

## ON CURRENT TASKS OF THE METHOD TEACHING RUSSIAN IN GROUPS WITH THE UZBEK LANGUAGE OF TEACHING AT THE UNIVERSITY

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### ARTICLE INFO.

**Keywords:** Syntactic variant, methodology, learning process, skills formation, didactic materials, teaching.

### Annotation

This article discusses the formation of skills of students of non-linguistic specialties - an urgent task of the methodology of teaching the Russian language in the Uzbek language of instruction at the university.

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The language of any nation is the key to understanding the peculiarities, lifestyle and customs of people. It is a tool for understanding the past, present and future of the country. The language is the keeper of the past, the history of the people, their accumulated knowledge and experience. The culture of the modern language in any state is a mirror of its social and spiritual life. But language is also the key to the future of the state. New words for discoveries are born in the language, new concepts in research are born, new literary forms and works appear on it.

Therefore, when teaching world languages (English, Russian, Chinese, French, Spanish, Arabic) at the present stage, the leading factor is recognized that "knowledge of these languages is necessary, useful and beneficial for the highest interests of the nation and the state ...". In particular, Russian continues to be the language of communication in a multiethnic environment not only in the independent state of Uzbekistan, but also beyond its borders.

However, teaching Russian to a population with a non-Russian language of instruction is much more difficult. In a non-linguistic audience, one of the first places is the technique of conducting classes, a successful choice of the form of organization of educational activities [1].

Formation of skills in the use of syntactic variant units in students' speech non-linguistic specialties - an urgent task methods of teaching Russian in groups with the Uzbek language of instruction at the university. In the modern methodology of teaching the Russian language in national groups, it has been done a lot on the study of the issue of syntactic variation in modern linguistics and linguodidactics. However, still missing research on the formation of skills in the use of syntactic variant units in speeches of students of non-linguistic universities, leaving the question to the end unexplored.

To identify the features of the formation skills in the use of syntactic variants units of the Russian language in the speech of students for whom Russian is not their native language, it is necessary to substantiate, develop and test a system of experimental training. At the creation of a system of such

education should take into account the conditions of multilingualism in which the process of teaching basic (non-linguistic) specialties, as well as the availability of sufficient teaching the volume of the studied material in the educational and methodological literature on the Russian language. How shows an analysis of the available teaching materials in the Russian language, it is necessary to supplement the existing didactic array of complexes special exercises, e-learning programs, handouts, line up all available material into a coherent methodological system for the implementation of program and methodological goals: activation of syntactic constructions to improve the efficiency of using variant units in speech that contribute to the formation of professional speech students of non-linguistic specialties.

When preparing, conducting and analyzing experimental-experimental training, the following questions are posed: development of a hypothesis and tasks experiential learning; goal setting, variable learning conditions, selection of subjects; conducting an experimental learning; analysis of quantitative and qualitative other outcome indicators; data processing; aspects of the test in percent.

When conducting an experimental training, we can assume the following: if in the process of forming habits of use syntactic variant units in the speech of students of Uzbek groups will be used teaching aids, a set of exercises, learning programs, didactic handouts and at the same time take into account the native language of students, then the skills of using syntactic variant units in students' speech will be more effective, durable and deep compared to the traditional system learning, which means that Russian speech will be more correct and enriched. The necessary foundations will be laid for mastering the language of the specialty and self-improvement in the language at the stage magistracy and postgraduate education.

All of the above contribute to understanding mastering grammatical objects - language variant units, removing the difficulties of their use in speech and consolidating skills by formation of special skills, which will allow to understand and prevent possible errors as a result of interference. To confirm the correctness of this hypothesis, it is possible to test the methodological system, which includes various types of didactic materials aimed at the formation of students of Uzbek groups of use skills in the speech of syntactic variant units of the Russian language in lexical, grammatical and stylistic levels.

The tasks of such work are purposeful training of students in understanding the very phenomenon of variance of syntactic constructions, activation of the skills of highlighting and understanding ways expressions of variant units in texts and statements and, as a result, the formation of productive skills and abilities to use them in speech.

By defining a specific goal in the system of work in each lesson, paramount attention attention is paid to the consideration of the native language and the necessary and timely work to overcome the difficulties that give rise to interference. The non-variable conditions of this training are students of national groups (the level of their development, language training, their number), training time, its duration in each group.

Variable conditions - the volume and nature of variant units, teaching aids, didactic materials, a set of exercises, electronic programs for activating variant units. The method of research can serve as a theoretical analysis of scientific literature on the methodology of teaching the Russian language and related sciences, summarizing best practices in teaching [2].

Russian language, scientific observation, experimental experimental modeling and training. To auxiliary research methods take the survey and interviews with the participants ongoing research - teachers and students of non-linguistic universities.

The basis for compiling a training system for formation of skills in the use of syntax calic variant units of the Russian language in speech students of Uzbek groups, it is expedient to understand the theory of N.I. Gez [3].

In the system of exercises that develop any type of speech activity, following the named above by the authors, we single out two subsystems - preparatory and speech exercises.

Preparatory exercises - necessary and a very important part of the overall system of exercises, including a number of groups, which may be based on different criteria. Here you can include: division of types of speech skills into receptive, receptive-productive and productive; contrasting different groups of exercises according to relation to verbal communication - linguistic (or non-communicative); conditional speech (or conditional communicative); speech (communicative).

At the first stage of such a study, the foundations of the methodological concept are formed on the basis of the analysis and reading of the relevant linguistic, psychological, artistic and methodological literature, a stating experiment and individual independent experiments and observations. At the second stage, the methodological system is being improved.

Introduction and activation of a certain mass selected syntactic constructions is made through the text. As a source of linguistic and extralinguistic information (on this basis, novation is recognized by many researchers as the main educational unit), the text allows the most complete implementation of general educational and particular experimental goals, and through them the educational possibilities of the subject. Exactly on based on the text, you can achieve effective learning niya, realizing the principle of complexity, i.e. build methodology inextricably linked with the development of speech and mastery of the grammar system.

When organizing Russian language training forms of education should be reviewed: traditional frontal and individual are replaced by collective and / or group in accordance with new learning technologies. Working in pairs, triplets, and small groups helps not only significantly diversify the occupation and make it more interesting and attractive for students, but also teaches the culture of Russian speech behavior, develops creative abilities and professional skills.

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