

**METHODS OF TEACHING COMMUNICATION IN HIGHER EDUCATIONAL
INSTITUTIONS**

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Annotation: *The article considers the specifics and methods of teaching Russian as a non-native language in a technical university.*

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The Russian language is taught according to a special program. Let's consider its structure. The overall goal of teaching the Russian language to students is complex, including practical (communicative) educational and educational goals that are in close interaction with the tasks of training qualified personnel of the Republic of Uzbekistan.

Practical knowledge of the Russian language implies the presence of such skills in various types of speech activity, which, upon completion of the course, will help to read literature in the specialty in the original and participate in various areas of communication.

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

- help to master the culture of communication in vital areas of activity, primarily in speech situations related to the future profession;
- improve the general culture of students, the level of humanitarian education and humanitarian thinking;
- develop communication skills, form a psychological readiness to effectively interact with a communication partner, develop a desire to find your own style and methods of communication, your own system of speech improvement;
- to promote the formation of an open to communication (communicative) personality, which has a high rating in the system of modern social values. To this end, students should be able to:
 - navigate in various speech situations;
 - adequately realize 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, give an assessment;
 - to make presentations, critical remarks and suggestions;
 - observe the rules of Russian speech etiquette;
 - produce coherent, well-structured monologues on various topics in accordance with communicative intentions.

The Russian language will help students to use literature, including scientific literature in their specialty, and will also get 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 Russian in order to use it in their future work as a means of interethnic communication speaker and communication situations:

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- participate in dialogical and polylogical situations of communication;
- establish speech contact, exchange information in various socio-cultural spheres.

In the learning process, both traditional and new information and pedagogical technologies are used. During the classes, textbooks, teaching aids, methodological developments, fiction and critical literature, electronic materials, Internet information, visual video and audio materials are used. Conducting practical classes is based on traditional pedagogical technologies.

Innovative technologies "Project", "Presentation", "Brainstorm", "Cluster", "Sinquain", etc. are designed to make the learning process more efficient, visual and intelligible.

These technologies allow in a short time to present a larger amount of information in the most convenient form for perception.

Technologies "Brainstorming", "3X4", "Sheet on the table", "Screenshot" are more effective at the initial stage of studying the topic. Technologies "Cluster", "Sinquain" - can be used to consolidate and systematize the information received.

Technologies "Project", "Presentation" - are used at the final stage. They contribute to the generalization and approval of knowledge. Also, these technologies are effective for monitoring the independent work of students.

In our time, knowledge of the Russian language has become not only an attribute of the cultural development of any person, but also a condition for successful activity in various spheres of life. In this regard, new methods and approaches to teaching languages appear, new forms of teaching are practiced. Migration can be called one of the laws of the existence of modern people. People move for a variety of reasons, not just political or economic. This is a natural process and knowledge of the language is necessary both for foreign specialists working in Russia and for tourists. Teaching Russian as a foreign language is quite a difficult task. Situations require different training material, methodologies, strategies or approaches. The Russian language as a foreign language is a communication tool that allows you to penetrate Russian culture and learn a variant of behavior that is adequate to the perception of representatives of culture. In this way, students can become full participants in the dialogue. Good language training is unthinkable without the use of the grammar-translation method. And the communicative method of teaching is aimed at honing the ability to communicate freely and naturally. In the process of learning the Russian language, students master written and oral speech, translation by ear of texts and fluent reading. The main goal is to teach a person to speak easily and relatively competently. In the Russian language training program, theoretical study gives way to the formation of practical skills. The functional principle becomes the main one in training. It is required to teach people not only the basics of the language, but also to teach them how to communicate in Russian, both in the professional sphere and in everyday life. Trainees must understand the speech addressed to them in Russian, correctly build a response message, according to the culture of the interlocutor. Therefore, simultaneously with the study of linguistic phenomena, it is necessary to study the features of cultural traditions. Teaching Russian as a foreign language is also teaching interpersonal communication. In the process of classes, students should defend their points of view, using argumentation, and find points of understanding in the process of dialogue. In this way, the boundaries of learning are pushed apart, which makes it possible to improve the process of communication between people.

The methodology for teaching Russian as a non-native language is based on the following principles:

- obligatory communicative orientation of training;
- interconnected training in the types of speech activity and their various aspects;
- the unity of the acquisition of knowledge and skills and the formation of their practical;

- use (relationships between language and speech competencies in their formation);
- correlation with the native language of students.

We can realize the last principle only through taking into account the typical mistakes and difficulties of students, which are correlated with their native language.

Teaching active communicative activity of students is effective only in a favorable educational and psychological climate that helps students with poor command of the Russian language to overcome the fear of speaking, speech isolation. It is better when the student, although with errors, speaks than when he does not speak at all. Much of what is accepted in the methodology of teaching Russian as a foreign language could be applied in the conditions of teaching a language as a non-native one. Taking into account communication needs, motives in the selection of educational material and the creation of speech situations in the Russian language lessons based on the content of the textbook materials, additional materials, life facts, visual aids will improve the communication skills of students.

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