



ABOUT THE FEATURES OF INNOVATIVE METHODS OF TEACHING RUSSIAN SPEECH TO STUDENTS OF NON-PHILOLOGICAL SPECIALTIES

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ABSTRACT

The article discusses current issues of methods of teaching Russian as a foreign language. A variety of methodological approaches and methods, the use of various pedagogical technologies that help solve problems aimed at systematizing and adapting existing knowledge in all aspects of language (in the sociocultural sphere), the main types of speech activity in the educational and scientific spheres (reading, listening, speaking, writing) helps improve your skills, develop skills in working with special text, and teach the basics of professional oral and written communication. At the present stage of development of methods of teaching RFL, control problems remain relevant for the most objective assessment of the knowledge of students of technical universities, forms of control are constantly being improved.

KEYWORDS

communicative competence, speech skills and abilities, the principle of scientificity, the principle of activity and consciousness, the principle of stylistic differentiation, the principle of integration, the formation of skills and abilities, self-assessment of acquired knowledge, teaching methods.

INTRODUCTION

The method of teaching RFL, like any independent discipline, has its own conceptual apparatus. The basic

concepts that form the foundation of the methodology include: goals, objectives, content,



principles, methods, techniques, means and organizational forms of training. The listed components are closely related to each other. The dominant role in the system belongs to learning goals. Goals are understood as the expected results of the joint activities of the teacher and students.

Goals influence the choice of content, principles, forms, methods and means of teaching. Usually there are three main goals: practical, general education and educational . The general educational goal is to develop in foreign students: regional knowledge about the geography, history, and culture of the country; knowledge of the Russian language in comparison with the native one (learn a new system of concepts); general educational skills (work with a book and a dictionary, express your thoughts in written and oral form), etc.

The practical (communicative) goal is to develop foreign students' communicative competence, the ability to communicate in Russian. The communicative goal is the formation and development of speech skills, the ability to communicate using linguistic means. In the context of RCT, much attention is paid to the formation of non-verbal communication skills, or the ability to use non-verbal means of communication (gestures, facial expressions).

The educational goal is to develop in students: a positive attitude towards the Russian language, the history and culture of the country; views, beliefs, norms of behavior, value orientations .

The content of RFL training is the educational material that needs to be mastered or that needs to be learned in order to achieve learning goals. The basis of the content of RFL training is speech skills and abilities.

It is customary to distinguish the following components of the content of language teaching: 1) teaching material (language, speech), 2) knowledge, 3)

abilities and skills, 4) topics, 5) communication situations , 6) texts. Practical knowledge of a language presupposes the assimilation of a certain amount of language material (phonetic, lexical, grammatical). Speech material is presented in the content of training by speech samples (standard phrases), topics and situations of communication, and texts.

To operate with speech material, it is necessary to know the rules of its formation and use in the process of communication. In textbooks, the content of knowledge is presented in the form of rules and instructions, which depend on the purpose of learning and are determined primarily by their practical necessity. The ultimate goal of language acquisition is the formation of speech skills and abilities based on acquired knowledge.

Speech skill is an automated component of consciously performed activity. It is customary to distinguish speech skills - phonetic, lexical, grammatical and motor, which provide the technical side of writing and pronouncing sounds. One of the basic categories of any methodology is the principle of learning. The principles that should be followed in teaching Russian as a foreign language are a system of general didactic , linguistic and methodological components.

General didactic principles reflect the basic principles of the theory of education and training developed in didactics. Let us focus on the leading principles of teaching foreigners.

The scientific principle presupposes the compliance of the educational subject "Russian as a foreign language" with reliable linguistic information about the Russian language and the peculiarities of its functioning in different situations of speech communication. In order to ensure accessibility, systematicity and consistency, traditional didactics



involves teaching and mastering knowledge in a certain order and requires a logical structure of both the content and the learning process.

When presenting educational material and organizing educational activities, it is recommended to go from simple to complex, from easy to difficult, from known to unknown, from concrete to abstract, from facts to generalizations, etc. This is relevant for foreign audiences studying Russian. One of the most important provisions underlying the organization of any learning process is the principle of visibility.

I. A. Komensky called clarity the “golden rule” of didactics. The use of visualization makes it possible to ensure the effectiveness of teaching Russian to foreigners. In RFL classes, various types of visual aids are used: visual (paintings, photographs, drawings); sound and visual (movies, videos, television programs); sound (audio recordings); graphic (tables, diagrams); verbal (figurative verbal descriptions of events, facts, actions).

