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**METHODOLOGY OF TEACHING RUSSIAN LANGUAGE IN NON-LINGUISTIC HIGHER
EDUCATIONAL INSTITUTIONS*****Khatamov Ildar Urakovich****Karshi Engineering and Economics Institute, Uzbekistan***ABOUT ARTICLE****Key words:** Non-linguistic (non-philological) universities, Russian as a foreign language, teaching methods, technologies, method.**Received:** 29.11.2024**Accepted:** 03.12.2024**Published:** 09.12.2024**Abstract:** This article examines the methodology of teaching Russian as a foreign language in educational institutions of non-philological focus. A comprehensive analysis of scientific and methodological literature is conducted. In order to summarize the accumulated theoretical and practical experience and its application to optimize the educational process, the issues of application were considered and substantiated: general teaching methods, studying the text and its typologies, teaching reading, teaching oral scientific speech, new computer technologies.**INTRODUCTION**

Methodology is a theoretical and applied science in which great importance is always attached to the skill of the teacher, his ability to adapt general methodological recommendations to specific learning conditions.

The Russian language in non-linguistic universities, as the language of study of the subject, is perceived as a system of linguistic phenomena, not for the purpose of its description, but as a means of communication in written and oral form. Therefore, for this category of students, the methodology forms the task of studying the Russian language for participation in linguistic communication, i.e. the task of teaching speech activity in Russian: reading, speaking, listening, writing.

Currently, in all higher educational institutions of the non-philological direction of education, Russian is taught as a foreign language. For foreign students of preparatory faculties, as well as for future

specialists of undergraduate, graduate, postgraduate and interns, Russian, like other general education subjects, is considered mandatory.

Undoubtedly, the methodology of teaching Russian as a foreign language has become one of the main directions in higher educational institutions of the non-philological direction of education. This happens for various reasons.

In scientific and methodological literature, several main directions of the methodology of teaching Russian as a foreign language to students of non-philological universities are presented. These are:

- general methods of teaching Russian as a foreign language in non-philological universities;
- research and analysis of the text, its structure and unity with the typology of the text;
- study of oral scientific printed speech;
- the process of teaching reading;
- new computer technologies.

Let us dwell on the history of the application of methods of teaching students in non-philological universities.

In the 1970s, one of the fundamental works on this topic was the book by O.D. Mitrofanova "Scientific Style of Speech: Problems of Education". The work examines the linguistic and methodological foundations of teaching Russian as a foreign language.

It also answers the following questions: when to start teaching specialization, what texts to use - general scientific, popular scientific or highly specialized; what is the role of terminological vocabulary, what system of exercises to offer to make teaching more effective. The features of the scientific style of speech, its lexical composition, morphological and syntactic features of scientific speech are defined in sufficient detail; a typology of texts is provided.

Let us highlight several rules that, in our opinion, are especially relevant at the present time. O.D. Mitrofanov draws attention to the fact that Russian is a compulsory but not the main subject in any non-philological universities, since the main goal of education should be "training qualified specialists with a broad scientific outlook, sufficient knowledge and perception of reality." The main goal of training, according to the author, is understanding the practical rules and using the language in speech practice. With the advent of textbooks and teaching aids focused on the subject of Russian as a foreign language, the question arises about the place and role of educational vocabulary in the process of teaching

language in general or the sublanguage of specialization. T.I. Trubnikova proposes a system for describing the sublanguages of a specialty, characterizes the methodology for using such dictionaries to study the lexical and grammatical means of the sublanguage of a specialty and the development of various types of speech activity, and also establishes criteria for constructing Russian vocabulary based on specialized vocabulary. The researcher notes that "educational vocabulary for a specialty ... is compiled by Russian language teachers together with subject specialists under the general methodological guidance of Russian language specialists. A specialized educational dictionary should combine the features of an encyclopedic and explanatory dictionary with the thematic principle of placing the material." In our opinion, a specialized educational dictionary is a mandatory tool, and not just something necessary for training future specialists. Students of non-philological universities should constantly refer to such a dictionary to clarify special terms or new words at any stage of training, therefore the criteria for compiling a specialized dictionary based on the choice of linguistic units are important problems of the methodology of teaching Russian as a foreign language. Teaching Russian oral scientific speech to non-philological students is as important a task as teaching written speech, and has been discussed by methodologists and researchers since 1990. In particular, T.G.

Kopytkova proposed a methodology for teaching dialogic communication to students of non-philological universities. To implement her own methodology, she developed a system of exercises: conditional communicative, non-communicative, and real communicative. Considering that the conditions of the tasks should cause students not only a certain speech reaction, but also the ability to implement the communication process, adapt to a team, an unfamiliar environment, the author creates a set of exercises for teaching dialogic communication. It is worth noting that at the present stage, the training of personnel in non-linguistic higher education institutions is more pragmatic. Students are very good at determining their level of proficiency in the Russian language and know exactly where to apply their professional knowledge, how much they need this knowledge. The practical results of this direction were: the emergence of a language learning environment in universities and institutes (e-learning); the creation of electronic courses, virtual lessons, face-to-face and distance courses, teleconferences, webinars, electronic collections of educational texts; the beginning of the development of multimedia teaching and methodological complexes, comprehensive teaching aids on linguistics and local history, etc.

Today, priority in teaching Russian as a foreign language is given to intelligent technologies (Smart Education). Researchers are interested in the following issues: the development of an intelligent

textbook of Russian as a foreign language, the possibilities of using mobile technologies in teaching Russian, web-kvest as a form of organizing independent work of students.

Thus, at present, the use of computer technologies is not only a necessary, but also an obligatory component of the language educational process in a non-philological university.

All of the above aspects and directions of teaching Russian as a foreign language in a non-philological university indicate the significant scientific and methodological experience accumulated in this regard. However, at present, major changes are taking place associated with the emergence of new contingents of students, a reduction in class time, the presence of students of different ages in study groups, an increase in the number of groups, and new communicative needs of students. Accordingly, new aspects of the application of methods, principles, and teaching aids in teaching Russian as a foreign language appear. In any case, a teacher working in a non-philological university needs to rely on the accumulated scientific and pedagogical experience and move on in the search for new substantive-organizational and linguistic-methodological solutions to optimize the educational process.

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