

PRAGMATIC ASPECT OF RUSSIAN LANGUAGE TEACHING IN A MEDICAL UNIVERSITY

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Abstract

The article deals with the pragmatic aspect of teaching Russian language in the example of a medical university. The article shows that at present there are many definitions of the term “pragmatics”, but they all pointed to the fact that pragmatics is an aspect of the study of language, highlighting and investigating language units in their relation to the person or persons who create, accept and understand them. Inclusion in the world community contributes to the development of interest in the study of other foreign languages. The desire for sources of new information on their specialty, exposure to foreign-language culture in professional, scientific and humanitarian spheres contributes to the growth of interest in the Russian language, which serves the development of tolerance - an important factor in stabilizing international cooperation and communication.

Keyword: self-evaluation reading, interest of learning Russian, develop receptive skills, reviewing the text, meeting aesthetic needs, development of generalization skills, specific vocabulary; communicative competence; syntactic features of the language.

Introduction

Interest in studying Russian in our republic has never waned, despite the shrinking Russian-speaking environment. The role of Russian as one of the global working languages of the United Nations arouses special interest in learning Russian, including in non-language universities. As it is known, the basis of the student's learning activity is the principle of consciousness, a special motivation that manifests itself in the process of learning Russian. However, the status of Russian, considered one of the foreign languages, remains a compulsory subject in schools and universities. The motives for performing speech activities in Russian are primarily cognitive, educational, professional and aesthetic needs. These types of activities can be carried out in various fields of communication, primarily in the educational and professional spheres.

Medical universities of our republic closely cooperate with Russian universities and research institutes. Although the main educational literature on medicine is translated and published in the official language, the exchange of knowledge and new developments in the field of expertise is still carried out in Russian. The results of the student survey on the reasons for learning Russian in medical schools, on the areas of its use, allow to build more realistic learning goals, select teaching materials and consider specific learning activities in the



formation of speech activities. The allocated number of hours does not allow to implement all the above reasons for learning Russian by medical students.

Therefore, it is necessary to focus on developing reading skills of all types in order to extract basic information in Russian and be able to communicate it orally for future use. It is also necessary to develop the skills of summarizing information in written form, for example, summarizing several texts on certain topics related to future professional activities. In addition to developing receptive skills of speech, it is necessary to form the basics of scientific speech. It is necessary to teach speech mainly on the material of fiction texts of small volumes, both in Russian and Uzbek. The development of speaking skills should be accompanied by comments on the country and its language, an introduction to the figurative system that has an emotional impact on the reader. This type of reading, such as introductory reading of specialized texts, popular science texts, novels, contributes to the cognitive activity of students, the development of vocabulary and skills of monologues and dialogues.

It should be noted that difficulties in mastering educational material are explained not only by poor academic preparation, but also by the lexical, grammatical and syntactic peculiarities of the studied language.

Orientation to the use of linguistic means on specialized texts is easier than on fictional literature, since knowledge of terminology helps to understand the main content, demonstrates the ability to guess the language, which is explained by the development of professional skills. Artistic texts are full of new words that require not only semanticization, but also interpretation, literary and cultural commentary. For this purpose, the hours allocated for self-employment will be used. Within the framework of the hours allocated in non-language higher education institutions, it is necessary to limit exploratory reading, the purpose of which is to lead students to understand the text.

Medical students are invited to read small excerpts from the works of medical authors and study them independently. Then they were asked to convey in their own words the main content or at least the plot of the work, and they were also provided with ready-made topics of their choice, such as “Communication culture of medical staff”, “Chronic fatigue syndrome”, “Fashion and health”, “Hygiene of mental work”, “Nanotechnology in medicine” and others. The teacher varied the form of the comprehension test taking into account the level of language proficiency: students were invited to express their own assessment of what they had read, answering the teacher’s questions about the content of the text. It is then possible to combine navigational reading with reading for study and familiarization. This contributes to the development of the basics of communicative competence in Russian. To facilitate the teaching of Russian to Uzbek students, learning materials from the local country are used, which form a kind of ethnocultural component in learning. This is combined with work on mastering the specific vocabulary of each country reflecting the Russian reality. The goals of the practical course can be fully realized in the process of developing the basics of speech production, if they did not exist before entering the medical university. However, the sphere of education and everyday communication can also contribute to the achievement of receptive skills in all types of spoken activities in Russian.



In recent years, the pool of Russian speakers has expanded, although the number of registered native speakers of Russian has decreased. They facilitate active communication in Russian in the sphere of educational and professional communication: in lectures, practical lessons, in laboratories, in everyday life. Communicative contact of students with little or no Russian proficiency, the ability to actively absorb written and heard texts in Russian lays the foundation for further improvement of communicative and professional skills of students studying Russian as a foreign language.

Today there are many definitions of the term “pragmatics”, but they all come down to the fact that pragmatics is an aspect of language studies that focuses on language units and studies them in their relationship with people or language creators, receivers and their understanding. The process of globalization is inevitable for our country. Integration into the global community contributes to the development of interest in learning other foreign languages. The desire to obtain new sources of information in one's specialty, contact with foreign language culture in professional, scientific and humanitarian spheres contributes to the growth of interest in the Russian language and Russian science, contributes to the formation of development tolerance - an important factor in international stability cooperation and exchange between peoples.

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