



EDUCATION AND DEVELOPMENT OF KEY AND LANGUAGE SKILLS IN TEACHING ACCORDING TO THE METHOD OF TEACHING RUSSIAN LITERATURE IN NATIONAL UNIVERSITY GROUPS

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A B S T R A C T	KEY WORDS
The article deals with the development of key and language skills of students of higher educational institutions and the use of certain types of innovative technologies in the classroom according to the methodology of teaching Russian literature.	pedagogical process, key skills, language skills, innovative technologies, efficiency.

In general, the general pedagogical process can be divided into three main components: “Teaching”, “Education”, “Upbringing”. “Learning” is understood as a process of two-way interaction between teacher and student, which ensures the development of independent, critical and creative thinking of the younger generation. At the same time, the teacher transmits vital knowledge in a targeted manner, using all his professional and pedagogical potential experience, guides the process of mastering knowledge, skills and abilities; create conditions for the full development of the pupil's personality, forms and develops memory, attention, thinking, knowledge, skills and abilities professional skills. The student, in turn: learns - masters the transmitted information, expands his horizons and performs training tasks, learns to apply them in practice.

The process of higher education reform in Uzbekistan involves changing the content and organization of education, developing creative individuality and student activity, and requires shifting the emphasis from education to practical training. At the present stage, the quality of training specialists is determined by the willingness to perform effective professional activity, the ability to adapt to the rapidly changing conditions of the modern world, the possession of professional skills and abilities, ability to use acquired knowledge, determination at university to solve professional communication problems.

Of course, the subject Russian contributes to the formation of the personal and semantic sphere of the student, since it involves the formation of a reflective way of thinking, teaches the ability to build communication and think critically.

This subject is studied in the first year in non-language universities, and the ultimate goal, in accordance with existing regulatory documents, is mainly the formation of language skills. However, the training of students in multiethnic groups, in which the mastery of the Russian language is

heterogeneous, updates the question of the formation of communicative competence in the field of technical language.

Despite a significant number of theoretical and practical works devoted to the problems of the formation of language skills, attributing a number of scientifically based techniques and methods of activity for developing the language skills of students of technical universities, questions remain about the formation simultaneous language and communication. The skills of students from polyethnic groups with different levels of Russian proficiency (graduates of CIS schools, schools with mother tongue of instruction and students of Russian mother tongue) remain underdeveloped. The multiethnic composition of the group of a modern Russian university also implies the implementation of the principle of multicultural competence of the teacher in the classroom, which is traditionally distinguished in the structure of the principles of teaching Russian as a non-native and a foreign language.

Obtaining the above knowledge in the lessons of teachers, the student must also constantly learn to observe and compare, to think; takes the initiative in the search for new knowledge through electronic textbooks and the Internet, engages in self-education. Studies at the university focus on the design and development of the learning process, the development of various types of key and language skills of students.

"Language proficiency" is the achievement of a certain level of proficiency in the phonetic, spelling, lexical and grammatical aspects of speech and the ability to use the above linguistic aids to construct correctly formulated pronunciations. Language skills are formed in different types of language activities, which are performed both orally and in writing in the classroom.

In lessons on the methodology of teaching Russian literature, maximum attention should be paid to the active participation of students in performing various entertaining and motivating tasks that develop key language and skills. The use of innovative technologies, such as "Crossens", "Fishbone", "T-scheme", "Venn Diagram", "Ladder", "Who is taller", "Slovov", "Snowball" and others motivate the development of students' basic and language skills.

In the course of training, it becomes important to familiarize yourself with excerpts from the works of Russian classical literature on various topics. Reading, commenting on fragments and then narrating their content, as well as literary and linguistic engagement with works is part of the forms of educational work and constitutes a fundamental aspect of the education and development of language and key skills. Language skills are developed during reading and storytelling: oral speech, knowledge, skills and abilities, vocabulary and vocabulary are enriched and other key skills are formed.

In addition to the traditional types of class work on the methodology of teaching Russian literature, for the development of key and language skills, you can use the following types of tasks:

1. Read excerpts from works of Russian literature, then present your own position and write essays - arguments in connection with a concrete life situation. Check whether the worldview and views of the author of the work coincide with the worldview and worldview of modern youth.
2. Create audio and video texts from fragments of literary works using ICT.
3. Creating slides - presentations, book trailers of literary works, motivating a deeper study of the creativity of the classics of Russian literature.
4. After becoming acquainted with a particular work of art, you can answer a written questionnaire on the following topics to develop key and linguistic skills:

1. Who or what should I believe in?

2. Who can be called the best teacher?
3. Is it possible to dream of your own monument?
4. Does a person's appearance reflect his character?
5. What character trait do you appreciate in heroes? 6. What is the most important word?
7. Who is the strongest enemy?
8. Is reason or knowledge better for man?
9. Do you often need guidance?
10. What is spiritual cultivation? 5. Virtual tours of works of art, life and work of Russian poets and writers, spiritual, historical and cultural places. Conducting such excursions helps to achieve such goals as getting acquainted with the values of humanity, a careful approach to literary, folk and national values.

All of the above techniques are intended for the training and development of future competent philologists. A high degree of competence, mobility, possession of knowledge, skills and abilities - these are the main things that the state demands of us as professionals. And it is our duty to fulfill this duty to the Motherland.

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