The principle of consciousness and activity of students is one of the main principles of the modern didactic system, according to which learning is effective when students show cognitive activity and are subjects of activity. Activity and consciousness in teaching RFL can be achieved if we rely on the interests of students, use teaching methods such as didactic games, discussions, stimulate collective forms of work, interaction of foreign speakers in the learning process, for example, through the organization of dialogues. Compliance with the principle of activity is closely related to the principle of the strength of learning outcomes.

Teaching the Russian language is unthinkable without taking into account the linguistic principles of RFL, which are based on linguistic data. The principle of systematicity considers the Russian language as a

systemic formation, consisting of interconnected elements of different levels, united into a single whole.

The principle of language minimization is the selection of language and speech means for classes. The principle of functionality is that language material in classes is introduced taking into account the content of the statement. In the practical course, this principle finds expression in the consideration of the form and meaning of a grammatical phenomenon in their unity.

The principle of stylistic differentiation means the importance of taking into account in the learning process the linguistic and speech characteristics characteristic of different speech styles. This is especially true when training future Russian language specialists. The choice of texts of a certain stylistic orientation, the volume, and depth of its elaboration depend on the purpose and duration of their training.

The features of teaching Russian as a foreign language reflect the actual methodological principles. Taking into account the practical goal of teaching the Russian language - to teach it as a means of communication - the leading methodological principle should be called the principle of communicative orientation. This means that students must always be involved in oral (listening, speaking) and written (reading, writing) communication. In accordance with the leading principle, learning should be organized in situations that are natural for communication or as close as possible to them. Following the principle of communicativeness presupposes such an orientation of classes in which mastery of language as a means of communication and speech activity (that is, the goal of learning and the means to achieve the goal) act in close interaction. This involves solving specific communication problems in the classroom to include students in communication in Russian.



The principle of oral advance (or oral basis of teaching) presupposes: a) oral introduction and consolidation of educational material; b) the presence of speech practice, occurring orally on the basis of topics and communication situations selected for classes. The modern RCT methodology recommends the interaction of oral and written communication during classes, which does not exclude the presence of oral advance at the stage of introducing the material and its initial consolidation and activation.

The most rational is the following sequence of teaching types of speech activity: from oral speech to written speech, from passive forms of language proficiency (reading, listening) to active forms (speaking, writing).

The principle of interconnected teaching of types of speech activity involves teaching language with the simultaneous formation of four types of speech activity: listening, speaking, reading, writing.

Important methodological principles of RCT include the principle of differentiated and integrated training. Its essence boils down to the following. On the one hand, each type of speech activity is characterized by its own "set" of actions and even its own lexical and grammatical design. On the other hand, integration takes place when working on language material, when teaching pronunciation, words, and grammar is carried out on a speech unit: word, phrase, sentence, super-different unity.

The principle of integration is that, no matter what aspect of the language we teach, at the same time we use other aspects and develop other skills.

The principle of situational-thematic organization of training presupposes such organization and conduct of classes in which the introduction and consolidation of educational material is carried out using topics and situational communication, reflecting

the content of the sphere of communication chosen for classes. Knowledge of the system of interrelated and interdependent teaching principles will make it possible to organize the process of teaching the Russian language to a foreign audience in accordance with its laws, to reasonably select the content of educational material, to select forms and methods of teaching that are adequate to the goals, thus achieving the effectiveness of mastering RFL.

Another basic category of teaching methodology is method. In modern methods of teaching a non-native language, the term method has two interpretations: didactic and actually methodological.

In a general didactic sense, the concept of method includes methods of interrelated activities of the teacher and students, aimed at achieving the goals of education, upbringing and development of students. For a language teacher, methods are important as sources of acquiring knowledge, developing skills and abilities.

These methods include: working with text, a book, a teacher's story, conversation, excursion, exercises, and the use of visual aids in teaching.

Depending on the independence of educational actions performed by students, active and passive methods are distinguished; by the nature of the students' work - oral and written, individual and collective, classroom (classroom) and home.

In accordance with the methodological interpretation, a method is a system of views and ideas about how the learning process should be structured. Among the methods as systems, there are: grammatical-translation, direct, conscious-comparative, audiolingual, audiovisual, conscious-practical, cognitive, communicative, suggestopedic (accelerated learning system), etc. These methods are grouped on different bases: translated and non-



translated (direct) ; conscious and intuitive, traditional and alternative.

