



DOI: **10.5958/2249-7137.2021.02206.0**

PROBLEMS OF TEACHING A SPECIALTY LANGUAGE IN TEACHING RUSSIAN AS A NON-NATIVE LANGUAGE

Ten Svetlana Konstantinovna*; Rakhimova Alla Innokentievna**

*Senior Lecturer,
National University of UZBEKISTAN

**Senior Lecturer,
National University of UZBEKISTAN

ABSTRACT

Proficiency in the language of the chosen specialty in a non-native language provides foreign-language scientific and professional communication when studying at a university. The main idea of teaching the language of the specialty and professional scientific speech is based on the statement that one should study the language not for the sake of formal knowledge, but for practical mastery of it. To speak a language means to have skills and abilities in all types of speech activity.

KEYWORDS: *Specialty Language, Professional Speech, Text, Communication, Connectivity, Speech Units.*

REFERENCES:

1. Leontiev A.A. Psycholinguistic units and generation of speech utterance M., 1969, p. 195.
2. Bukhbinder V.A., Rozanov E.D. On the integrity and structure of the text, - VYA, 1975, No. 6, p.75.
3. Kotyurova M.P. On the connection of sentences and paragraphs in scientific speech // Linguostylistic studies of scientific speech, Moscow: Nauka , 1979 p. 177.
4. Troyanskaya E.S. Towards a general concept of Understanding functional Styles -In the book: Features of the Style of scientific Presentation. M., Nauka, 1976. p. 42.
5. Motina E.V. Language and specialty; linguistic methodological foundations of teaching Russian to non-philological students. M., 1988, p. 11.

6. Linguistic Encyclopedic dictionary. M., Soviet Encyclopedia, 1990, p. 507.
7. LvivM.Dictionary reference book on method. rus.language. Textbook for students of pedagogical institutes. M., Enlightenment, 1988, pp. 206-207.
8. Klobukova L.N. Teaching the language of the specialty. Textbook -Moscow: Moscow University Publishing House, 1987. page 35.