

# Improving Speech Skills of Students Based on Projection of Educational Objectives in Russian Language Classes

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**Abstract:** *The article was written with an aim to develop the theoretical foundations for improving the mechanisms for designing educational objectives in the classroom at non-pedagogical universities using the example of teaching the Russian language. The following tasks are posed in the article and appropriate solutions are given: to improve speech skills of the students and the metacognitive components of innovative technologies aimed at the development of speech skills of students based on the design of educational objectives in the context of sociocultural competence; to improve the model and the guidelines for the development of speech skills of students based on the design of educational objectives in the classroom at non-pedagogical universities. The article defines the methods, ways and forms of training and based on them several conclusions were made.*

**Keywords:** *modern information technologies, non-pedagogical university, developing program, Internet technologies.*

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## I. INTRODUCTION

Global socio-economic changes taking place around the world have led to the reform of the foreign language learning system as a priority for further development of higher education. Learning foreign languages, especially Russian as a leading means of interethnic communication and interstate communication, has become one of the main factors in training highly qualified personnel at the level of international standards.

The decree of the President of the Republic of Uzbekistan "On measures to further improve the system of foreign language learning" marked fundamental reforms of the system of teaching foreign languages to the younger generation in the Republic, including Russian, training specialists who are fluent in them by introducing advanced teaching methods using modern pedagogical and information and communication technologies [1]. Conditions and opportunities for wide access of future specialists to the achievements of world civilization and world information resources, development of international cooperation and communication have been created.

## II. METHODOLOGY

Research on the problems of improving the mechanisms for designing educational objectives in the world and in the Republic shows that in modern conditions, the introduction of modern teaching methods with the use of pedagogical and information and communication technologies is of particular importance and relevance.

The study of the Russian language in non-pedagogical universities, the implementation of cultural and competence-based approaches in the educational process, ensuring continuity and continuity of language learning, the organization of the content of training based on international pan-European standards involves research into the problem of improving the mechanisms for designing educational objectives and brings it to the rank of actual problems of pedagogy.

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In the world, scientific and theoretical research is conducted in the field of improving technologies for teaching foreign languages, developing socio-cultural knowledge, skills and abilities of students of non-pedagogical universities, developing the theoretical foundations of continuous improvement of language learning skills. The work is being carried out to introduce new models of speech skills formation in students, information search skills for mastering sufficient knowledge and skills, as well as systematization of their knowledge and skills for professional communication in Russian, introduction of innovative teaching methods into the educational process. At the same time, improving the foreign language speech of students of non-philological areas of education in the context of socio-cultural knowledge, especially teaching Russian and speech skills as one of the priorities of the state educational policy is an independent direction of scientific research and one of the actual tasks of pedagogical science [2].

The purpose of the research is to improve the speech skills of students based on the mechanisms of designing educational objectives in classes in non-pedagogical universities.

Research problem:

- improve the speech skills of students based on the design of educational objectives in classes in non-pedagogical universities;
- improve the metacognitive components of innovative technologies aimed at developing speech skills of students based on the design of educational objectives in the context of socio-cultural competence;
- improve the model of development of speech skills of students based on the design of educational objectives in classes in non-pedagogical universities;
- develop methodological recommendations for the development speech skills based on the design of educational objectives in classes in non-pedagogical universities.

The object of research is the process of improving the speech skills of students based on the design of educational objectives in classes in non-pedagogical universities.

The subject of the research is the content, forms, technologies and means of improving speech skills of students based on the design of educational objectives in classes in non-pedagogical universities.

**Method of research.** In the course of the research, methods of comparative (comparative), critical analysis, pedagogical observation, sociometric methods (conversation, questionnaire, testing, interview), experiment, monitoring, scaling, methods of mathematical statistics, synthesis were used.

