

EDUCATION OF HUMANISM, STIMULUS AND MOTIVATION FOR THE PRACTICAL STUDY OF THE RUSSIAN LANGUAGE IN PEDAGOGICAL UNIVERSITIES

Akhmedov Numon Neymatovich

Senior teacher, Department of Uzbek Language and Literature, Pedagogical Institute of Karshi State University

ANNOTATION

The practical goal reflects the attitude towards teaching the Russian language, mastering it as a means of communication. This goal is set in connection with the tasks of forming the linguistic and communicative competence of students.

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Communicative competence usually means the ability to establish and maintain the necessary connections with other people. Competence includes a set of knowledge, skills, and competencies that enable effective communication. This type of competence includes the ability to change the depth and scope of communication, to be understood and understood by communication partners. Communicative competence is the experience of developing and largely conscious communication between people that is formed in the context of direct interaction. The process of improving communicative competence is related to personal development.

Communicative competence is the ability of a person to adequately organize his speech activity in its productive and unproductive forms in a communication situation.

Communicative competence is directly related to the characteristics of a person's social roles.

Communicative competence refers to the flexibility and freedom of use of verbal and non-verbal means of communication and can be seen as a category that regulates the system of human relations to oneself, the natural and social worlds.

Thus, both individual-personal qualities and socio-cultural and historical experience contribute to the formation of authority in communication.

The practical goal reflects the attitude towards teaching the Russian language, mastering it as a means of communication. This goal is set in connection with the tasks of forming the linguistic and communicative competence of students. A special place in this process is occupied by the communicative task, which is aimed at developing skills and abilities to participate in all components of speech activity: listening, speaking, reading and writing. Communication priorities are updated on the basis of the studied linguistic phenomena and levels, vocabulary and phraseological material, adapted texts from fiction, speech situations, etc.

One of the important goals of training is to improve speech behavior and speech etiquette, develop the culture of Russian speech of students, familiarize them with the heritage of culture and education, study works of literature, art, improve speech skills, develop the cognitive potential of students, create conditions for the implementation of intercultural dialogue.

The educational goal of teaching the Russian language includes the implementation of complex tasks: the education of humanism, stimulus and motivation for the practical study of the Russian language, the formation of communicative competence, the education of tolerance (respect for people of other nationalities and cultures), the development of a worldview, the formation of moral and aesthetic feelings and views, etc. The educational goal of learning is realized in the process of working on texts of different genres, conversations with students, and extracurricular work.

Education is the most important means of shaping a person's personality. It is able to perform this function, as it is a kind of spiritual and critical activity aimed at the formation of consciousness, social qualities of the individual. To prepare highly qualified specialists who will be helped by real knowledge of life to navigate it correctly is the primary task of educational work with students.

The years during which a student studies at a university are an important stage in his life. During this period, he acquires the necessary knowledge for his future profession, at the same time, the formation of his personality takes place, since at present there have been significant changes in universities in the context of positive changes in the field of education, which contribute to the development of modern technology for teaching the Russian language in non-linguistic university. All these transformational processes and shifts have been embodied in the specification of goals, objectives, content of teaching the Russian language in modern conditions of a multicultural and multilingual environment. Of course, all this has a positive effect on the educational process, which is the use of a balanced approach when choosing specific forms in the communicative activities of the teacher and student, in the methods and techniques of joint work, forms and means of control.

The modern technology of teaching the Russian language in a non-linguistic university is based on the achievements of the methodology of teaching Russian as a non-native language, Russian language to foreigners, linguadidactics, psycholinguistics, pedagogy, psychology, is characterized by the linguacultural and linguacultural value of studying the Russian language in order to implement intercultural communication.

At present, the teaching staff of universities has been tasked with introducing modern technology in teaching the Russian language. We are talking about taking into account the specific features and patterns of studying and teaching the Russian language in the Uzbek-speaking audience, the presence of interference factors in the assimilation of phonetic and lexical-grammatical material. Careful methodological work is being carried out on the implementation of interdisciplinary connections in teaching the Russian language, taking into account integration trends and factors in the process of learning this language, using rational and effective teaching methods and techniques, improving the content of educational and methodological complexes.

In line with the development of a linguacultural approach to the study of the Russian language, work on the formation of intercultural competence of students of a non-linguistic university in the study of the Russian language acquires a new color. Gradually, the teacher turns into a reliable friend and partner of students to develop the last skills of free speaking and listening, the formation of cognitive activity. The professional activity of a teacher becomes a tool for diagnosing students' communicative achievements, developing skills and abilities in the correct construction of a speech statement.

The concept of forming a secondary linguistic personality provides for the productive work of the teacher in the direction of strengthening the linguo-communicative potential of students, developing a culture of speech, focusing on the emotional, aesthetic, creative components of the future bilingual. Of course, in this series, a special place is also occupied by the psychophysiological factor in student-centered teaching of the Russian language in a non-linguistic university, where there is a strict consideration of the individual characteristics and psychological adaptation of the student, his motivation and attitude to learning the language as an important means of communication.

In the course of this study, we managed to use the possibilities of an integrated organization of classes in the Russian language in the Uzbek-speaking audience. In particular, the integrative line of teaching the Russian language was implemented with such related disciplines as Russian literature, the history of Russia, the native language and literature, fine arts, music, and a foreign language. So, when studying grammatical topics "Noun.

Animate and inanimate nouns. The category of number and gender of nouns in the Russian language. Case category. Own and common nouns. Word formation in nouns of the Russian language. The syntactic function of a noun in a sentence”, etc. text-based students, using fragments of adapted texts from fiction, were offered the opportunity to consciously master the morphological features and grammatical categories of the noun of the Russian language in comparison with the students' native language.

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