Let us dwell in more detail on the characteristics of individual methods. Direct methods are based on the idea that learning a foreign language should imitate mastering the native language and proceed naturally, without specially organized training. Training should be carried out only in a foreign language; the native language of the students, as well as translation from the native and non-native languages are completely excluded.

The following order of mastering types of speech activity is proposed: listening, speaking, reading, writing. The audiovisual (structural-global) method involves the widespread use of audiovisual teaching aids (strip films, slides, films) and technical means (tape recorder, radio, television); global presentation of material: tape recordings of texts and film fragments are not divided into episodes; grammatical structures are also introduced and trained in their entirety.

Mastering a unit of language is possible only through repeated repetition and memorization. The grammar-translation method of teaching is based on an understanding of language as a system, the goal of teaching is reading literature, and the main unit of teaching is the sentence. Students get acquainted with works in the original language, grammar is studied in context, the native language serves as a means of semantization (ways of explaining the meanings of unknown words), analysis, elements of comparison and contrast are used, language teaching at the level of its grammatical structure, the predominance of passive forms of work, great attention to translation.

METHOD

Combined methods combine features inherent in both direct and conscious teaching methods: speech-

oriented learning, intuitiveness combined with conscious language acquisition, parallel mastery of all types of speech activity, oral advance;

This group includes communicative, active, reproductive creative methods.

The communicative method ranks first among the most commonly used methods of teaching foreign languages. The essence of this method is that basic language skills are developed simultaneously (speaking and writing, grammar, reading and listening) in the process of live communication.

Intensive methods are aimed mainly at mastering oral foreign language speech in a short time and with a significant daily concentration of study hours; they use in teaching the psychological reserves of the student's personality, collective forms of work, etc. Intensive methods include the activation method , emotional-semantic method, rhythmopedia , hypnopedia.

The concept of technique is closely related to the concept of teaching method. Training is a specific sequence of actions. These actions, performed by the teacher and students, are called teaching techniques in the methodology of teaching a non-native language. The teacher's actions aimed at accomplishing a specific methodological task are called teaching techniques. For example, a teacher must explain to students the meaning of an unknown Russian word. To solve this problem, he can use various techniques: translate the word into his native language, show the object denoted by this word, use its synonym or antonym, etc.

Among the teaching techniques, there are groups of techniques: introducing new material; organization of mastery of material; monitoring learning results. The student's actions aimed at completing a specific learning task are called teaching techniques, or learning techniques.



Among the teaching techniques, the following techniques are distinguished: understanding new material (recognizing linguistic guesses); mastering new material – participation in training, speech practice; self-control. In teaching Russian as a foreign language, a special place is occupied by techniques associated with the organization of training students in performing speech operations and with the organization of speech practice - techniques of using exercises. Exercise is a specially organized performance of individual or sequential operations, or actions, or any activity in order to master them, as well as improve them in educational conditions. There are several classifications of exercises, but most often they use the division of exercises into communicative (speech) and non-communicative (language). Communication exercises are aimed at teaching speech activity. Language exercises are aimed, on the one hand, at developing metalinguistic competence in students, and on the other hand, at preparing for speech.

Teaching methods can be translated, associated with the use of the students' native language, and non-translated. Thus, checking the correct understanding of the text can be carried out using questions on its content in Russian or other techniques that do not involve referring to the student's native language, as well as by translating the text or its individual fragments into the native language. The choice of certain techniques is determined by certain factors, primarily the focus on teaching translated or non-translated language proficiency. Each method is embodied in a system of teaching aids, with the help of which language teaching is carried out.

The originality of the innovative, entertaining methodology for intensive teaching of Russian speech to students of non-philological specialties at technical

universities in Uzbekistan who begin to study Russian after graduating from secondary school is as follows:

- entertaining and accessible presentation of comparative training materials, a memorable, vivid explanation of the features and typical patterns of the Russian and Uzbek languages;
- conscious-communicative and professional-practical orientation of training;
- person-oriented approach;
- taking into account the language of students;
- comprehensive mastery of types of speech activity by comparing them with their Uzbek counterparts;
- the meaningfulness of setting and developing the goals and objectives of the course, the motivation for learning by the students themselves through the consistent and systematic implementation of innovative methodological techniques.