The scientific novelty of the research is as follows:

- the content of designing educational objectives in classes in non-pedagogical universities is improved by means of learned phonetic, lexical and grammatical units of the studied language of speech activity and trends in innovative learning;
- creative, emotional-stimulating, variable means of individual and differentiated design technologies aimed at the formation of receptive and productive speech activity of students are improved on the basis of the allocation of foreign language speech competencies;
- improved model of development of students ' speech skills based on the optimal ratio of independent and collective educational technologies: a collection of cases, web-quest in combination with problem technologies used in master class lessons;
- the algorithm of web-quest technology application is developed to expand pedagogical opportunities for developing speech skills and Russian language proficiency of students of non-linguistic faculties by coordinating the content of education, tools, methods and forms of training.

The practical results of the study are as follows:

- it is described in detail the pedagogical conditions for improving speech skills of students based on the design of educational objectives in classes in non-pedagogical universities;

- texts in Russian on the subject (thematic) content of training for students of non-pedagogical universities are developed on the basis of web-quests;
- an electronic study guide “We Learn the Russian language” has been created for use in classes in the Russian language based on the design of educational objectives in classes in non-pedagogical universities.

The reliability of the research results is determined by the use of approaches, methods and theoretical information from official sources, the validity of the results of experimental work using mathematical statistics, the implementation of the developed didactic materials, conclusions and recommendations, and confirmation of the results by the competent authorities.

### III. LITERATURE REVIEW.

The issue of intensification of education and application of modern pedagogical technologies in the process of training in higher educational institutions are reflected in the research of U.Sh.Begimkulov, R.Kh.Djuraev, Zh.G.Yuldoshev, N.Zh.Isakulova, Z.K.Ismoilova, A.R.Khodzhabayev. Also, various aspects of the formation and improvement of professional knowledge of future teachers, the development of the content of teaching foreign languages based on international requirements, the formation of professional competencies of specialists are studied by V.I.Andrianova, I.N.Styrkas, Sh.A.Abdullayeva, D.I.Ruzieva, A.Rh.Rakhmanova, and others.

The theory of the cultural approach to the study of pedagogical phenomena, processes and objects was studied by N.E.Bulankina, V.V.Safonova, S.G.Ter-Minasova, A.V.Khutorskoy, M.Byram; the linguo-cultural approach – L.G.Vedenina, E.M.Vereshchagin, V.G.Kostomarov, G.D.Tomakhin; the personality-oriented approach – G.A.Kitaygorodskaya, I.S.Yakimanskaya, etc. The theory of teaching the Russian language based on modern ICT was studied by V.G.Apalkov, M.G.Evdokimova, L.K.Raitskaya, P.V.Sysoev, M.N.Evstigneev, E.D.Koshelyaeva, N.S.Petrishcheva, S.V.Titova, A.V.Filatova, and others.

The issues of designing educational objectives in teaching Russian are covered in the research of J.Belz, S.Thorne, M.Warschauer, J.Abbitt, J.Ophus, M.Barahona, B.Dodge, G.Dudeney, N.Hockly, J.A.Farreny, T.March.

### 3. MATERIALS AND METHODS

#### **Pedagogical design of educational objectives as a factor in improving the learning process.**

In the global educational space, there are trends in the development of research aimed at improving corporate education, logistics and coaching services, focused on effective systematization and integration of academic disciplines to expand the opportunities for quality education. This allows you to optimize the didactic process, find a scientific and practical solution to the problems of communicative competence of students, improve their speech training, methodically organize the interaction of subjects of the educational space, mastery of the participants in the communication of linguistic and speech norms of the language.

“Language is the most important means of communication, without which the existence and development of human society is impossible” [2, 16-p.].

In our country, improving the system of continued education, improving the quality of educational services is a priority task outlined in the decree of the President of the Republic of Uzbekistan “On the Strategy for Actions for Further Development” [1]. Consequently, ample opportunities have been created for conducting practical studies to improve the level of methodological training of future Russian language and literature teachers, ensuring the integration of the training system with priority areas for the development of science and technology. Preparing students to master the theory needs to accumulate facts (words, grammatical forms, etc.), teach them how to use manuals, etc. These tasks are solved using practical teaching methods such as working with dictionaries, preparation students to oral and written messages, correction of errors, etc.

