



Russian Language as A Foreign Language in Medical Universities

**Khamrayeva Mavlyuda
Djurayevna**

A teacher of
Uzbek language and literature,
Russian language, pedagogy and psychology department
Bukhara State Medical Institute

ABSTRACT

The article gives a brief overview of foreign language teaching methods. At the same time, new methods of teaching Russian as a foreign language in higher education are presented and analyzed with the help of examples.

Keywords:

Higher education, foreign language teaching methods, Russian as a foreign language, communicative tasks, speech.

I. Introduction

Teaching Russian as foreign language should reflect not only goals, new content, but also new ways of presenting and mastering knowledge, changing the idea of the content and importance of knowledge for the development of creative individuality. "Today, there is a social order to train qualified specialists in the field of medicine for professional self-development. Thus, there is a need to put into practice not only the skills and abilities of speech, but also an appropriate set of teaching aids and methods aimed at developing the professional qualities of the future doctor, the formation of which can help individualize the professional training of medical students. The main goal in person-centered models of Russian language teaching is to develop a person who is ready to live in a changing society.

II. Literature review

In accordance with these goals, the learning process prepares students for creativity and ingenuity, personal responsibility for the final product created by them in the context of self-education, self-management and vocational education. At the same time, the peculiarities of the creative individuality of the student, including intellectual and creative initiative, mental abilities, non-standard thinking, the specificity of the ways of self-awareness, the pursuit of comprehensive knowledge should be taken into account. The study of the severity of the components of students' creative individuality was conducted on the basis of the pharmaceutical and medical faculties of Kursk State Medical University using questioning and self-assessment methods in different groups of students. In addition, we made observations by adding the essence of students' difficulties in the process of learning Russian language.

III. Analysis

First of all, we addressed the study of the state of language readiness of freshmen by assessing the conditions that create difficulties in the practical development of Russian language. The difficulty of using this method is determined by the fact that it implements all the mechanisms that hinder or contribute to the development of the individual. To determine the nature of the difficulties in learning a foreign language, students were asked the following questions:

1) Do you think you have sufficient linguistic training in a foreign language? Indicate from which side you feel the lack of knowledge, skills and abilities.

2) What difficulties do you face in learning a foreign language?

3) What is your attitude to failures and difficulties (it is difficult to look for mistakes, try to overcome them, failures and difficulties).

4) Evaluate the level of difficulty in learning Russian language on the following scale: 3 - significant, 2 - intermediate, 1 - insignificant, 0 - no difficulty. The need for students to communicate, the use of different means to express their opinions, is of great interest.

Most of them see the main task as making mistakes (89%). Only a few students emphasized the importance of the content of communication in Russian language. Analysis of students' responses showed that with a generally positive attitude towards Russian language acquisition, they did not show the need for self-discipline, curiosity, and rarely "exceeded what was given". In the process of learning Russian language, as one of the criteria for the formation of creative individuality of students, the criteria of changing ownership of Russian language activities were highlighted. Therefore, one of the tasks of analyzing students' language readiness was to determine the nature and level of formation of language skills that would allow them to successfully carry out changing activities in the context of communication with foreign languages. To this end, freshmen in the classroom were required to take a test to determine the initial level of language

proficiency that came to the university. This test allowed students to check their level of knowledge of oral monologue and dialogic speech. At the same time, one of the criteria for demonstrating students' creative individuality abroad is that they master ways to solve these problems. The ability to solve learning problems independently, the development of language prediction in context, may be important in this group. The written assignments included in the first level test show how students can use language material, some grammatical events, and structures. The key is to formulate the task independently. For example: "Please ask questions for the following sentences. Your questions will help you see your creativity better." (Practice the ability to ask specific questions that begin with suggested question words.)

IV. Discussion

Experience shows that most students are very interested in such tasks. Thus, the teacher's idea of completing variable assignments allows students to maximize their creative potential. The next step involves identifying ways to communicate on a daily "Dating" topic. In the modern methodology of Russian language teaching, there is the concept of "situational orientation" which is directly related to communicative tasks; the measurement of the situation is determined by how successfully the learning task can be shaped to stimulate the student's speech and direct his or her speech to the management of a particular situation. So, in the first lesson, students were given the following model: Let me introduce myself. My name is ... I studied at Kursk State Pedagogical University. I live in Kursk and work at Kursk State Medical University. When I have free time, I prefer to be outside or listen to music. Using this model, students are invited to prepare a monologue statement about them. Constantly listening to each other, repeating some common phrases, they fill them with their own speech statements, while at the same time expressing an emotional response to what is being said. Here it is appropriate to emphasize the following aspect of revealing students' creative

individuality. In such a situation, the manifestation of individuality through emotional reactions and human circumstances is self-sufficient. The fact of solving an emotional problem is an individual reaction to what is happening. The student's reference to their own emotional experiences transforms the state of intellectual speech into an emotional state. Therefore, students develop an emotional response to a task that develops their creative potential in the process of communicating in Russian language. In the next step, the teacher invites students to get to know each other by preparing a dialogic statement, complicating the task. At this stage we identify individual options for student development, how broad and variable the dialogue will be, whether the questions will be discussed by only one or two speakers, whether students will build their dialogue within the proposed model for a monologue statement only, or whether they will act?

