

**MODERN TRENDS AND PEDAGOGICAL OBJECTIVES OF TEACHING
RUSSIAN AND UZBEK LANGUAGES TO STUDENTS OF AGRARIAN
UNIVERSITY**

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ABSTRACT

The article deals with current trends and pedagogical tasks of teaching the Russian and Uzbek languages to students of an agricultural university. The ongoing changes in educational life in our Republic. In their research, general approaches and directions of the situation of learning in the system of higher education are revealed. Many studies define as basic those skills and competencies that allow students to easily adapt to modern realities after graduation. When training specialists, it is necessary to take into account fundamental and professional trends that complement each other. Fundamental knowledge will help in practical activities in determining professionalism, or vice versa, the process of professionalism cannot develop if there is not enough fundamental preparation.

KEYWORDS: *Russian Language, Uzbek Language, Current Trends, Pedagogical Tasks, Teaching, Students Of An Agricultural University.*

INTRODUCTION

In recent years, the issues of optimization and organization of the learning process has become one of the priority areas in pedagogical and psychological science. In recent years, these issues have been studied by such scientists as A.S. Andrienko, V.I. Baidenko, L.D. Davydov, V.I. Zagvyazinsky, I.A. Zimnyaya, G.I. Petrova and others.

In their research, general approaches and directions of the situation of learning in the system of higher education are revealed. Many studies define as basic those skills and competencies that allow students to easily adapt to modern realities after graduation. When training specialists, it is necessary to take into account fundamental and professional trends that complement each other. Fundamental knowledge will help in practical activities in determining professionalism, or vice versa, the process of professionalism cannot develop if there is not enough fundamental preparation. [1]

Trends that characterize is the general situation in the higher education system. The first trend, in her opinion, is considered to be “awareness of university education as an organic component of the system of continuous public education”. The researcher notes that it is necessary to take into account the problems of continuity between the school and the university, take into account the

problems of professional training of students, the connection between the university and the future production activities of students, as well as tasks in organizing students' educational activities, organizing communication in Russian and Uzbek. The "industrialization" of university education is the second trend, which means the use of technical means, computerization and algorithmization of education. [2]

The third trend is "the transition from informational forms to the use of active methods and forms of teaching, the use of problematic elements, scientific research, and the widespread use of reserves for independent work of students".

The fourth trend is "the search for psychological and didactic conditions for the transition from regulated, controlling, algorithmic ways of organizing the educational process and managing this process to developing, activating, intensifying, playing".

Under the fifth and sixth trends, it is believed that "the organization of student-teacher interaction" means the organization of learning, where "the emphasis is shifted from the teaching activity of the teacher to the learning activity of the student." [3]

The main trends in the process of teaching and educating a student suggest the success of solving the tasks assigned to the teacher of the Russian and Uzbek languages, not only improving learning, but, most importantly, improving the student's personality. Let's take a look at these issues.

The first task is "the upbringing of an active personality, the formation and development of an individual who is characterized by conviction, the formation of a student's system of views on his place in the world. The latter requires the purposeful development of the student's reflective thinking, the adequacy of his self-assessment, self-control.

Systematic improvement, deepening of professional competence is considered the second task in understanding professional tasks, methods, means, as well as their expression in the possibility of implementation in the native language. Reading special literature without translation into the native language of the student also helps to improve the professional competence of students of a technical university. The second task is "to improve speech behavior and speech culture, which correlates with the educational and upbringing goals of society. Understanding, working out, mastering the formulas of speech etiquette in the Russian language classes has an impact on the culture and education of students in general. Texts in Russian help to familiarize students with the culture of the peoples of the world, the history of civilization, penetration into not only their own, but also the culture of native speakers of the language being studied, in particular, into the original world of the Russian people and its culture. [4]

Modern theory and practice of teaching put new accents in teaching languages. Many researchers note that the effectiveness of language teaching will not reach the desired level, which corresponds to the knowledge of the native language, regardless of what method and on the basis of what methodological theory it is carried out. "For a quarter of a century, we have come little closer to solving the most exciting question for us, how to develop the ability to communicate in a foreign language. We can intensify the training in the classroom. But how to make this "leap" into communication?"

Enthusiastic, free communication of students in oral and written form depends on many factors. A lot depends on the organization of the lesson, and the situation or environment in which the lesson in the Russian language takes place.

"The student is the main link in the effectiveness of teaching any language. The absence of these conditions, namely neither the organization of educational material, nor educational communication, nor any method to fill them. They can only catalyze the action of these factors, for a person learns himself, that is, he teaches himself. [5]

The student himself, as well as educational activities with such a solution to the problem, will be in the center of attention not only of linguists, but also of psychologists, methodologists, linguodidactists.

And now let's dwell in more detail on the situations that arise in the process of teaching the Russian language to students of technical universities. Difficulties in expressing thoughts by the person himself and overcoming it are considered the first situation. This can be explained by the fact that a person or, in this case, a trainee sometimes experiences a "stagnation" in the automation of actions, which is developed unconsciously in his native language, which is controlled by the consciousness of the helplessness of the action or the performance of this mechanism in the language of the learner. The reasons for the creation of certain social barriers were proven and substantiated by K.G.Lozanov and the difficulty of "rejecting" the linguistic form of the native language, in which human thinking is "cast", "formed". [6]

In speech processes and in forms of expression, one can trace the interfering influence of the native language. The age of the student, the stereotypes of his behavior, the level of development, language abilities, flexibility of thinking, the ease of the process of imitating a native speaker, which helps in the imitative abilities of the student, makes it difficult for the speech mechanism to operate. Problems such as the desire to imitate the teacher, communication techniques and the organization of learning conditions become the problem of the validity of these techniques.

In our opinion, the problem of the lack of real incentives and motivation for communication in the target language for a student is considered the second problem. "The lack of real motivation in learning a language often causes students to switch to their native language during recess, during class."

It seems to us that this issue can be resolved if a language environment is created and organized at the university, excluding the possibility of communication between them and with the teacher during school hours in their native language. It would seem that this problem does not exist in the conditions of teaching Russian as a foreign language in our Republic. "The Russian-speaking language environment fills all the educational and non-academic time. Despite this, most students outside of class talk with friends who know their native language. This means that the language being studied, in this case Russian, does not fully function in a certain period of study time fixed by the educational process, which should be at least 8 hours. The second half of this time, which comes outside the direct control of the educational institution, is also realized in communication with friends who are familiar in their native language. The above problems become especially relevant in the adaptation period of study, that is, at the beginning of the first semester, but despite this, this period passes, but the problems remain." [7]

The third problem is related to the problem of mastering the Russian language, namely, when a student cannot find a real application of the acquired communicative competencies in the future in the form of communication by means of the Russian language. It is possible to achieve a good assimilation of educational material in the condition of its orientation in the future with a specific goal.

The analysis of the above problems showed that it is necessary to change the approach to learning that arises in the process of mastering the language, in particular, a person as a subject in learning and his learning activities. [8]

In this capacity, the personal-activity approach can act. It can be considered in the context of the communicative approach formed in Russian studies as an "active principle of communicative", and then it can be attributed to the situational-communicative-personal-activity approach. Here, each link corresponds to different aspects of the learning process: "situation with the nature of the organization of educational material, as well as with the conditions for its assimilation,

communication with the organization of communication, and personal with an appeal to the subject of learning, activity - with the organization of the object of study". [9]

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