It is known from psychology that what is immediately remembered easily and for a long time is what affects a person and makes an impression (positive or negative), as well as what is understandable and of interest. The teacher should always remember this and know these three things: explain in an interesting, understandable and impressive way: "I'm impressed, everything is clear - interesting and pleasant." [1.s. 70]

Therefore, there is no need to explain the rule in strict, complex, scientific language. What is boring, incomprehensible and uninteresting is very difficult to remember. In this case, you have to strain and force yourself to learn. And students do not like to be forced. Therefore, the formulation and explanation of the rules must be approached creatively, including the presentation of the memorization rule to students



should be concise, interesting, and, if possible, artistically perceived. For example, such a quatrain as:

Interesting and understandable,
//Impressed. - So glad!

Or: Interesting, impressed // Everything is clear - very nice! [3. p.15-21]

Rhyming, relaxed rules are remembered easily and for a long time. With the help of the motivating principle of human thinking, directing it to comprehend and understand the goals and objectives of the Russian language course, thanks to which the study of the Russian language becomes motivated, attractive, and necessary. Students will receive complete, comprehensive answers to questions such as, for example, “Why do they need the Russian language if it is not their native language?”, “For what purpose was the Russian language course introduced at the Faculty of Metallurgy, Mining or Mining Electromechanics?” and they develop a motivation and a great desire to learn this Russian language they need.

It should be noted that in each lesson, at the first opportunity, it is necessary to compare in a form accessible to students, to explain the distinctive features of the Russian and Uzbek languages. The wise words “Everything is learned by comparison,” attributed to the German philosopher Friedrich Nietzsche, are also applicable in teaching Russian as a foreign language, as a well-developed methodological technique and its name. [4. p.53]

Each method is embodied in a system of teaching aids, with the help of which language teaching is carried out. There are teaching aids: for the teacher - curricula and programs, teaching aids, reference and scientific literature; for students - a textbook, teaching aids and dictionaries; audiovisual – films and videos, slides, audio recordings, tables and diagrams; technical – tape

recorder, video recorder, computer, projection equipment.

In practical courses of the Russian language, as in this case, the main organizational forms of training are: practical training (the dominant form), laboratory training, as well as various forms of extracurricular work - educational excursion, independent preparation for training sessions, theme evening, etc.

Teaching any discipline requires a number of responsibilities and efforts on the part of the teacher and the student. This also suggests that it is necessary not only to learn Russian correctly, but also to correctly express your thoughts in your native language.

Today, the teacher’s goal is to teach the Russian language not through ordinary memorization, but by instilling in students the skill of independently searching for the necessary information using technical means and the Internet. Assignments should be aimed at overcoming feasible difficulties and achieving significant results (two-way translation, reading technical texts and finding answers to questions posed to them, drawing up abstracts , resumes, abstracts, etc.)

It should be admitted that Russian as a foreign language is difficult for students of technical universities, but almost everyone has a desire to speak Russian fluently, so the priority is the student’s independent learning, studying additional material using Internet resources, completing test tasks and practical exercises. In the universities of the republic, the program for studying the Russian language, like other foreign languages, includes an in-depth study of grammar, phonetics and lexical composition of the language, more attention is paid to teaching the language system and mainly grammar.

As before, the main difficulties are the lack of active oral practice per student in the group; the study of the



Russian language should be based on the development of students' speaking 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 with interest and to communicate correctly in another language within the scope of their professional activities.

The educational system should provide for certain development mechanisms that ensure the introduction of innovations, thanks to which communicative competence is formed and the efficiency of language learning among students is increased. In the process of learning the Russian language, there is a mutual influence of speech competence in the native language and speech competence in Russian.

Teachers of the Department of Uzbek Language and Professional Education of TCTI annually conduct a survey of students in order to obtain data on their motivation to study the Russian language; about difficulties in mastering the Russian language; on the effective conduct of training sessions; on technical support of the educational process; about the degree of self-education skills; about adaptation to the university system and to future professional activities in the process of studying at the university, etc. Based on the survey, material is selected and prepared on the use of new pedagogical resources that help improve the quality of knowledge acquisition during the period of adaptation to the student environment. [8. p.4]

When teaching non-Russian students the Russian language, teachers set themselves the following tasks: deepening knowledge about the system and structure of the Russian language and its stylistic means; the meaning of the prepositional case construction and its construction; familiarity with the basic laws of

constructing effective verbal communication; mastery of the basic principles of business communication in oral and written forms; improving skills in working with texts of different styles and genres; expansion of students' active vocabulary. It is important to achieve the desire to teach them the ability to listen to speech and understand what they hear, to give them a sense of their capabilities, their progress. This increases their interest in learning a foreign language. In connection with listening, monologue speech develops, communication is formed when they speak after listening to a text, with independent reporting and personal assessment, as well as the ability to speak in various situations within the framework of educational, labor, social and socio-cultural spheres of activity.

