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# An innovative approach to teaching the Russian language to students of agricultural higher education institutions

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**ABSTRACT**

This article provides information on an innovative approach to teaching the Russian language to students of agricultural higher education institutions

**Keywords:**

Improvement, higher education, innovation, competence, Russian language, creative

The problem of improving specialist training in higher education is relevant at all stages of society's development. This is especially important. Today's society is flexible, dynamic, creative, able to quickly adapt to changing conditions, having different methods and means of obtaining and analyzing information, able to learn (learning is not for life, but learning for life), etc. the need for individuals has increased. The integration of the modern Russian education system into European education requires the introduction of innovative technologies into teaching practice, which will raise the quality of training of specialists in various fields of professional activity to a new level. The reform of higher education implies the development and implementation of new evidence-based tools and science teaching environment, rational methods, organizational forms, and pedagogical technologies that ensure effective organization and management of the educational process.

It is necessary to develop the most effective and promising educational technologies that

allow to organize the educational process taking into account the practical, professional direction of education, as well as to focus on the personality of the student, his interests, inclinations and abilities.

Regarding the Russian language as a foreign language (RFL) and Russian language and speech culture subjects taught in higher educational institutions, according to the author, the main innovative approaches are learning based on communicative competence, personality-oriented and professional-oriented education, they are based on a competency-based approach.

The basis of communicative competence-based education (hereinafter CCT) is communicatively oriented language teaching. Language learning focused on the basics of communication is expressed in the works of famous scientists. Russian researchers A.A. Leontiev, I.A. Winter, V.G. Kostomarov, O.D. Mitrofanova, E.I. Passov and others. The center of communication-oriented language learning is a situation. In the university, one should choose as a foreign and Russian

language and speech culture. Situations that include each student in the communication process, as well as speech exercises that maximize the situations of real speech, ensuring communicativeness of tasks due to speech and conditional selection, etc. Each situation has a meaning, there are motives and needs in it. This situation takes into account the attitude of the students, the attitude of the interlocutors.

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The essence of communicative education is that the educational process serves as an example of the communication process. Communication-oriented learning includes not only case-based learning, but also teaching genres of communicative importance, for example, taking notes for students, recording lectures, making plans; graduate students - synopses, annotations, etc. At the current stage, communication-oriented education as a goal includes a higher level.

Based on the analysis of the materials of the Council of Europe, it can be said that communicative language competence includes:

linguistic component (linguistic component - lexical, phonological, syntactic knowledge and skills); sociolinguistic component;  
pragmatic component - knowledge, availability

competence and skills and variation in the linguistic system and its sociolinguistics)

Linguistic component means knowledge of vocabulary, pronunciation rules and educational rules as the main component of communicative. The main focus is on the formation of linguistic competence. Unfortunately, for students of non-philological specialties "Russian language and speech culture" in university courses, teachers often have to deal only with this problem, teach only orthology, take into account labor.

The content of sociolinguistic competence (in another lingvomethod - a logical paradigm partially corresponding to the linguocultural aspect of language learning) is the ability and desire to use the language in social life in a real context. Formation of this competence occupies an important place in the educational methodology. Russian scholars such as V.F. Kostomarov, Yu.E. Prokhorov, V.A. Maslova, S.G. Ter-Minasova, V.M. Shaklein, V.V. Vorobyov, E.I. Passov and others are among them.

The Russian language as a foreign language and the sociolinguistic competition of the Russian language and speech culture for university students means the ability and readiness to:

- change communication registers depending on the field and status of communication
- taking into account the symmetry-asymmetry of the roles of communication participants: neutral, conversational, familiar, informal, formal ceremony, etc.;

Communicative implies the presence of certain communicative intentions, such as appeal, greeting, thanks, request, sympathy, sympathy, etc. - and their implementation by using certain speech formulas.

Recognition of the linguistic characteristics of the communication partner, his socio-cultural characteristics: place of residence, origin, social status, education, ethnicity are at different levels: in phonetics, vocabulary, grammar, as well as non-verbal means of communication in the ballroom, paralinguistics: diction, tempo, speech tone, rhythm, volume; in real non-verbal means: postures, gestures, mime, gaze, distance, etc.

- change of contact registers depending on the listed features;

- show positive courtesy, interest

- vocal and negative in cases of disagreement, rejection, limited politeness, preta, etc.;

- read when to intentionally and unintentionally deviate from the norms of politeness.

Superiority, insult, impatience, hostility or expression of feelings, lack of knowledge of the basic rules of speech etiquette due to insufficient education, characteristics or differences of national speech etiquette;

- implementation of intentions (appeal, gratitude, request, sympathy, etc.) with certain means of speech etiquette, depending on the situation and the social status of communication

— to understand and use expressions summarizing many centuries of experience

gender: phraseological units, proverbs, proverbs, etc.;

— understanding and using precedent names, phrases, texts, etc.;

— solving pressing problems for oneself and society through the studied language communication in the social sphere (personal, social and household communication nature: friends, interests, home, shopping, etc.); socio-political and cooperation

- social and cultural spheres in which a person functions as a member.

Vocational education at the university includes the teaching of the Russian language as a means of obtaining a specialty and the teaching of the Russian language as a means of professional business communication. Professionally oriented teaching of the language at the university should be carried out through integration, interdisciplinary communication through the cooperation of Russian language teachers with subject teachers.

As it was noted in the conclusion, the implementation of these modern approaches to teaching Russian as a foreign language and teaching Russian language and speech culture gives good results.

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