For our study, the ability to think and find linguistic tools to creatively solve a specific problem through the prism of motives and the creative development process of the student was valuable and important. When we look at creativity as an individual trait, not as a set of individual traits, but as an understanding of its uniqueness, we try to reveal how the subject-subject interaction develops in the process of communicating in Russian language. The peculiarity of the test to determine the initial level of knowledge of Russian language is that it allows to determine the specifics of the development of creative individuality of students: the variability of the task to show students not only the reproductive level of language skills allows group members to disclose their specific attitudes, to the objective world processes and events expressed in the dialogues of the participants in the educational space. One of the trends in the development of students' creative individuality is the study of creativity through intellectual activity that combines these two components: knowledge (general mental ability) and motivation. The motivation of the students is much higher, that is; there is a desire to learn to communicate with them. Communicative tasks are structured

in such a way that the student is provided with the purpose, goal, and purpose of the creative speech actions in accepting and solving the communicative task in the student. The study also showed that students have a high level of understanding of the need to develop language skills. However, speech structures are difficult to use. This conclusion is confirmed by the low level of knowledge of dialogic and monologic speech which in turn did not allow some of them to expand the range of language tools. A comparative analysis of the development of students' creative individuality showed that creativity is more prevalent among students who graduate from secondary schools with an in-depth study of Russian language than students from other educational institutions.

In our opinion, this is to some extent due to the fact that the first groups of students have a high level of language preparation and the development of self-education skills. When we say that we teach the means of communication, the means of organization, which are the communicative function of language, we assume that the more developed the communicative function of the student, the clearer the opportunity to implement all aspects of creative communicative speech activity. However, the more developed this function is in an individual; the more likely it is to enter into complex types of joint activities. This problem is becoming more relevant in higher education institutions because "the need to live in a complex and uncertain social space makes a person face the problem of 'finding himself' in different activities and different social communities at the same time". At the same time, school and university textbooks in foreign languages do not sufficiently implement the idea of communicative, individually creative and innovative approaches to learning. Acting as the main didactic tool in the educational process, its management, information model of textbook teaching. He should adapt organically to the process of training the specialist, encourage his independent activity and form a constant desire for self-improvement. Study of the development function of university textbooks for non-linguistic universities, as well as the

professional orientation of textbook content for the preparation of medical specialties, teaching texts, exercises, design, methods of presentation of materials, openness of methodological concepts aimed at developing student creative individuality, flexibility was analyzed. An analysis of the textbooks shows that most of them are given a cultural orientation. However, this material is fragmentary, in most cases the data are formal, do not reflect the real truth, and are not cognitively attractive.

Functional diversity of texts (dialogue, prospectus, newspaper article, menu, interview, statistics, song, aphorism, photograph, map, poem, announcement, etc.) is equally important criteria. The problem with university textbooks is over-informatization. Texts should be varied in content, genre, and style; focusing on problematic and critical ways of presenting a text from a descriptive documentary, contrasting language and culture. Open concepts have great teaching potential, leaving room for creativity and individuality in both the student and the teacher. One of the most important aspects of developing students' creative individuality in foreign language classes is modeling the context of professional activity in its subject and social plan. Modern practice of Russian language teaching takes this context into account. However, in most cases, the textbooks reflect only the general profile of the university, without considering the options of the interaction between a particular specialty, student and teacher, which, psychologically and practically, prepares to work in the new environment of international cooperation; students prefer such technologies as professional analytical training, medical discussions, and computer technology. In other words, it should be noted that the textbooks do not sufficiently contribute to the development of a linguist who is able to comprehend, comprehend, interpret, and master Russian language culture, that is, to the formation of intercultural understanding and worldview possible.

V. Conclusion

The analysis of Russian as foreign language teaching technologies in practical classes showed that the main shortcomings are: the position of the teacher as a translator of knowledge and the student as an object of the pedagogical process, which is expressed in the direction of increasing students' knowledge of the language; lack of independence, critical thinking, and consciousness; inability to reflect the information being studied, inability to reflect on one's own experience, inability to adequately assess oneself. Thus, the formation of key indicators of students' creative individuality has a different level of expression. Motivational indicators are more accurate: students found a positive attitude to learning Russian language, the pursuit of multifaceted consciousness. Communication skills and receptivity, foreign language culture and level of understanding of one's own culture are developed. A small number of students are well versed in the changing ways of learning Russian language. Based on the obtained data, the priorities for the development of creative individuality of students in the process of learning Russian language were identified, which determined the next technology of language teaching.

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