Innovative methods are one of the tools to make the process of learning a foreign language effective and fun. Students study the rules of the Russian language in close interaction with their native language, and this allows them to make mistakes in speech activity, which are natural: they are usually caused by the influence of the norms of their native language on speech in a non-native language.

The use of innovative teaching methods made it possible to speed up the learning process for students speaking with an emphasis on typical errors. In such cases, an important role is played by working with a dictionary for simultaneous translations from Russian into Uzbek and vice versa, the use of various mnemonic techniques that increase memory capacity and facilitate the memorization of received information, as well as mastering an active circle of communication.

The processes of world globalization and integration have led to a rapid growth of intercultural contacts in all spheres of public life. In the era of globalization, knowledge of foreign languages is an important aspect



of the life of a modern person. Knowledge of the languages of other peoples gives a person the opportunity to get acquainted with the culture and traditions of other countries, contributes to the development of thinking, imagination and memory. In addition, knowledge of different languages is one of the conditions for professional competence.

Active participation of Uzbekistan in the global socio-cultural, political and economic space, expanding cooperation with

foreign countries have significantly increased the relevance of mastering the Russian language by future production specialists.

The author has developed a number of textbooks intended for students of technical fields, compiled on the basis of engineering disciplines, such as chemical technology, oil and gas industry, management, mechanical engineering technology, energy for 1st-year students of technical universities.

All lessons are structured according to the following scheme: monologues and dialogues of characters, work with a dictionary, grammatical commentary, relevant thematic texts, training exercises. [6. p.154]

The skill of the teacher allows you to conduct a conversation or discussion using means of communication: verbal (human speech) and non-verbal (intonation , facial expressions, gestures); the need for joint activities with the student; development of professional mobility of the individual. The interaction between teacher and student is carried out in dialogue mode. This facilitates the exchange of information and increases the cognitive interest of students. To improve the quality of professional training of future engineers, it is important to use a set of methodological tools for the development of oral

The purpose of these manuals is to develop professional communication skills, improve oral, monologue and dialogic, as well as written speech of students in a professional direction, taking into account the knowledge base of secondary education.

Work with basic texts precedes all subsequent lexical and grammatical tasks. The texts are selected taking into account the professional content of education and the development of oral and written speech of future engineering specialists.

The textbooks developed an entertaining method of intensive teaching of the Russian language and an innovative program “Russian language with native Uzbek: interesting and easy”, developed by Doctor of Philology, Professor B.Kh. Daniyarov with the aim of accelerating teaching this language to the youth of Uzbekistan.

speech, and for this it is necessary to direct students' attention to a creative approach to language material.

Currently, in the higher education system, teaching the Russian language as an important element of general and professional culture and a means of professional communication has acquired particular relevance. Teaching a specialty through the Russian language and teaching a language through a specialty is one of the important problems of professional training of a specialist in a non-linguistic university. One of the most





important aspects of the linguistic foundations of the methodology is taking into account data from a comparative analysis of the systems of the Russian and native (Uzbek) languages, which is of great importance for the methodology of teaching the Russian

language.

As a result of successfully fulfilling the requirements of the innovative methodology, students acquire the following knowledge, skills and abilities:

understand basic information from oral and written sources in standard language on socio-cultural and everyday topics (within the limits of what has been studied);

the ability to effectively navigate situations of everyday communication;

communication skills, psychological readiness to effectively interact with communication partners, the desire to find your own style and communication techniques, your own system of speech improvement;

Sample practical lesson:

Subject: Abstract . Lexico-grammatical cliches for annotation. Characteristics of annotations . Structure of annotations . Preparation of annotations .