The accumulation of linguistic material in non-pedagogical universities when teaching Russian as a foreign language occurs before entering a university, when students master a certain vocabulary and practically learn some

grammar laws. At the university this knowledge is enriched, and an important role in this process is played by classes in the Russian language. This process of mastering the language is practical in nature; linguistic facts are assimilated by children without theoretical understanding, to a certain extent spontaneously.

The design of the educational process starts first of all with the formulation of objectives. The objectives of the educational process determine the success of the training and education processes.

It is known that in pedagogy, the educational objective is understood as the ideal representation of the result of future activities or the expected results of education. “Traditionally, the objectives of education are defined as the formation of the knowledge, skills and abilities of a learner, familiarizing a person with culture, preparing him for work” [5, 18-p.]. The development of objectives of different degrees of generalization and the implementation of these objective s in educational practice is an important task of pedagogy.

In our opinion, the following hierarchy of educational objectives exists in the pedagogical educational system:

- the objectives of education in society, due to the socio-economic state of society, its spiritual culture, life values of members of society;
- the go objectives of education implemented at various stages of the continuing education system;
- the objectives of education implemented in the educational process of a particular educational institution;
- the objectives of education implemented through the subject and the activities of the teacher. On the other hand, different objectives of education presuppose the existence of different learning systems. Education is relatively stable only in its material objects: educational buildings, manuals, teaching aids, etc. As for the rest, education is associated with movement, the development of society, which gives rise to new objectives of education. In the transition from the "nature-based" principle of teaching to the "culture-based", the objectives that the teacher should have sought in his activities have changed [7, 67-p.]. Educational objectives have both external and internal focus. The external objectives of education as a state-public institution is to support society in concrete historical conditions, to develop its productive forces, a common culture and to strengthen the civil status of relations and moral principles of society. In a narrower sense, the educational objectives are related to the problem of the transfer of knowledge by teachers and the assimilation of students and can be called the objectives of learning. Such objectives always concrete and associated with a specific lesson, lecture, etc. Some authors suggest calling them tasks, or objectives, of learning.

In the course of the study, we conducted an analysis of the scientific and methodological literature as part of the study. According to the analysis, we have developed a classification of the mechanisms for designing educational objectives in the classroom at non-pedagogical universities (Table 1.1.)

**Table No. 1.1. Improving the mechanisms of learning objectives design the classroom in non-pedagogical universities**

Improving the mechanisms of learning objectives design the classroom in non-pedagogical universities	
Metacognitive component	knowledge
	language skills
	speech skills
Professionally oriented foreign language communicative	language competence

<b>competence</b>	speech competency
	sociocultural competence

The knowledge block is developed on the basis of the requirements of the State educational standard and covers professional knowledge (in the field of education, pedagogy) and knowledge in the field of the studied Russian language (table 2).

Table No. 1.2. The structure of the content of teaching students of non-pedagogical universities

<b>Knowledge block</b>	
<b>Professional knowledge</b>	<b>Knowledge in the field of the studied Russian language is focused on the following objectives</b>
a) general and theoretical foundations of pedagogical activity in Uzbekistan and the world; b) features of the development of pedagogical activity; c) the peculiarity of pedagogical activity in Uzbekistan and in world education; d) the skills of improving the pedagogical activity of the future teacher, the basics of its effectiveness; e) pedagogical culture, cultural heritage and successful educational reforms abroad.	a) using in professional activities, professional communication and sociocultural communication; b) the implementation of theoretical and practical activities with authentic regional business, political, professional literature; c) understanding of Russian speech and writing d) improving the search and processing of new information.

