

Annotatsion: in this article on how many inhabitants speak Russian in the world and the potential for teaching Russian in schools. I have given examples of the widespread promotion of the Russian language as a subject in kindergartens, schools, colleges and even higher educational institutions.

Keywords: the role of the Russian language in foreign countries, human dignity in Russian cultures, the formation of the Russian language in child speech, the Russian language in Uzbek schools, the culture of the Russian people, a special worldview, national culture in Russian.

Russian is the national language of the Russian people, a form of Russian national culture. Russian is one of the most developed languages in the world. It has a rich vocabulary and terminology in all fields of Science and technology, expressiveness, brevity and clarity of grammatical means, the ability to reflect the diversity of things in the world. In June 2005, the Federal law "on the state language of the Russian Federation" was adopted. Currently, the Russian language ranks fourth in the world in terms of the degree of distribution. The first place is occupied by the English language in which about 500 million people use it as their native language or second language. In second place is Chinese and in third place is Spanish, a language widely used around the world. Everyone can somehow think about their native language or other languages, even if at least once in their life. In Uzbek schools, the works of Russian poets are held as textbooks. Have you ever thought that textbooks in Uzbek the works of Uzbek writers are also in Russian schools. Russian is not only the state language of the Russian Federation. This applies to the number of world languages, that is, Languages that serve as a means of international communication between the peoples of different states. Of the more than two and a half thousand languages known in the World, International Communication is provided by the most developed world language group, the so-called World Language Club. The rise of language to the role of a world language is determined by the universal significance of the culture created in this language. The status of the language as a world language is legally determined by recognizing it as the official or working language of international organizations or conferences (UN, UNESCO and other organizations). Thus Russian, along with English, Arabic, Spanish, Chinese and French, is recognized as one of the six official UN languages. Language is understood as the social phenomena that humanity has during all periods of society. The main purpose of language is to serve as a means of communication, communication. Language is inextricably linked with thinking, human consciousness, serves as a means of forming and expressing our thoughts and feelings. There are more than 2,000 languages on our planet. Among them, the Russian language is one of the most common. Despite the fact that languages differ from each other, in each of them there is a "kinship" between other languages. The Russian language also belongs to the Eastern Slavic family of Ukraine and Belarus. The Russian language exists and is still developing due to the fact that it performs all the universal functions inherent in any language at the same time. With the help of language, people communicate, give each other thoughts, feelings, knowledge about the world around us. Any word in our language is not just a set of sounds; it has its own meaning content. And we think with the same meanings. Therefore, language thinking is closely related to cognition. In a developing state, the Russian language does not just become a language, but also performs three more functions. First of all, Russian is the national language of the Russian people. He created remarkable monuments of art and literature, this is the language of Science and culture. The structure of words, their meanings and interrelationships delivered knowledge about the world and people to others. Secondly, Russian is the state language of the Russian Federation. During the existence of the USSR, there was no such language in Russian. Now it is a language that serves not only at work, but also the needs of people at home, the official language of the state, science,