**Progress
of the lesson**

be able to express your own point of view;

compose short logical, coherent messages (sentences, short texts) on socio-cultural and everyday topics.

use logical stress and intonation for expressiveness of speech in presentations and discussions;

actively use basic thematic vocabulary in communicative situations . [5. c.768]

The teacher sets the topic of the text, in accordance with the curriculum, interests the students, explains to them how to work with the new text, what to pay attention to, how to take notes and perform vocabulary work correctly. Students themselves choose a text on the Internet that is interesting to them on the relevant topic and begin to work on the text. As instructed by the teacher, at the beginning they take notes from the text that is clear, interesting and impressive to them. They remember the fundamental rule that only what is entertaining, understandable and leaves an impression is remembered. In this way, they acquire the skills to memorize new material, including vocabulary skills, note-taking, and, of course, skills to use the Internet effectively.

1. Lexico-grammatical cliches (expressions, phrases) for annotation.

2. Characteristics and structure of annotations . Preparation of annotations .

1. Explanation of new material.



Abstract – a brief description of the document in terms of its purpose, content, type, form and other features.

Purpose of annotation – extract from the text of the primary source the most necessary, brief information that gives the reader a preliminary idea of the article.

Abstract of the article – brief, accurate, logically connected and well-presented information about the content of the article. It includes a description of the topic, problem, purpose of the work and its main results and/or conclusions.

Order of presentation of annotations :

- subject heading (called knowledge section)
- title (must always correspond to the main topic of the article)
- source data (an important section for annotations)
- a concise description of the material (the issues raised in the article are outlined)
- Critical assessment of the article (states the relevance of the topic).

Types of annotations :

1. A descriptive summary states “what” the source is written about and only names the main points of the article.
2. Abstract abstract , reflecting the main issues of the content in a condensed form.
- 3 . Abstract - summary is characterized by a clear presentation of the main content in a nutshell.

Abstract structure :

1. Bibliographic description - the author, title, and output data of the work are indicated.
2. Purpose – indicates the general theme of the source and the purpose of creating this work.

3. The summary part - lists the range of issues or problems that are addressed in the work and gives a brief description of them.

4. Addressee – indicates the circle of readers of the work

Exercise. Read the annotation , try to create your own version of the annotation based on the model . Sample:

Abstract atsiya: In an article on the topic “ Information and communication technologies, their use in the educational process ” current issues of methodology for teaching Russian as a foreign language are considered. Despite the variety of methodological approaches, techniques, and the use of a variety of pedagogical technologies that help to present the language system in an accessible and colorful way. Thanks to the introduction of innovative approaches to teaching foreign languages, the communicative competence of students is formed and the effectiveness of language teaching is increased. Innovative teaching methods are among the effective tools on the way to achieving the goal - mastering the skills and abilities of verbal communication.

2. Consolidation

Complete the test task.

1. What is the purpose of annotation?

- a) Annotation is a shortened version of the article; it is needed so that you no longer need to get acquainted with the article itself.
- b) Abstract provides detailed information about the author.
- c) The abstract gives an idea of the field of science in which the research is being carried out.
- d) The purpose of the abstract is to attract the reader's attention, to make it easier for him to choose among other works on this topic.



2. Which answer option indicates the styles to which the annotation applies?

- a) Fiction style, scientific
- b) Official business, colloquial
- c) Journalistic, artistic
- d) Fiction style, official business

3. Who usually acts as the author of the abstract for a scientific article?

- a) Reviewer or author of the article
- b) A specialist with authority in this field of science
- c) Conference organizer or collection author
- d) Employee of a publishing house or magazine

4. Which of the following is in the annotation ?

- a) Characters
- b) Quote
- c) Specific content of the article
- d) Brief information about the content of the article

5. What is the style of writing annotations for a scientific article?

- a) Colorfulness, descriptiveness
- b) Accuracy, logic
- c) Emotionality, rhetorical devices
- d) Simplicity, use of colloquial speech.

Exercise 1. Determine which part of speech these words belong to and distribute them into groups.

Noun	Adjective	Numeral	Verb	Participle

Three, three, third, triple, triple; turn blue, blue, blue; blush, red, blushing, redness; two, deuce, twin, double, double; crying, crying, lamentable, crying; walk, walking, walking, walking; black, blacken, blackness, blackened, blackened.

