

ANALYSIS OF TEACHING AIDS IN THE RUSSIAN LANGUAGE OF AN AGRICULTURAL UNIVERSITY IN TERMS OF THE FORMATION OF SPEECH COMPETENCE

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ABSTRACT

The article deals with the analysis of methodological teaching aids in the Russian language of an agrarian university - programs and study guides are analyzed from the point of view of the problem under study. An analysis of the methodological manuals on the Russian language published in our Republic in recent years in agrarian areas showed that despite the presence in them of types of work on the formation of students' speech competence, not enough attention is paid to the development of students' speech.

KEYWORDS: *Analysis, Teaching Aids, Russian Language, Speech Competence, Grammar*

INTRODUCTION

Today, the formation of speech competence in the Russian language classes at an agricultural university in our country does not fully meet the requirements of the methodology for teaching the Russian language in national groups.

The methodological manuals on the Russian language published in our country helped to improve the state of teaching the subject in agricultural universities. In these textbooks, the didactic material makes it possible to improve the speech and language knowledge of students on specific texts and tasks and also activates learning activities on the outskirts of direct speech communication.

At the same time, when studying lexical and grammatical categories, it is reasonable to consider such categories as methods of communication between sentences, the main semantic and grammatical patterns of connected monologue speech, and others. [1]

When forming speech competence, training should be built at the level of a phrase, sentence or text. Often the concept of a complex syntactic whole is given purely nominatively both in the program and in manuals. Russian language manuals and textbooks for technical universities provide an insufficient number of exercises that are specifically designed to form speech skills and abilities. Often the Russian-Uzbek dictionaries given after the texts are collected intuitively. Sometimes little attention is paid to working with individual words, phrases and sentences. Speaking tasks are sometimes not adapted for students. They are often controlling. In some textbooks there are no tasks for determining the means of communication in the text, there are

few tasks for determining the boundaries between sentences included in the syntactic whole, as well as for building monologue speech, and tasks for the development of speech are dominated by such types of tasks as questions and answers on the content of the text.

Such types of work as summarizing, and annotating are little covered or not reflected at all because such types of work are very important when compiling your own monologue statement.

The program clearly and specifically indicates the goal, objectives and requirements for the amount of knowledge, skills and abilities that students must possess during their studies at the university. The first audience-oriented Russian language program was created by scientists around the world in the 20th century. [2]

The work program, which was developed at the Russian language department of universities, was compiled on the basis of a standard program for a practical course of the Russian language for national groups of non-linguistic universities (faculties) of our Republic.

The purpose of the discipline "Russian language" at the university is to improve the Russian speech of students in various areas of communication - educational, professional, colloquial, everyday and scientific. Educational goals are closely related to communicative ones. The program specifies the goals and objectives of the discipline; basic knowledge and skills acquired by students in the study of the discipline; course content; types of written works for intermediate control; list of questions for the final control. In addition, the program provides weekly planning of speech and grammar material for each semester. In the second semester, 2 hours are allotted for studying the topic "My speciality", which is directly related to the future speciality. As practice shows, very few hours are allocated to the study of this topic, since work on the language of the speciality in this module is the formation of a scientific style of speech for writing a scientific report, listening and formulating questions for the speaker. [3]

Classes in the Russian language with students of the engineering profile of the national groups of the university are conducted according to the textbook "Practical course of the Russian language". The textbook is addressed to students who study Russian as a non-native language and is aimed at the specialities of motorists, architects and builders. The textbook contains texts on the speciality and terminological vocabulary is studied.

Thus, this textbook can be used in teaching students of an agricultural university, if we are talking about professionally oriented teaching of terminological vocabulary. All this once again shows the merits of the textbook, as it is intended for university students and faculties, as well as for those who would like to improve their knowledge of the Russian language.

The textbook "Practical course of the Russian language" is designed for students of national groups of all specialities and therefore does not contain texts or tasks for some engineering specialities, and therefore, it is recommended that students study this textbook, combining it with other educational materials. The textbook is the main source of learning, and therefore, the formation of students' speech competence, and most importantly, the effectiveness of the entire learning process depends to some extent on its content, the construction of materials in it, the structure, and the design. [4]

In the study, we tried to analyze the textbooks and teaching aids that are used in Russian language classes in other universities of the republic.

The lexico-grammatical model is taken as the basis for the unit of instruction and organization of the material in the textbooks. Such a model does not always meet the goals of communicatively oriented learning, because the language unit has a generalized semantic aspect. In speech, its meaning is always specified by the situation and the goals of communication.

The same grammatical construction, and sentence, depending on the specific text, or situation, have a different communicative meaning. If a language unit, which is equal to a sentence, is taken as a unit of the learning organization, then only a speech unit, that is, communicatively meaningful, equal to a statement, can become a unit of teaching speech. In textbooks, in the headings of paragraphs, and in the structure of texts, language orientation is reflected. The content of textbooks is overloaded with language exercises: substitution, and transformational. Speech exercises are given little attention. Before performing speech exercises, students perform a lot of language exercises, the connection of such exercises with speech exercises is how weak and indirect and often practically does not ensure the transfer of isolated grammatical skills into speech, although it is thought that training will ensure the correctness of speech. As a result, students do not receive full-fledged speech skills. Teachers, and often authors of textbooks, focus students' attention mainly on the form of grammatical constructions. Often in the system of language exercises, there are a huge number of artificial sentences and tasks, the communicative value of which is in doubt. For example, often teaching dialogue is often replaced by the same language exercises: "Make a dialogue using that or another form of the word, construction. Switching students' attention from content to form contradicts the essence of the dialogue. Sometimes speech tasks for exercises of a dialogic nature are often provoked not by production, but by reproduction, reproduction: "Learn the dialogue", "Compose by analogy". [5]

In recent years, in the Russian language classes at an agrarian university, more attention has been paid to the language of the specialty. It is this that predetermines the choice of language means. The professional orientation of training requires the identification of not only the text in the specialty but also a certain organization of the lesson itself in the Russian language. The language of the specialty, the scientific and technical sphere of communication, in terms of their significance and the goals of training in an agricultural university, are distinguished by their mass character and orientation. And this fact did not go unnoticed by the environment of philologists, since the language of fiction is opposed to the language of science and technology, and the artistic style is opposed to scientific.

The methodological support of the educational process, the creation and its scientific and methodological justification is not based on individual specialities, not on the departmental organization of faculties and universities, but on the profiles of education (there are two profiles of education in our university: engineering). And when compiling textbooks, many authors start from these directions in teaching. [6]

In recent years, practicing teachers who write textbooks and teaching aids in the Russian language based on the texts of their specialty are faced with the problem of selecting and classifying texts for them. [7]

In some works of a monographic nature, some scientists have outlined ways to select and classify texts. The necessity of distinguishing between texts in the field of communication and their functions is noted. So, for example, it was pointed out that such types of statements as "description (of an object, material, phenomenon or experience), narrative (about the discovery

of law or phenomenon), reasoning (about the derivation of a formula, law), which form the texts of any discipline of scientific and technical and natural science cycles is a completely acceptable and expedient form of methodological organization of educational material.

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