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Annotation. This article analyzes the basics of the use of didactic requirements in the teaching of the Russian language in Higher Education.

Keywords: socio-political, socio-cultural, formal business, everyday life, communicative competence, practical language, spiritual moral education, educational and professional.

The purposeful development and systematic reform of Higher Education requires a special role in the development of communicative competence of a person who is able to use language education, Russian as a means of communication. One of the important and necessary basic international requirements put forward by the Council of Europe is the mandatory knowledge of several languages. Through language, you can connect a person to universal global values, communicate with representatives of other cultures in the world space and form relationships. The solution to this problem remains relevant in our multinational country.

This is due to the fact that the methodology of teaching the modern Russian language is focused on the practical assimilation of the Russian language, which implies the transition from the conscious assimilation of language units by students to the use in speech conditions that approach situations of natural speech communication. in society. Knowledge of practical language is understood as the acquisition by a person of all types of speech activity: listening, speaking, reading, writing – in the most important areas of communication [1]. In other words, communicative techniques are characterized by the fact that the formation of oral speech skills or communication is promoted as the most important goal of training.

Ability is understood as the totality of knowledge and skills that are formed in the process of teaching a language and contribute to its assimilation. Let's consider the types of competencies that are directly related to the study of the Russian language. Language competence is the practical assimilation of language system materials. Language competence includes knowledge of the basics of Russian language science, mastering the conceptual base of the training course and the formation of educational and linguistic skills in working with linguistic materials [2]. Communicative competence is the knowledge, skills and abilities necessary to understand strangers and create their own speech behavior programs, corresponding to the goals, areas, situations of communication. It contains knowledge about the basic concepts of speech linguistics, the ability and skill of text analysis – verbal skills in relation to various areas and situational situations, taking into account the addressee and the style of speech. The formation of linguistic and communicative competencies is the same important tasks of teaching the Russian language.

Due to the increasing requirements for the quality of training, these qualifications are becoming important qualification characteristics. In this list of competencies, leadership is communicative, since it is, first of all, the main authority that determines the level of language proficiency. The concept of "communicative competence" includes the following indicators: 1) awareness in linguistic theory, understanding it as a system of rules and general guidelines governing the use of language tools in speech; 2) knowledge of speech theory, mastering the main types of speech Activity; 3) basic language (identification, classification, etc.k.) and speech (selection, update, etc.k.) having skills; 4) the ability to analyze the speech situation and choose the program of speech behavior (verbal and non-verbal) in accordance with it. Thus, in our country, the purpose of teaching the Russian language in a bilingual environment is associated with the formation of communicative competence – this is one of the main components of linguodidactics and culture [3].

It determines the content of education in the Russian language, which is aimed at: – the formation of the ability to identify and solve language problems (competencies) of problem solving-self-management; – assimilation of linguistic knowledge (information competence); - the use of language facts in oral and written speech. In theory and practice, the linguistic principle as the leading principle of teaching is now paving the way for the communicative principle. The purpose of teaching students at universities is the formation of their communicative competence, that is, the implementation of speech letter programs based on the ability of a person to navigate in the communication environment, which is based on the principle of professional communication that simulates. terms of professional relationships. Classes aimed at the formation of competence in solving problems prevent the separation of theory from the practical use of language phenomena in speech, therefore it requires an understanding of linguistic theory [4]. a. The meaning of the Russian language depends on the following factors: - the presence of special literature in the Russian language in the library of the institute; - the desire of students to receive information in Russian from television, broadcasting, periodicals, the Internet; - the importance of the Russian language is associated with the activities of future specialists of our readers; -educational opportunities of the Russian language for the formation of spiritual and moral qualities of young people, the formation of his worldview. Thus, in the national audience of students, the Russian language performs the following functions: - obtaining modern knowledge; - the task of interethnic communication in any field: education and professional, social, socio-cultural, formal business, everyday life; - the function of using the Internet; - all types of modern information; -Educational function associated with the formation of the worldview, culture, aesthetic taste, spiritual and moral development of students. Modern activity of the Russian language as a language of interethnic communication in close unity with world culture and civilization. It is important to organize the educational process through the Russian language so that students join the world culture.

In the classroom, it is important to create a model of culture that contributes to the spiritual improvement of students based on the dialogue between their native culture and the world. The components of such a model can be: objectively presented real reality (photos, pictures, pictures); orally subject (TV shows, performances, films); fiction; educational-popular texts with educational content, as well as phraseological units, floorboards, words of famous people. An individual's acquaintance with culture occurs not only when learning a language, but also under the influence of what we read, hear, see, under the influence of the speech environment in which students bathe. One of the tools that creates a developing speech environment is text. The function of the text is communicative, meaningful and creative. The texts should contain materials on grammar, aesthetic significance and educational orientation. The system of tasks in the Russian language class involves the creation of a finished educational product: writing a substantive essay, as a stage of creative I preparation aimed at the goals and objectives of communication, students are engaged in complex text analysis, linguistic analysis, comparative analysis. Setting a topic, idea, style, type of speech becomes not a goal, but only a means of achieving a specific goal. Increasing the speech culture of students is also impossible without the formation of certain skills and abilities that ensure the creation of statements: – the ability to understand and well imagine a speech situation – the purpose of communication, the topic and main idea of the statement, the address of speech, the place of communication, the size of the statement, the formation of an idea of; – the ability to use different styles and types of speech, different language means, to choose them taking into account all the components of the speech situation; - the ability to see the reaction of the listener during oral speech, to correlate what is said with intention and correct your speech.

The final role of language teaching is due to its role in the life of every person and society as a whole, in being the most important means of communication and means of knowledge in the world. Students need Russian both as a means of obtaining knowledge, modern education, and as a means

of improving their professional communication with patients and specialists in the implementation of joint scientific activities. In the Uzbek audience, the Russian language plays an important role not only in the training of qualified specialists, but also in the education of their spiritual and moral development. Teaching the Russian language activates the formation of communicative competence, educates a linguistic personality capable of communication of professional and business culture, striving for self-development and self-education, capable of creative thinking.

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