

**FEATURES OF TEACHING THE RUSSIAN LANGUAGE IN UNIVERSITIES OF
UZBEKISTAN**

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Abstract. This article is devoted to the study of the role of the Russian language as a language of interethnic communication. In sovereign Uzbekistan, the quality of training of highly qualified specialists who speak Uzbek and Russian is of particular importance. In a strong mastery of the Russian language, the upbringing of interest and love for it plays an important role. In order for a student to become interested in a subject, he must understand why he is studying it, feel the beauty, richness, expressiveness of the Russian language, deeply understand why the Russian language has become the language of interethnic communication.

Keywords: education, interest, expressiveness of the Russian language, the language of interethnic communication, rich in cultural traditions, thematic conferences.

The Russian language retains its active role in sovereign Uzbekistan. Our republic, as a sovereign state, is expanding its economic ties with countries near and far abroad. And in these cases, the Russian language, which has developed patterns of business speech, contributes to the establishment of economic contacts. For the Uzbek people, Russian is the language of interethnic communication. At this stage, when the National Program for Personnel Training is being implemented in the Republic of Uzbekistan, the quality of training of highly qualified specialists who speak Uzbek and Russian languages is of particular importance. The main goal is to develop students' oral and written communication skills. Oral speech, in turn, involves the development of dialogic speech.

In solid mastery of the Russian language, nurturing interest and love for it plays an important role. In order for a student to become interested in a subject, he must understand why he is studying it, feel the beauty, richness, expressiveness of the Russian language, and deeply understand why the Russian language has become a language of interethnic communication. It is important to convey to students that the Russian language is a language with the deepest and richest cultural traditions, a language capable of serving all spheres of human activity, expressing the most complex scientific concepts and the most subtle movements of the human soul. No wonder K.G. Paustovsky wrote: "For everything that exists in nature: water, air, sky, clouds, sun, rain, forests, swamps, rivers and lakes, meadows and fields, flowers and herbs, - in the Russian language there is a great many good words and names"[1,74]. It is important that students realize the truth of such statements, fall in love with the Russian language, and become eager to delve deeper into its secrets. To this end, universities in Uzbekistan hold Russian language Olympiads and thematic conferences in Russian. This helps to improve the general language culture of students and develop interest in language as an academic subject [3,34].

A Russian language teacher working in national groups faces a difficult and responsible task - not only to teach students all types of speech activities in Russian, but also to instill the skills of Russian speech culture. Students, studying the Russian language, gradually master the norms of oral and written literary language - the rules of pronunciation, word usage, and learn to use expressive language means in different communication conditions in accordance with a specific communicative situation [2,65].

Today it has become a recognized fact that non-Russian students should be taught, first of all, practical Russian speech, since one of the main functions of the Russian language as a means of

international communication is the communicative function. The ability to use the Russian language in all spheres of social and cultural life, the ability to competently compose a business paper, speak at a public event, read scientific, technical and fiction literature is no less important.

From the first lessons of the Russian language, we, the teachers of the Samarkand Institute of Economics and Service, strive to ensure that students do not just memorize new things, but thoughtfully research, compare linguistic phenomena, and draw their own conclusions. At each lesson, in addition to didactic and educational, a cognitive goal is also set. It is important that the student not only becomes interested in the work he does for the lesson, but also strives to acquire independent knowledge.

Solving problems independently, of course, should be within the capabilities of the student. In each group there are students who easily learn the material, but there are also those who find it difficult to learn new things. It is necessary to instill self-confidence in students and help them overcome difficulties that most often arise due to the lack of a Russian language environment. Therefore, the teacher is tasked with filling this gap [4,17].

The basis in creating a Russian language environment is the accumulation of vocabulary - the building material of speech. Developing speech means, first of all, enriching students' vocabulary. For this purpose, vocabulary work is required. The ways of introducing words into students' speech are varied. For example, when fixing the topic "Gender of nouns," students are explained the meaning of the phrases independent republic, state symbols, and world community. He finds out that these words relate to the topic "My homeland is Uzbekistan." For the lesson, with the help of the teacher, students make proposals. Then these phrases are included in the students' coherent speech.

A major role in instilling interest in mastering the Russian language is played by differentiated tasks, which are widely used both when repeating what has been learned in order to consolidate and deepen knowledge, and when introducing a new topic. For example, tasks are differentiated when studying the topic "The city in which I live." Students are divided into three groups according to their language proficiency level. One group is asked to write an essay on a given topic. Another is to make sentences with supporting words. The third is to create questions on this topic. So, each student receives a task that is feasible for him, the completion of which brings him satisfaction and, naturally, awakens interest in the work.

Teachers of the Russian language in Uzbek groups have the opportunity in their classes to rely on the experience, knowledge, and skills of students acquired in Russian language lessons in schools, lyceums and colleges. We are talking, for example, about such issues as sound and letter, significant parts of a word, members of a sentence, types of simple and complex sentences. Phonetic, grammatical and lexical concepts learned in Russian language lessons in schools, lyceums and colleges are not explained in Russian language lessons at the institute as new, but are only restored in the students' memory using the corresponding Russian terminology. The time saved in this way is used for students to perform other types of work. Most often these are translations from Uzbek into Russian, from Russian into Uzbek, since they make it possible to compare the facts of the Uzbek and Russian languages, find the general and the particular in them, draw conclusions and generalizations. In addition, translations are one of the most effective ways to enrich students' vocabulary and improve literacy. It is important to select texts for translation that make it possible to solve spelling, syntactic and lexical problems [5,26].

Practice shows that reading and retelling a literary text is very useful for activating the mental and creative activity of students. When retelling, students have the opportunity to make digressions, express their opinions on the course of events, go beyond the scope of the episode, and even introduce an element of speculation. It is also important to encourage students to not only recreate events, but also convey feelings and thoughts. Retelling creates a more favorable speech situation. And the

vocabulary work that is carried out during the lesson contributes to success in working on the retelling.

Self-preparation of reports provides great assistance in the development of students' speech. Self-prepared reports develop monologue speech skills and accustom students to public speaking. In preparation for a report, students develop the ability to use scientific and popular science literature, select the most important material, skillfully use quotes, learn to express their thoughts consistently and coherently, and enrich their vocabulary. Of course, the preparation of the report should take place under the direct supervision of a teacher who recommends relevant literature, gives advice on the selection of material, the content of the report, and its composition [6, 90].

Students are especially interested in classes that take place outside the classroom. For example, a lesson on the topic "The city in which I live. Historical Monuments of Samarkand" the teacher conducts with students in the form of an excursion to the world-famous sights of the city of Samarkand. Students' observations and impressions provide rich material for creative work on the Russian language. This kind of work arouses keen interest among students.

As a conclusion, we can conclude that the students' attitude towards the subject depends on the teacher's erudition and knowledge of his subject. Let us remember the famous words of L.N. Tolstoy: "If you want to educate a student through science, love your science and know it, and your students will love you and science, and you will educate them; but if you yourself do not love it, then no matter how much you force it to be taught, science will not produce an educational influence."

Our task is to ensure that the keen interest in the powerful means of unity and friendship - the Russian language - does not disappear among students of national groups, and that the constant improvement of oral and written speech gives students aesthetic satisfaction.

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