

## RELEVANCE OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE IN UNIVERSITIES OF UZBEKISTAN

**Nasiba Makhmudovna Usmanova**

Associate Professor Samarkand State University

of Architecture and Civil Engineering

mail: [saodatraxmatova67@gmail.com](mailto:saodatraxmatova67@gmail.com)

**Abstract:** *the article discusses the relevance of introducing innovative methods in the process of teaching Russian to Uzbek philologists-Russianists. The issue is raised that the main thing in teaching Russian is the functional principle of teaching, and the focus is on the communicative competence of students. It talks about the intensive search for new approaches, forms and innovative methods of teaching Russian, where the directive model of teaching is replaced by an interactive model, which is more productive and focused on the personality of the student.*

**Keywords:** *teaching methods, education, innovative, individualized, grammar, communicative competence.*

**Introduction.** Learning a foreign language, including Russian as a foreign language (RFL), is a long and labor-intensive process, the purpose of which is to acquire communication skills. At the same time, general linguistic competence is inextricably linked with the formation of socio-cultural competence based on students' knowledge of the national and cultural characteristics of the social and speech behavior of native speakers, including customs, etiquette, social stereotypes, history and culture, as well as the development of the ability to use the acquired knowledge in the process of communication. The tendency to create national educational standards has been characteristic in recent years for the education systems of many countries around the world. Similar documents in Uzbekistan with such a wide scope of application are the Constitution and laws, in particular, the Law of the Republic of Uzbekistan "On Education" [1]. The dream and desire of every student, as well as any person studying a foreign language, is the ability to speak correctly and express their thoughts in the language of interest to him. Teaching any discipline requires a number of responsibilities and efforts from the teacher and the student. The teacher's responsibilities include choosing a specific methodology and an appropriate teaching method, selecting assignments for each type of learning activity, teaching aids taking into account the level of knowledge of the students, and

much more. Effort, seriousness, and responsibility are required from the students. The difference between teaching foreign languages and other disciplines is that we express our thoughts and feelings through language. Our thoughts and feelings are not limited to the classroom, the laboratory, or research; they are always and everywhere with us. This also means that it is necessary not only to study foreign languages correctly, but also to correctly express your thoughts in your native language. "If the development of the native language begins with the free spontaneous use of speech and ends with the awareness of speech forms and mastery of them, then the development of a foreign language begins with the awareness of the language and the voluntary mastery of it and ends with spontaneous speech" [2, p. 58].

### Methods and Analysis

The native language is acquired simultaneously with the acquisition of social experience. In Uzbek universities, the program for studying Russian, like other foreign languages, includes an in-depth study of grammar, phonetics and vocabulary, with increasing emphasis on teaching the language system and mainly grammar. The main difficulties are still the lack of active oral practice per student in the group, the study of Russian should be based on the development of students' speech skills as a result of oral exercises, and theoretical study should give way to the development of practical skills. It is necessary to teach students not only the basics of the Russian language, but also to teach them to communicate with interest and correctly in another language both within the framework of professional topics and in everyday life situations. Teaching Russian as a foreign language is now carried out in the context of global changes throughout the education system - the goals of language learning, the needs of students, and the conditions of learning have changed; It is impossible not to admit that quantitative changes have also transformed into qualitative ones – work with masses of students has transformed into more individualized work, when students themselves began to determine not only the linguistic, but also the cultural component of the learning process [3, p. 115].

The main goal of teaching a foreign language is not so much teaching the language system (linguistic competence), but mastering communicative competence, i.e. the ability of a person to carry out verbal communication in a particular area of activity using the means of the studied language. Communicative competence is based on a set of linguistic knowledge and speech skills and abilities that are formed and learned during classes [4, p. 154].

The greatest relevance in the field of higher education are innovations aimed at reorienting its goals related to the formation of the personality of a professional [4].

Innovative approaches to teaching Russian require a change in the qualitative attitude to the subject of teaching. The Russian language is the bearer of the culture and traditions of the Russian people. Therefore, it is advisable to teach it as a cultural phenomenon, to master the methods of teaching subjects of the cultural studies cycle.

Innovations in education are called novelties, innovations in the content of education, in the forms and methods of teaching, in the relations "teacher - student", the use of information technologies of teaching, the introduction of new equipment, in the organization of the educational process, its management, etc. [1].

### **Results**

Innovative technologies in education are the organization of the educational process built on qualitatively different principles, means, methods and technologies and allowing to achieve educational effects [3].

The main goals of using innovative technologies are:

- development of intellectual, communicative, linguistic and creative abilities of students;
- formation of personal qualities of students;
- development of skills that influence educational and cognitive activity and transition to the level of productive creativity;
- formation of key competencies of students [8].

These goals also define the tasks of innovative learning:

- increasing motivation, interest in the subject being studied;
- strengthening cognitive activity;
- creation of a comfortable environment, an atmosphere of mutual understanding and support in the process of communication in the studied language;
- disclosure of creative potential, development of initiative;
- creation of a comfortable environment, an atmosphere of mutual understanding and cooperation between the student and the teacher in the process of communication in the target language;
- careful selection of material and methods of its presentation [5].

The use of innovative technologies in Russian language and literature lessons allows individualizing and differentiating the learning process, monitoring the activities of each

student, activating the creative and cognitive abilities of students, optimizing the learning process, and significantly increasing the pace of work [8].

The student's independent work is a priority, which involves, first of all, a careful study of additional theoretical materials and educational Internet resources for each topic, self-assessment using questions and tests provided at the end of the topic, as well as mandatory completion of practical assignments. As for the remaining 50%, dependent on students, it should be noted that no matter what new innovative method the teacher chooses for the student in order to improve his practical mastery of the language, much depends on him, on his diligence, efforts and intelligence. Because the most meaningful and inspiring lesson cannot last more than an hour and a half. At the end of the lesson, the student is left alone with his efforts and imagination behind the doors of the classroom and the university. Based on the above, students can be advised to follow the famous proverb "Repetition is the mother of learning." The more they repeat the material covered, delving into it, the better they will be able to remember it. This is due to the emergence of the labor market, competition in Uzbekistan between specialists from domestic and foreign professional schools in order to bring the level of graduates of domestic educational institutions to the level of professional competence of a foreign specialist.

**Conclusion.** Modern methods of teaching Russian in universities of Uzbekistan recognize that the difficulties of learning words, on the one hand, are associated with the peculiarities of the lexical system of the Russian language itself, and on the other hand, with the specifics of the vocabulary of the students' native language. Since words in the Russian language do not exist in isolation, but in connection with others, students study vocabulary in interconnection, in comparison, which facilitates the process of learning the material. In the learning process, much attention should be paid to the semantics of words, since it is associated with the correct understanding of the word and its use in speech. The living word of the teacher, his direct address to students, the possibility of constant feedback - all this has undoubted advantages.

It should always be remembered: no matter what technical means we use, the central figure in the educational process remains the teacher, and he needs to carefully monitor his speech, have good, clear pronunciation, and not make grammatical and stylistic errors. Thus, the use of innovative technologies in teaching Russian language and literature in higher education institutions helps to solve the organization of the learning process, create a language environment, determine the role of the teacher in the classroom, and select effective ways to

present information. Analysis of the materials shows that innovative technologies appear as a means of teaching both students and teachers themselves. The study of these technologies seems relevant, multifaceted, and has prospects for further research.

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