As can be seen from the table, taking the assigned tasks the students depend screens not only from the formation of educational activity, but also on the work of the teacher on the formulation of educational objective s. The translation of the educational objective by the teacher – the assimilation of a certain knowledge, mode of action, the formation of a certain quality – into the educational task and its presentation to students is the most important moment in the organization of their educational activity, determining its success, because it is through the solution of educational tasks that the teacher reaches the educational objective. The ability to consciously formulate and put in front of student learning problem is an important professional competence of the teacher.

The level of education, especially in modern conditions, is determined not by the volume of knowledge, their encyclopedic nature. From the standpoint of the competency-based approach, the level of education is determined by the ability to solve problems of varying complexity based on existing knowledge. Competence-based approach does not deny the importance of knowledge, but it focuses on the ability to use the obtained are knowledge (Table 1.3.).

Table No. 1.3. Nomenclature of speech skills of students of non-pedagogical universities

Type of speech activities	Speech Skills
<b>Listening</b>	<ul style="list-style-type: none"> <li>- to perceive by ear the main content of authentic socio-political, journalistic and pragmatic texts, as well as texts using special vocabulary in the field of pedagogy;</li> <li>- to understand the main content of simple authentic socio-political, journalistic and pragmatic texts related to different types of speech (message, story);</li> <li>- to highlight relevant/requested information in accordance with the problem posed in authentic socio-political, journalistic (media) and pragmatic texts using special vocabulary in the field of pedagogy;</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>- to search for information in accordance with the task;</li> <li>- to understand the basic content of simple authentic political, journalistic and pragmatic texts pedagogical orientation (promotional and informational booklets, brochures / pamphlets), scientific-popular and scientific texts, blogs / web sites related to teaching activities;</li> <li>- a detailed understanding of the socio-political, journalistic texts, as well as A competency-based approach to determining the objective s of school education makes it possible to coordinate the expectations of teachers and students. Determining the objective s of school education from the standpoint of a competency-based approach means describing the opportunities that students can acquire as a result of educational activities. A competency-based approach to determining the objective s of school education makes it possible to coordinate the expectations of teachers and students. Determining the objective s of school education from the standpoint of a competency-based approach means describing the opportunities that students can acquire as a result of educational activities and texts using special vocabulary in the field of pedagogy;</li> <li>- to allocate relevant/requested information from pragmatic texts pedagogical orientation reference bout- information and advertising;</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>- fill out forms and forms of a pragmatic nature (questionnaires, visas, etc.);</li> <li>- to keep a record of key thoughts and facts (from video and text format) on the issues being studied;</li> <li>- to fill out Curriculum Vitae/Resume and cover letters required for hiring;</li> <li>- to carry out written design assignments (writing presentations, advertising and information booklets, posters, etc.).</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>- to build a monologue-description, a monologue-narration and a monologue-reasoning based on what he saw, read;</li> <li>- to start, lead/support and end the dialogue-inquiry about what he saw, read;</li> <li>-to start, lead/support and end a dialogue-exchange of opinions and dialogue-interview / interview at hiring, observing the norms of speech</li> </ul>

	etiquette; - to clarify information (interrogation, paraphrasing, etc.); -to ask the interlocutor, ask questions and answer them; - to make (short / detailed) messages according to what they see, read; - to express their point of view on what they have seen, read;
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As it is shown in the table, the selection and organization of the content of training was carried out according to the principle of integrativity, which is understood as: coverage of the main historical, political, economic and cultural aspects of large countries of the world (including English-speaking) and their relations with Uzbekistan; familiarization with modern educational trends in the world and the most developed countries in the field of education; a review of the social and everyday life of the inhabitants of Russia; acquaintance with important cultural traditions of Russia; acquaintance with realities, gaps, peoples' habits, problems; as well as reliance on general didactic principles: consciousness, activity, autonomy, visibility, accessibility; methodological principles: communicative orientation, professional orientation, co-study of languages and cultures; principles of teaching foreign languages by means of information and communication technologies: interactivity, informatization of training; principle of interactivity.

