



## **FEATURES OF TEACHING THE SUBJECT " RUSSIAN LANGUAGE AND CULTURE OF SPEECH "AT THE AGRICULTURAL UNIVERSITY**

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### **Annotation:**

This article provides information on the features of teaching the subject "Russian language and culture of speech" at an Agricultural University.

**Keywords:** University, role-playing game, globalization, speech, lesson, Communication, student, formation

In the modern world, where integration and globalization processes are taking place, the task of training only a narrow specialist is not set before higher education. In order for a graduate of a higher educational institution to be competitive in the labor market, he must have many skills, including speaking and writing skills in the professional field. In addition to the requirements related to the professional qualities of a specialist in a particular field, literate written and oral speech can be seen in job advertisements. The need for qualified specialists is determined by time. In the conditions of the ubiquity of colloquial speech, negative trends arise: grammatical errors are exemplary sentences in the language, orthoepic errors, the application of words is violated, stylistic boundaries.

Consequently, it would not hurt for a good agronomist, engineer, livestock specialist, veterinary specialist to have a high culture of speech, just like any other specialist.

D.S. "The most reliable way to know a person is through his mental development, his moral character - listening to how he speaks," says Likhachev .

The main task in teaching the subject" Russian language and culture of speech " is to design it for directions and specialties of a particular university profile, to develop a program taking into account the peculiarities of various directions of professional education. As a result of studying the course" Russian language and culture of speech", the student should receive basic information about speech communication, about the methods of organizing effective speech communication. A student who has mastered the course must have skills to improve his oral and written speech, especially in the professional field, know the criteria for assessing the correctness of speech, master the difficult norms of Pronunciation, accent, grammar, have the ability to speak. The curriculum of the discipline" Russian language and culture of speech " includes three main modules:

1. The culture of speech and the norms of the Russian literary language.
2. Relevance of speech and culture of speech production.
3. Culture of verbal communication.

In the study of Science, the main attention is paid to such important areas of speech communication as scientific and official business. Exercises and assignments are designed in such a way that there are a



lot of agricultural dictionaries in them. For example, tasks by accentological standards: agroengineering, agronomy, veterinary, combine, beet, gear, caterpillar, etc. When studying the genres of formal business style, the main emphasis is on the preparation of the necessary documents in the process of studying at the University, and then at work: statement, contract, explanatory note, resume, memorandum, business letter, etc. The need to improve the educational process in higher education necessitates the transition from information and reporting education to modeling education, that is, the formation of future professional activities, the transition to active didactic forms.

To achieve educational goals, both traditional forms of work and interactive methods are used in the training process: role-playing games, project activities, collaborative learning, etc.

Role - playing is an interactive method that allows you to learn from your own experience. Through a specially organized and regulated life and professional situation, it turns learning into a creative laboratory of self-education, which is a speech, game and at the same time educational activity. Role-playing game allows students to apply the knowledge gained in solving practical issues, increasing their motivation. Students can master the formation and expression of their thoughts, the ability to listen to specific facts and the interlocutor, the skills of proof and persuasion, the basics of oratory. Project activity belongs to the category of innovative, since it involves a change in reality, is based on the appropriate technology that can be combined, mastered and improved.

The purpose of the project activity is to understand and apply the knowledge, skills and abilities acquired by students in the study of various disciplines (on the basis of integration). The main idea of collaborative learning is to create conditions for joint active educational activities of students in various learning situations. If students are combined according to the level of training and given one common task, determining the role of each in joint activities, students will be in a situation where they are responsible not only for part of the work, but also for the result. In this situation, mutual control, consultation and training of weak students by their comrades, a deeper understanding of the material by the strong is of great importance. The main features of the organization of group work of students in a practical lesson are as follows:

- division into groups to solve specific learning problems; - joint performance of the received task under the direct supervision of the group leader or teacher (tasks may be the same or differentiated);
- tasks in the group are carried out in such a way as to allow you to take into account and evaluate the individual contribution of each member of the group;
- the group is selected taking into account that the learning opportunities of each group member can be realized with maximum efficiency for the team, which depends on the content and nature of the upcoming work.

How to arouse interest among students of the Agricultural University in the study of the subject "Russian language and culture of speech"? To do this, it is necessary to make the learning process bright, interesting, informal. This should be facilitated by the use of elements of gaming technologies in the classroom in the Russian language and culture of speech. It is no secret that through the game a person learns the world from early childhood, because this game activates the process of perception of the surrounding reality, develops the child's creative abilities, helps him to show his best side in the



team. As the individual grows up and enters the adult social environment, the demand for these qualities increases. Accordingly, more and more attention is paid to increasing the creative activity of students, their interest in the studied science. The requirements for the game are also changing. Now he must be not only competitive, but also creative, constructive.

In place of the conclusion, it should be said that the game helps students understand the processes taking place in the Russian language, remember the norms well and put them into practice, teaches them to analyze their speech and the speech of others, teaches them to work with basic dictionaries that reflect the norms of the Russian language.

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