

Teaching Russian Language in Universities

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Annotation: 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 they are interested in. Teaching any discipline requires a number of responsibilities and efforts from the teacher and the trainee. The duties of the teacher include the choice of a certain methodology and a suitable teaching method, the selection of tasks for each type of educational activity, textbooks taking into account the level of knowledge of the trainees and much more. Effort, seriousness and responsibility are required from the trainees. The difference between teaching foreign languages from other disciplines is that through language we express our thoughts and feelings. Our thoughts and feelings are not limited in the classroom, in the laboratory, in research; they are always and everywhere with us. This also means that you should not only learn foreign languages correctly, but also express your thoughts correctly in your native language.

Keyword: completion of practical tasks, dialogue of cultures, exercise self-assessment

The main difficulties are still the lack of active oral practice per each student of the group, the study of the Russian language 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.

Priority is given to the student's independent work, which involves, first of all, a careful study of additional theoretical materials and educational Internet resources for each topic, self-checking with the help of questions and tests given at the end of the topic, as well as the mandatory completion of practical tasks. As for the remaining 50%, depending on the students, it should be noted that whatever new innovative method the teacher would choose for the student in order to increase his practical mastery of the language, much depends on him, on his diligence, diligence and ingenuity. For the most meaningful and inspiring lesson will not be able to last more than an hour and a half. At the end of the lesson, the student is left alone with his diligence and imagination behind the doors of the auditorium and the university. Based on the above, students can be advised to follow the famous saying "Repetition is the mother of learning." The more they repeat the material they have studied, going deeper 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 of domestic and foreign vocational schools in order to bring the level of graduates of domestic educational institutions to the level of professional competence of a foreign specialist.

Since words in the Russian language do not exist in isolation, but in connection with others, students study vocabulary in interrelation, in comparison, which facilitates the process of mastering the material. In the learning process, a large place should be given 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 appeal 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 teacher remains the central figure in the educational process, and he needs to carefully monitor his speech, have a good, clear pronunciation, and avoid grammatical and stylistic errors.

In these conditions, it is important that different learning strategies have appeared. The more alternative methodological solutions there are, the more fruitful the search for new ways of teaching English and Arabic in general will be. At the same time, the central points of teaching foreign languages at the university are the issues of defining goals, as well as the content of training adequate to them. When developing them, the most effective ideas are about teaching not just a foreign language, but a foreign language culture in the broad sense of the word. The State Educational Standard of the level of students' learning in a foreign language notes that the formation of communicative competence is inextricably linked with both socio-cultural and country-specific knowledge.

Modern methodological research is based on a linguo-regional approach in teaching a foreign language. At the same time, vocabulary with a country-specific component is highlighted, country-specific information affecting the most diverse aspects of the life of the country of the language being studied, its history, literature, science, art, as well as traditions, customs. Since the main object is not the country, but the background knowledge of native speakers of a foreign language, their nonverbal behavior in acts of communication, their culture in a generalized form, it would be legitimate to introduce a socio-cultural component of foreign language teaching, on the basis of which students would form knowledge about the realities and traditions of the country of the language being studied, would be included in the dialogue of cultures, would get acquainted with the achievements of national culture, would evaluate its contribution to the development of universal culture.

For the ability to read and understand the text, it is necessary to take into account not only grammar and vocabulary, but also knowledge of a linguistic and cultural nature. Different learning strategies are emerging today. The central problems of restructuring the teaching of foreign languages at the university are the issues of determining the goals and content of training adequate to them. When developing them, the most effective ideas are about teaching not just a foreign language, but a foreign language culture in the broad sense of the word. The State Educational Standard of the level of training in a foreign language notes that the formation of communicative competence is inextricably linked with socio-cultural and regional knowledge. Without knowledge of the socio-cultural background, it is impossible to form a communicative competence.

That is why the problem of content in the methodology of teaching foreign languages continues to be one of the most urgent. Of no small importance here is the relationship of the content of education with the social order of society, with its development, as well as with historical transformations in the world. Due to the changing needs for specialists in foreign languages, the emphasis in the content of teaching is shifting from mastering language aspects based on grammatical and translation methods to mastering speech and the formation of students' communicative competence.

In modern conditions, the role of teaching not only the language itself, but also the foreign language culture of native speakers of this language is growing. There is no single approach to the allocation of components of the teaching content in the methodology of teaching Russian language. The

components of the teaching content include such components as language material, classes, skills, subjects, texts and language concepts.

The elements that make up the content of "foreign language culture" are considered to be the following:

1) the totality of knowledge about the language being studied, about the functions of the language in society, about the culture of the country of the language being studied, about the ways of the most effective mastery of the language as a means of communication, about the possibilities of the influence of the learning process on the personality of students, and all this the authors call a conditional element - knowledge;

2) Experience in speech and learning activities - learning and speech skills;

3) The ability to perform all speech functions necessary to meet their needs and the needs of society.

Foreign language culture includes everything that gives students the opportunity to master a foreign language in educational, cognitive, developmental and educational aspects.

Teaching methods are considered in didactics, and methods of education in the theory of education. In the student's activity, the main teaching methods are familiarization, training, and application. They, being ways to achieve the set goal, also indicate the assimilation of educational material.

The formation of the language competence of a future specialist at a university is facilitated by the use of Russian language teaching technology based on the use of a student-centered approach. The essence of this technology lies in the consistent implementation of pedagogical procedures, operations and techniques that together make up an integral didactic system. The implementation of this system in the practice of the teacher contributes to both the formation of language competence and the comprehensive development of the student's personality. This technology assumes the maximum transfer of the initiative of teaching to students at all stages of cognitive activity, during which the teacher acts as a consultant, adviser with extensive experience and knowledge. In addition, it contains elements of communicative and problem-based learning, includes search methods through which students independently set tasks and conduct research on problems, creatively extract and apply knowledge, exercise self-assessment, self-control, forming internal motivation to increase the achieved level of language competence.

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