Improving the speech skills of students of non-pedagogical universities in the context of sociocultural competence made it possible to implement the following approaches:

- 1) a competency-based approach that promotes the formation of an integrated system of professional knowledge, skills and abilities, personal responsibility of students;
- 2) a personality-oriented approach, involving the creation of conditions for the independent assimilation and application of knowledge by each student; planning their activities, analysis and evaluation of its results; the formation of skills to establish cooperative relationships in a team;
- 3) a communicative-cognitive approach, involving the predominance of problem-speech and creative tasks over linguistic, reproductive-training ones;
- 4) a systematic approach aimed at the study of interrelated skills, the interaction of the system and the environment, the study of the nature of the hierarchy inherent in the system; ensuring the variability of expressions with the aim of complete (comprehensive) coverage of the system, studying the dynamism of the system, presenting it as a developing integrity.

A competency-based approach to determining the objectives of school education makes it possible to coordinate the expectations of teachers and students. Determining the objectives of school education from the standpoint of a competency-based approach, means describing the opportunities that students can acquire as a result of educational activities.

**Comparative characteristics of research by foreign and local scientists in resolving the issue of designing educational objectives at a university.**

At the beginning of the 21st century, project-based ideas that emerged in cultural Genesis began to penetrate the sphere of education. In relation to each such project, it became necessary to resolve the questions about the adequacy of the conditions created by them to the needs and capabilities of man and society. There was also a problem of creating and implementing the designated projects and programs in existing or newly built educational systems of various levels and special purpose, which required special pedagogical activity.).

To solve such problems, a huge research work has been done by a number of modern scientists and teachers of various fields.). Among them, one of the fundamental ones is dissertation of Radionova V.E. for the degree of doctor of pedagogical sciences on the topic: “Theoretical foundations of pedagogical design” (1996, St. Petersburg).

In this paper the author gives a number of definitions of project-based approach in the pedagogical process:

- “designing is a special kind of intellectual activity associated with value reinterpretation and experiencing the needs to transform reality, with information and semiotic preparation for upcoming purposeful transformations;
- design – an adequate active response to the human need to Express themselves by transforming the present situation of their development into a more desirable one;
- design is the expression of a special human attitude to reality and to reality as a universe, cosmos, nature, community, thanks to the potentials of which a person is able to create, within which and as part of which he can make responsible decisions."

According to the researcher, the separation of project-based approach into an independent activity is natural for modern cultural and historical development as a whole. The multidimensional nature of this activity is due to the immanence of any person's life activity, regardless of the spheres of his life activity.

Another most significant work in this field is the doctoral dissertation of Gur V.V. on the topic "Theoretical foundations of pedagogical design of personal-oriented electronic educational resources and environments" (2007, Rostov-on-don).

The author indicates a number of contradictions that exist in the system of higher education. For example:

- on the one hand, the accelerating growth of scientific and cultural information, and on the other – the limited time of training and opportunities for subjects of the educational process;
- the need to make extensive use of the opportunities of the information educational environment, which requires active work of teachers to prepare electronic educational resources, while the principles of creating such educational materials of a new generation are not sufficiently developed;
- classical / traditional forms of education do not provide solutions to modern problems of organizing the educational process, such as electronic and distance education, but the possibilities of modern information technologies are not unlimited;
- the trend towards technologizing of e-education, which uses electronic textbooks, databases, test programs and other tools as the main pedagogical tools, is changing the role of the teacher – the main subject of the education system: the teacher provides educational content for programmers, designers, system administrators, who become the "main" creators of e-learning systems, and their non-pedagogical professional orientation leads to insufficient effectiveness of e-learning tools;
- educational institutions, having uncritically borrowed foreign software systems and technologies of teaching electronic resources embedded in them, are forced to follow the principles that are implicit in the development of these systems and technologies, which often leads to insufficient pedagogical validity and inefficiency of the electronic educational tools used;
- "the majority of modern teachers do not possess information technologies sufficiently to create modern training systems that reflect the modern information picture of the world, which leads to a lag in the rational Informatization of the modern educational process and, as a result, its quality", and other contradictions that require early resolution.

