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ABOUT ARTICLE

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Abstract: Teaching the Russian language at national groups of non-linguistic higher education institutions in Uzbekistan aims to generalize and systematize students' knowledge of the Russian language, consolidate written and oral speech skills, instill knowledge and skills in the field of business speech. Formation and improvement of skills in speech activity on the basis of texts, the work with which lays the foundations for a creative approach to teaching and cooperation between the teacher and students have been described in the article.

INTRODUCTION

Teaching the Russian language at national groups of non-linguistic higher education institutions in Uzbekistan aims to generalize and systematize students' knowledge of the Russian language, consolidate written and oral speech skills, instill knowledge and skills in the field of business speech. Formation and improvement of skills in speech activity on the basis of texts, the work with which lays the foundations for a creative approach to teaching and cooperation between the teacher and students have been described in the article.

Currently, the aim of higher educational institutions of the Republic of Uzbekistan is to train specialists with personal and professional competencies. At the present stage of training, students of engineering, economics and other areas should receive the communicative qualities of future specialists, allowing

them to confidently integrate into the professional environment. Teaching Russian gives students the opportunity to acquire the necessary knowledge that is required to participate in educational activities in the main areas of a technical university. Russian language programs in non-linguistic higher educational institutions involve the formation of reading, writing, and listening skills.

The principle of conditionality of speech activity with a given topic of educational texts and situations contributes to the effective integration of speech, language, socio-cultural and strategic educational lines. Working with a text or within an educational situation lays the foundations for a creative approach to teaching and cooperation between the teacher and students. The formation and improvement of skills and abilities in speech activity determines the content of the language component. This is done on the material of texts sufficient for the development of speech skills and abilities.

A characteristic feature of reading is the comprehension of a visually perceived text in order to solve a certain communicative task: recognition and reproduction of someone else's thought contained in it, as a result of which the reader reacts to this thought in a certain way. Consequently, with the help of reading, the student realizes the possibilities of so-called indirect communication: the perception and understanding of the text indicate the interaction of the reader with the author of the text, about the complex thought processes accompanying his awareness.

In classes at non-linguistic universities, it is important to use texts with a professional orientation in Russian. This is due to the fact that young people are mastering their own future professions, which also confirms the importance of their interests when working in this field.

There are several types of reading, depending on the goals of the reader: viewing, searching, introductory (with a general coverage of the content) and studying. Viewing and searching reading act as additional exercises and are an accompanying component in the development of other types of reading [1:273]. Studying reading is considered the main type of reading that students are taught in the first place, since the result of such reading is the semantic processing of information: its isolation, organization, critical evaluation. The formation of these qualities in students, taking into account their age characteristics and features of the structure and development of the speech apparatus, the level of language proficiency is the task of the teacher.

It is advisable for teaching, reading, and listening to select texts according to the style of a different nature, for example: narrative, descriptive, and for independent reading you need to give preference to narrative.

The teacher can offer students literature, i.e. magazines, newspapers, Internet materials related to each specific topic. The order of reading texts can be determined by the teacher himself to some extent and offer students a list of texts for independent reading.

It is very important in the preparation and selection of texts in the specialty. Methodological recommendations usually say that texts should be small in volume, accessible in content and related in subject matter. Indeed, texts that are interesting in content are difficult for students in language. For example, in the texts recommended for students in economic fields, many terms become professional. Therefore, when selecting texts, it is necessary to take into account the professional value of texts, their educational and educational significance, accessibility by subject and proximity to the vital interests of students. Language difficulties in this case are removed by special language work carried out before reading.

It is possible to facilitate the understanding of the text by reducing it somewhat, which does not affect the understanding of the entire text as a whole, as well as dividing it into small, complete parts in meaning, if the prepared text is large and complex in language.

Taking into account the knowledge, skills and abilities that students have mastered by the time they read the text will allow them to identify the difficulties of the text and build a system of exercises that will prepare students to understand it.

Students studying, for example, in the direction of "Accounting and auditing" are offered texts for reading "Accountant", "The advantages of the accountant profession", "My specialty", "Future profession - accountant", "What is accounting", "The role and tasks of accounting in agricultural enterprises".

One of the main techniques that contribute to a thoughtful, deep understanding of the content of the text and its full coverage is the formulation of questions after reading the text by students. A more effective means of deepening the understanding of the text is the method of self-posing questions to it in the process of reading and comprehending the content of what is being read. This technique allows us to consider reading and understanding the educational text as a solution to a mental problem, the essence of which is the ability to detect and solve the problems that make up the content of the text. The teacher should teach students to read the text so that in the course of reading they pose questions that reflect the cognitive essence of the text, and with their help realize its logical structure, highlighting the main thing in it, the main thing. [2:91] The purpose of the work is to awaken in students the desire to better understand the text, to understand the unclear. Mastering the techniques of studying reading is

also facilitated by drawing up a plan, asking questions about the text to classmates or a teacher, drawing up answers to the questions posed.

Summarizing the above, we conclude that this type of speech activity helps not only in language learning, but also increases the overall level of human literacy. Reading enriches the vocabulary, expands the cognitive interests of students, acts as a means of learning and extracting information. The object of the reading process should understand the content of the text. The educational material for reading should be selected taking into account age characteristics, level of education, and level of proficiency in the Russian language. It is recommended to take small texts or break the text into fragments that are complete in meaning for better assimilation of information.

A special role in the learning process is played by the qualifications and experience of the teacher. The task of the teacher is to competently organize the educational process, establish relationships with students, taking into account their personal and cultural characteristics. A significant advantage will be given to a teacher who is familiar with the main features of the phonetic and grammatical structure of the student's native language and who takes them into account in the learning process, as well as eliminates difficulties arising from interference and manifested in understanding the structural and systemic features of the language being studied.

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