production and, of course, culture. Thirdly, Russian is one of the international languages. One of the world's languages declared as official and working languages authorized by the UN in international relations. The development of Science and technology, art, impossible without the language Life of Man, People, Society. The meaning of the language (speech, word) is emphasized by many Russian proverbs. Since the middle of the XX century, the Russian language has become a well-known world language. In addition to Russian, any document in the UN in six languages in Qui is distributed in English, French, Spanish, Chinese and Arabic. Today, about 300 million people speak Russian. The wealth of the Russian language and the literature created in it are of interest to this language around the world. It is studied not only by students, schoolchildren, but also by adults. In 1967, the International Association of teachers of the Russian language and literature was established in Paris to teach the Russian language outside our country. Exercises aimed at the development of speech in teaching foreign languages are aimed at special aspects of speech. It is understood grammatically correct, the restructuring of dialogues based on sample dialogues or text, exercises, tasks that are already acting in the direction of free speech. Description of images, feedback and discussion. Although these exercises are in the direction of free speech, but they should not be confused with free speech because they are under strict control. Often, the means of speaking are already given. 1) grammatical work the correct use of the language grammatically is carried out only if you have studied grammar in context and repeated the same rule countless times with examples. It is best to give the reader not individual words that he needs to learn, but Whole syntagms. Practicing with pictures and grammar games, as well as visualizing rules through schemes, diagrams, drawings and pantomimes, makes grammar work fun and exciting. 2) training in dialogues educators must expand the dialogues given with the help of the proposed speeches. To do this, they can bring their subjectivity into the dialogue. For example, the school you attended or what you were doing, or similar personal information. In addition, there is the possibility of working with dialogues to fill in the gaps, in which students must add and read or present them. Question: it is also important to work on the workout routine. Not only with the teacher, but also with mutual students. For example, students can ask each other verbal questions and have a short conversation with them. 3) work with pictures. Pictures and picture cards are ideal tutorials and tutorials. They help in visual presentation and in explaining various arguments. It is always easier for readers to see what they are talking about. When working with pictures, there is an opportunity to tell a story about the picture. In addition, you can organize classes in such a way that the classes are divided into two groups. Everyone in one group gets a picture and everyone in the other group gets text about the picture. The task of the participants is to link the text and picture. In the statement of autobiografikhikoya, the narrator comes first, or he gets to know someone or something and tells them from their point of view. Tasks and exercises that mimic speech and mimic real communication. Simulation tasks and exercises include dialogue games, role-playing games, and situation simulations. Dialogue games and role-playing games combine understanding, seeing, hearing and speaking. Their task is to simulate reality and prepare students for everyday situations. Students must have an emotional and linguistic connection. Role-playing game can be associated with everyday situations or situations in which students fulfill someone else's role. At the textual level, roles must be interpreted correctly and they must adapt to their roles in the same way as real actors. On the other hand, there are tasks and exercises in the classroom that are real communication. This includes: social interactions in the classroom or speaking about the class in the target language, making suggestions, and participating in class planning. Such tasks mainly apply to everyday situations and stimulate students to speak and react on their own.

Associogram and aquarites are also understood as images. Such procedures are very useful as an introduction to the topic. It's like collecting ideas to illustrate a picture. Tasks and exercises that structure speaking these tasks and exercises help the student to act independently in the target language. It develops dialogical and monological speech. The purpose of these tasks and exercises is

to prepare students for real spontaneous communication. Readers still have access to "cheat sheets" to keep their minds systematic. 1) dialogical speech a) conversation: create an interview in a partnership work or in small groups. Questions should follow each other in a way that creates a meaningful sequence. b) exercises and tasks for telephone communication: it involves dialogical speech, but the interlocutors are not in the same place, they cannot see each other, and acoustics are also problematic, encouraging the audience to concentrate. c) argumentative speech: pro and Contra discussion. For beginners, this form of dialogical speech is strictly controlled by the teacher; speech tools are given in advance, and students should be well prepared for such a form of speech. Such tasks are ideal for advanced learners, as they need to be prepared in a very complex and systematic way. d) educational assignments: since communication in the classroom is controlled by the teacher, and the dialogues in the textbook often seem unnatural, it is useful to carry out educational assignments, since they are closest to real communication. For this, real materials such as a city map can be used. 2) monological speech a. Description: according to Piepho, there are six task forms to describe. These are: naming the composition of the picture, describing objects and their functions, describing activities and processes, comparing the picture, image description and image search game. As can be seen from these tasks, many materials can be used in writing, above all pictures. Understandable German is expected here. Functions communication dictionary activates and develops partnerships and group work. b. Stories: when describing, the speaker maintains a distance from the object, while the story appears to be lively, spontaneous, entertaining, and hilmahil. Piefo gives three reasons to practice storytelling in class. First, the themes of everyday life are used, secondly, such speech connects the participants of the group, and thirdly, storytelling gives an impetus to the linguistic movement. The story should be divided into three types: retelling, a real story on the edge of an autobiography, and storytelling against the background of an autobiography. Retelling is a retelling of a situation or bringing the story to an end, about scenarios and narrative play. Assotsat is publishing for International Olympiads in Russian among teachers of Foreign Russian language and literature, schoolchildren of different countries for methodological literature. In the XVI and XVII centuries, Europeans studied such words as the Kremlin, caftan, kopeck, pistachio, kvass. A enslaved legend for the famous Greek philosopher; "one day Xanthus ordered Aesop to prepare a dish from the worst in the world. Keying kun Xanthus now ordered to prepare a dish from the best. Aesop again prepared a dish from the tongue. Xanthus asked why he prepared a dish from the tongue when he ordered a meal two times. Then Aesop answered that the language that says the worst word in the world is also the one that says the best." From this we can see that it is necessary not only to learn different foreign languages well, but also to know how to speak politely and decently, no matter what language you speak.

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