As the author points out, "one of the new requirements for the personality, activity and development of a modern specialist is media competence in a broad sense, which includes information competence as an integral part. Global changes and socio-cultural contradictions arising from the widespread use of computer and communication technologies are becoming driving forces for the development of new cultural and pedagogical theories."

"The model of adaptive multilevel hypermedia of a person-oriented electronic educational resource (EER) is a hypertext structure that combines media resources of various modality (hypermedia)... The structure of such an educational resource consists of modules that implement specific pedagogical objectives... This EER structure is particularly in demand for modular training technology."

The concept of media education environment is an open system and combines personal-oriented electronic



educational resources, media, software, organizational and technical resources. Here the media learning environment becomes not only an environment for personal development, but also an environment for acquiring personal media competence.

The computer system model in this situation operates in two main modes: projecting (creation of integral EER, adding new modules to existing EER, changing interaction scenarios with already created EER, etc.) and training (adaptation to the user's level of training and its stimulation to increase the level of training, expanding the information space of the media learning environment through the use of additional media resources).

The problem of pedagogical project-based approach of educational objectives is devoted to the work of Nascence V.A. on the topic "Design of the educational system "College-University" in the conditions of the University complex" (2006, Orenburg), in which project-based approach is the leading mechanism for educational improvement of society, creatively synthesizing a set of socio-economic, scientific-technical, cultural and psychological-pedagogical factors of competence development of future specialists.

If we proceed from the existing social need to develop and create a unified educational system, then one of the possible ways to solve this problem is to design an educational system "College-University" in a University complex. Consequently, the subject of the study was the design of the educational system "College-University" in the conditions of the University complex as a factor in the development of professional competence of students of a multidisciplinary educational institution.

The project-based technology, proposed by the author, is based on the statement that "education is the main channel for introducing the future specialist to the values of culture, education and profession. Axiologization of education determines the composition and hierarchy of values that not only give direction to the future professional activity of the student, but also determine his interaction with the world and with people." The value-oriented function of the educational process affects the worldview of students and gives them the opportunity to understand the social and educational reality.

As the researcher notes, "the extent to which the axiological potential of a student is developed significantly affects his professional life and the quality of his professional activity. The development of the axiological potential of the student's personality implies qualitative changes in the value attitude to educational activities (the formation of an integral and valuable Image of the world, to oneself (the formation of the image of "I"), to future professional activities (the design of the image of future activities). This becomes a reality if the values that students learn give a value orientation to knowledge, collaboration, creativity and self-realization."

The author justifiably claims, that "the pedagogical efficiency of designing an educational system is ensured by the success of the practical implementation of the concept and its model invariant, which is confirmed by the positive dynamics of the formation of professional competence of the individual in the unity of axiological, epistemological and praxeological components."

However, there is a need to design educational objectives for the Russian language in pedagogical universities, as future teachers of the Russian language should be natives of the culture of the learning language. Because, culture is essential when studying languages: understanding cultural background—art, literature, lifestyle— helps students reach language proficiency and really live the language while it is learnt.

The dissertation of Spichko N.A. is devoted to designing an effective learning environment for teaching Russian in the first year of a pedagogical University. The author for the first time defines the component composition of the learning environment when teaching English in the first year of a pedagogical University, considering the personality-oriented paradigm of education. The factors necessary for increasing its effectiveness and building differentiated training programs based on the developed materials, selected techniques and training technologies are identified.

