

Communicative Methodology of Teaching Russian in Higher Education

Yuldasheva Saodat Turakulovna

The teacher of the chair of methods of teaching the Russian language of the Uzbek-Finnish pedagogical institute SamGU

Annotation: The communicative direction in the teaching of Russian language is characterized by the fact that it is in the foreground as the most important. The purpose of the study is the formation of skills and oral communication. experience, the process of acquiring knowledge about the process of language and language acquisition.

Keywords: Higher education, communicative, competence, deduction, linguistic material, phraseological combination;

Introduction:

The realization of the communicative goal of higher education includes the following: speech activity is formed in all forms: reading, speaking, writing, listening. In higher education, these goals are determined by its content, levels of knowledge, linguistics and skills.

Main Part:

Linguistic competence is the acquisition of a language system, the deduction of which is mastered by the linguistic material itself. Language formation competencies include the study of new layers of drugs, the enrichment of phraseological connections, and the acquisition of words.

Linguistic competence is the knowledge of the basics of Russian language, language, assimilation of the conceptual base of the course, the set of defined concepts, the formation of ideas.

Communicative competence is a set of knowledge, skills, programs of speech behavior, communication situations that correspond to the goals, areas necessary to understand others and create their own. This competence includes knowledge of the basic concepts of speech linguistics (speech styles, types, methods, connections of sentences in the text, etc.), analysis skills and skills text and correct communication skills - speech skills in various fields and communication considering the addressee in relation to the situation. All three competencies are closely related. Only someone who has all three types of authority about a person can say we can "own the language". Therefore, an important task is to implement the methodology of teaching the Russian language. These are the three components of a Russian school course in teaching relationships, overcoming isolation. Thus, the communicative method of teaching means the mother tongue:

- Overcoming object-centrism. It is impossible to learn the mother tongue just like physics, mathematics, because it (the language) is a part of the person. The organization of student activities as an activity necessary to change their language, an activity aimed at developing their own language;

- Interrelation of course material, tasks and teaching methods with the main stages of the psyche, patterns and age-related features of student speech development, focus on leadership activities (age in adolescence) , according to experts, design, former perimentation);

- Rely on such linguistic concepts from the point of view of the native speaker of the language [Karaulov, 1993; Norman, 1994]. Yu. N. Karaulov emphasizes the word associative connections associated with other words in the mind of the person (based on sound similarity, semantic similarity or contradiction, common product vatny model, frequent use, etc.).

Thus, in higher education, knowledge of the Russian language in the communicative direction contributes to the convergence of conscious, formal assimilation of knowledge, rather than the formal assimilation of knowledge. giving the text that requires it (or verbal or written response)

the student took into account the characteristics of the recipient, the recipient, the conditions, and the purpose of communication. At the same time, the teaching of the Russian language is carried out within the framework of an unrestricted course, but within the framework created. It is a language environment with the active participation of the students themselves. Under the educational and linguistic environment is understood the whole body of texts that appear and circulate within the school walls (school laws, newspapers, reports, scripts, holidays, etc.). The teacher's task is to try to develop students' speech on how to create this environment for organizational and specific maximization.

References:

1. Lvov, M. R. Methodical dictionary in Russian / M. R. Lvov. - M.: Academy, 1999.
2. Methods of teaching the Russian language at school: a textbook for universities / M. T. Baranov [and others]; ed. M. T. Baranova. - M.: Academy, 2000.
3. Tekuchev, A. V. Methods of studying the Russian language at the university / A. V. Tekuchev. - M.: Enlightenment, 1980.
4. Student on the methodology of the Russian language: Russian language as a subject of study: a guide for the teacher / comp. A. V. Tekuchev. - M.: Enlightenment, 1988.