional skills and abilities of the future specialist [4, 39].

The long-term work of a Russian language teacher in certain areas has another positive trend. As a result of the accumulated work experience and training material, the teacher can use them in the preparation of methodological guidelines and developments, which in the future can serve as a textbook on the Russian language, taking into account related specialties. This is what the higher school lacks right now.

Working with the texts of such textbooks that are focused on a specific specialty, are saturated with appropriate subject terminology, scientific vocabulary, stamps of dialogical professional speech, examples of solving problem situations, working on educational projects linked together with disciplines, will contribute to the active formation of professional communicative competence of future specialists.

However, as the analysis of standard programs, textbooks and textbooks shows, teaching Russian as a specialty language is carried out at the passive level, i.e., work is carried out on the analysis of the text, vocabulary work on it, retelling, and answers to questions. Students do not know the language models, the algorithm of their professional text.

The main most important feature of teaching Russian in a non-linguistic university is a multi-level contingent of first-year students. The programs of lyceums, colleges and universities should be universal in order to ensure the continuity of education. Today's student must have the necessary knowledge base in languages to continue their studies at the university.

At all levels of education (from school to university), extracurricular and extracurricular

work is still not established. Hence the limited range of knowledge and skills. Students do not know how to think logically, are not trained to apply their knowledge in practice.

Taking into account the specifics of teaching the Russian language contributes to the implementation of common educational objectives and creates prerequisites for the development of mutual understanding and enriching communication between representatives of different social cultures at the state level, turning different languages and cultures from a barrier factor into a means of labor and social activity. In addition, students develop the ability to think logically, fluency of speech, and the ability to react quickly and correctly.

REFERENCES:

- 1) Obraztsov P. I. Professionally-oriented teaching of a foreign language at non-linguistic faculties of higher education institutions. / Obraztsov P. I., Ivanova O. Yu. - Oreal: OSU, 2005-114 p.
- 2) Skibitsky E. G., Tolstova I. E., Shefel V. G. Methods of professional training. Training manual. - Novosibirsk: NGAU, 2008, 166 p.
- 3) M. Muminova. The use of modern innovative technologies in teaching English. Young scientist No. 18. 2020.