Exercise 2. Form the plural form of the following nouns. Check it in the dictionary.

a) Master, lecturer, teacher, professor, accountant, officer, turner, mechanic, cake, cloud, haystack, tractor, platoon, sniper, jumper, sweater;

b) engineer, consul, speaker, inspector, conductor, editor, architect, wind, train, valve, bunker, boat, searchlight, sector, train.

3. Working with text.



My profession is programmer

A programmer is a very popular profession, since in our modern world various technologies are widely used, which simply would not work without programs, and

What should a programmer know?

Must be fluent in English. Without knowledge of English, a programmer will practically not be able to work. In order to become specialists in the field of high technology, you need to show an interest in mathematics, computer science and other exact sciences. This profession highly paid, where good working conditions are created: a quiet and comfortable office, and the programmer can even work remotely, solve unusual problems, and think creatively.

A programmer in his profession is like an artist who, using all means, strives to create his masterpiece. They

Task-2. Read the text and try to explain the meaning of the following expressions:

demanding trade-
sphere of life of modern man -
high technology area-
highly paid profession -
creative thinking-
painstaking work -
boring and long tasks -

Task-3. Prepare a retelling of the text.

computers and the Internet have widely entered into all spheres of life of a modern person.

Programming is a field that is constantly developing and changing, so the work of a programmer will always be interesting and relevant.

are always at the center of innovation and technological progress.

But the profession has its downsides.

You will need to sit at the computer a lot, and this is harmful to your health; the profession requires painstaking work, because sometimes you have to solve boring and long tasks. But you definitely need to be organized and collected.



4. Homework. Write an annotation for the text.

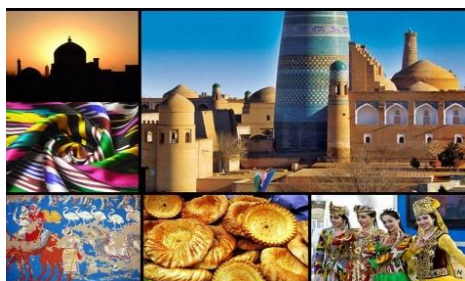
My motherland

Every citizen living in his native land finds a special meaning in the word "Motherland". For some, this is the place where he was born, grew up, and made friends; for another - where he acquired his status in life, found his place and brings benefit to society. There are people who defend the peace and tranquility of their country. These people are not just defenders of the fatherland, but heroes who, at the cost of their lives, will protect the Motherland from the enemy and danger, and will defend peace and tranquility in every home, mahalla, village and city.



My homeland is Uzbekistan. We were born here, we are getting an education, we are surrounded by the people who are dearest to us, who take care of us, love us and protect us from harm.

Uzbekistan is a state with a great future, which is famous for its customs and traditions, national holidays, national wealth, kind, multinational and merciful people, who will lend a helping hand to everyone in need at any moment.



5. Lesson summary. Assessment of students' acquired knowledge.

Student self-assessment table

Criteria:	Assessment of acquired knowledge: from 1 to 5 points
information for myself	
The tasks assigned to the lexical text were easy and interesting for me.	
I easily used the text to complete the tasks in the exercises.	
Some phrases in the text were unfamiliar to me.	
The teacher and fellow students helped me with some assignments.	
I would like to receive more information on the topic.	
Average score:	

In the second part of the lesson, separate independent tasks are developed. The assessment of the skills and knowledge listed above rests with the student himself

, that is, he evaluates himself using a 5-point system . This self-assessment method gives him an objective assessment of the knowledge he has acquired, and



also motivates him to achieve higher scores in the next lesson . (Table 1)

For the teacher, this method allows you to evaluate the performance of all students present in the lesson, and each student will know what grade he/she received. They can retake a topic and improve their grades during the semester. This method gives students the opportunity to repeat the topic they have covered several times.

All of the above constitutes the innovative novelty of this methodology and program and makes it relevant at this stage of teaching Russian as a non-native language.

Under the leadership of Professor B.Kh. Daniyarov, scientific researcher N.T. Abdulkhakimova is conducting a scrupulous and very original scientific research of dissertation scale on the development of this topic.

The methodological level of the material corresponds to its competently oriented educational technologies, and on the basis of this, the interaction between the teacher and the student is carried out in the mode of academic writing, accompanied by dialogue. All texts are selected taking into account the professional content of education, the development of oral and written Russian speech of future specialists in information and digital technologies. Each text topic includes corresponding drawings that brightly and colorfully illustrate them . This facilitates the exchange of information and increases the cognitive interest of students.

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