

**THE ROLE AND PLACE OF THE PREPARED EDUCATIONAL DISCUSSION IN
TEACHING STUDENTS OF FOREIGN LANGUAGE GROUPS ON THE
MATERIAL OF THE NATIONAL AND CULTURAL SEMANTICS OF THE
RUSSIAN LANGUAGE**

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ANNOTATION

The article examines the teaching of students to the rules of discussion, how a teacher teaches to think logically, to mobilize language knowledge, skills and abilities, for the perception and expression of thoughts and feelings that are formed at the time of Russian speech.

Key words and phrases: emotional characteristics, motives of mastery, discussion.

It is difficult to teach Russian as a foreign language to students of Uzbek groups, if the teacher himself does not know how students master a language that is foreign to them, what intellectual and emotional characteristics are manifested in the educational process. At one time, an outstanding teacher K.D.Ushinsky wrote: "Study the laws of those mental phenomena that you want to control, and act, considering these laws and those circumstances in which you want to apply them".

Based on this, in the process of teaching a non-native Russian language, we must take into account the following personal factors of the effectiveness of the educational process: a) the motives for mastering the Russian language; b) communication needs; c) the intellectual activity of students in the study of a non-native language; d) strategies for using the Russian language for teaching. [1. p. 54]

It is believed that the motives for mastering Russian as a non-native language are the main sources of energy in the educational process. If students are interested in the lesson, then memory, attention work better, their performance increases, they are easily included in educational activities. [2. p. 47]

Therefore, we believe that conducting educational discussions in the classroom has a certain effect in the development of students' communication skills. NO:2349-0721

1. An opportunity to activate the communication of students of Uzbek groups with each other and the teacher through dialogues in the Russian language class contributes to the intensification of the educational process.

2. Discussion, like no other technique, makes it possible to create a natural speech situation, when the student implements and develops the language knowledge gained in the lesson in such types of speech activities as listening and speaking.

3. The topics of discussion can be varied, for example: "The place of science in human life", "Teaching and scientific and technological progress", "The role of youth in the modern world", "Man of the XXI century, as you see him", "Environmental protection» and etc. When choosing a topic, it is necessary to take into account the needs of students, the degree of their preparedness and future specialty, etc.

4. The process of preparing the discussion and the discussion itself represent a single purposeful stage of work, which includes a system of scientific and journalistic "working texts", as they are often debatable in nature, united by a specific topic and a system of exercises. First, these exercises should be subordinated to the comprehension of the content of the text, then students are invited to: explain and substantiate the provisions put forward by the author, prove the thesis or refute, while offering linguistic forms of expressing agreement or disagreement, confidence and doubt, adding to what has been said, assessment, proof and explanation.

5. From text to text, tasks should become more complex. There are tasks in which you want to use the materials of several texts, refer to additional information. Final tasks are offered with outwardly broken logic, with these requiring clarification or refutation. This type of task activates the learning process, which contributes not only to intensification, but also creates much-needed feedback. [3. p 72]

Teaching students the rules of discussion, the teacher teaches to think logically, to mobilize language knowledge, skills and abilities, for the perception and expression of thoughts and feelings that are formed at the time of Russian speech; teaches to defend their point of view with the help of arguments, while solving complex mental problems, and, finally, during the discussion, students learn to master Russian speech etiquette, which is necessary in real life situations. [4. p 122]

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