



ON THE SPECIFIC CHARACTERISTICS OF TEACHING UZBEK AND PUPILS OF OTHER NATIONALITIES IN THE RUSSIAN LANGUAGE

Xodjiyev R. M.

Teacher of the Russian language at the Department of Foreign Languages,
Uzbekistan State University of Physical Education and Sports

Annotation

This article discusses the role, status and significance of studying the Russian language in the professional activities of pupils in groups of non-linguistic areas of education in higher educational institutions. The author examines the existing differences between the Uzbek and Russian languages and makes some suggestions to overcome the difficulties that arise. The article may be interesting and useful for teachers of the Russian language in higher and secondary educational institutions.

Keywords: Russian language, education, method, profession, professional activity, student, vocabulary, text, language of specialization.

Reforms and fundamental changes implemented in the field of continuing education in our country are primarily aimed at training highly qualified competitive specialists with modern knowledge, skills and qualifications in accordance with the requirements of international standards. Today, the most important issue is mastering foreign languages and information and communication technologies.

In recent years, the activities carried out in the educational institutions of Uzbekistan on the problems of teaching the Russian language and literature are aimed at determining the role and place of the Russian language in today's life of our republic, improving the organization of the educational process, adapting it to modern realities and needs.

Pupils and pupils from Uzbekistan consider the Russian language a means of broadening their outlook and obtaining quality professional education. When hiring young professionals, knowledge of the Russian language is considered a positive factor confirming a high level of education. It should be noted that the need to train specialists who know the Russian language is increasing, which is evidenced by a significant increase in the admission quota of first-year pupils in all specialties and fields compared to 2018. All this serves to confirm the objective demand and high social importance of the Russian language in new socio-political conditions in Uzbekistan.





President of the Republic of Uzbekistan Sh. M. Mirziyoyev In the action strategy on the five priority areas of development of the Republic of Uzbekistan in 2017-2021, approved by the Decree on February 7, 2017, "Further improvement of the continuing education system, increasing access to quality education services, modern labor market the need to train highly qualified personnel in accordance with the needs" is emphasized [2, p. 10].

What should you pay attention to in order to meet these requirements? How can pupils of non-Russian-speaking groups master the language of specialization, in particular, the Russian language? From the point of view of theoretical conditions, "the professional and methodological training of pupils in pedagogical higher education institutions consists in mastering the theory of teaching the Russian language and mastering the skills of teaching children to use the Russian language in various areas of its application. Mastering the Russian language in the republic should be based on methodological principles that take into account the concept of continuous education based on democratization, humanization, differentiation and individualization of the educational process, national-cultural traditions and universal human values" [1, p. 3].

From the point of view of the implementation of this task, in our opinion, first of all, attention should be paid to identifying the factors that cause difficulties in the process of language teaching. First of all, it is necessary to take into account the diversity of the Russian and Uzbek languages. These languages represent different language families, so they are very different from each other (belonging to inflectional and agglutinative language type, respectively). For pupils of Uzbek groups studying Russian, it is not usual to think and, moreover, to compose sentences taking into account the norms of the Russian language. Lack of pupils' ability to know the orthoepic, orthographic and stylistic norms of the Russian language leads to not distinguishing between correct and incorrect variants of lexical and syntactic units.

One of the main ways to teach a language is communication, because it can be learned only through communication, through live speech. This is an axiom proven by centuries of experience. In order to competently compose a written text in Russian (dictation, exposition, essay, essay and other forms of writing), you need to know its rules at all levels of the Russian language. However, it is very difficult to remember all the rules of the language. A student who is not a native speaker of Russian must carefully work with the text, that is, carefully read each word in terms of spelling and orthography, as well as content.

This does not mean that you should spend many hours reading different texts. The essence of this technique is that by carefully looking at the spelling of a particular





lexeme, the student visually remembers its graphic image, which gives him the opportunity to correctly repeat this lexeme in oral and written speech. Acquiring punctuation skills is one of the most important criteria for designing a written text fluently and requires attention, concentration and listening skills. For this, pupils should regularly listen to their Russian speech and repeat words, phrases, sentences after the narrator (audio texts read by Russian speakers).

Carrying out daily vocabulary work gives an effective result in the process of enriching the student's lexical reserve. Knowledge of equivalent or similar variants of stable phrases of Russian and Uzbek languages serves to quickly master the specialized language.

When mastering the syntagmatic norms of the Russian language, one should pay attention to the difference in the compositional structure of Russian and Uzbek sentences, that is, the location of the main and secondary members of the sentence. Thus, in order to successfully master the language of specialization, pupils of the national group should carry out systematic work on the formation and improvement of skills in accordance with the above methodological recommendations.

References:

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