The research of Spichko N.A. reflects the possibility of designing an effective learning environment for teaching

Russian grammar in the first year of a pedagogical University (faculty of English Philology) with the help of developed materials, selected teaching methods and techniques [6]. From the conducted research, it can be seen that "the methodology of designing an effective learning environment presupposes:

1. clarification of the concept of the learning environment in relation to the grammatical aspect of the Russian language;
2. clarification and specification of the component composition of the learning environment when teaching Russian grammar in the first year of a pedagogical University;
3. clarification of the concept of efficiency in relation to the design of the educational environment;
4. selection of principles for designing an effective educational environment;
5. determining the stages and directions of improving the effectiveness of the learning environment and requirements for its component composition;
6. development of differentiated programs for "strong" and "weak" students, including differentiated educational materials that meet the needs and capabilities of students and ensure different frequency in their use;
7. selection of the most effective methods and technologies for teaching Russian grammar that correspond to the personality-oriented paradigm of education and the real needs of specific students.

The researcher states, that "the main directions of improving the effectiveness of the learning environment when teaching Russian grammar in the first year of a pedagogical university are:

- increasing the role of independence and autonomy of the students;
- increasing differentiation and individualization of learning;
- considering the level of training of students and relying on their previous experience;
- creating psychological and didactic conditions for a better understanding of the specifics of the chosen profession;
- transition from an authoritarian to a democratic style of communication;
- a thorough, moreover, differentiated approach to the selection of material used in the educational process that would meet modern methodological requirements and the level of training of students, their interests, would increase motivation to study grammar;
- ensuring that the content of the material in the classroom is related to all aspects of learning Russian and its repeatability, so that these classes complement and support each other, for example, ensure that grammar is translated into spoken and written speech, or attract attention to it when reading and listening;
- maximum use of visual tools, using multimedia tools;
- greater coordination in the activities of teachers working in each specific group of students;
- strengthening interaction between teachers of different academic disciplines;
- connection to the real social environment".

As we can see, the developed methodology for designing the learning environment in the first year of a pedagogical university regarding teaching the Russian grammar meets modern requirements, objectives and objectives of updating higher professional education. The perspective of the research is that it can be used to develop similar models of the learning environment for other aspects of the language and other academic subjects.

In our opinion, designing a situation of personal development as a spatial phenomenon different from the creation of learning situations on the basis of the formulation of the subject task, as it relies on the inclusion of students in diverse environmental contacts that extend the living space of students, simulating with a higher degree of completeness of the world of future profession and ensuring a conscious choice of their lifestyle in a professional environment, circle of friends, samples of attitude to the profession, which will focus the emerging specialist.

In the dissertation "Learning environment of higher educational institutions as a pedagogical phenomenon (based

on the material of designing the learning environment of the Medical University)" (2007, Volgograd) Artyukhina A.I. claims that "the technology department on design and creation of learning environment as a system of conditions of professional and personal development and self-development of students includes two directions: the evolution of structures in the environment that enable students to realize their individuality."

Inclusion in the University environment at the initial stage of training provides professional and personal development of the student in the direction of mastering a specific lifestyle "in a professional environment". Personal growth and development of the creative personality of the future specialist are the result of the integrated impact of the educational process and the environment of the developing type.

The system of work of an educational institution to create a learning environment can be represented as follows:

- 1) formation the sense of belonging to the spiritual and professional community of the University at the students;
- 2) development of the professional and ethical position of the Department, creation of a system of presentation of professional values and models of activity;
- 3) creation of various structures and spheres of activity (scientific societies, interest clubs, projects, etc.) that allow students to realize their professional and spiritual needs in the environment of the Department;
- 4) actualization of opportunities for informal meetings of teachers and students, trusting relationships, including students in the creative laboratory of the teacher;
- 5) creating an open and accessible information base of the Department for students;
- 6) development and implementation of various models of independent educational and project activities at the Department;
- 7) cultivating an atmosphere of tutoring, accompanying and supporting students with a high level of demanding and competent teachers.

#### IV. EXPERIMENTAL RESULTS

##### **Model for improving speech skills of students based on the design of educational objectives in Russian language classes**

Based on the generally accepted basic source position in the system of teaching Russian language (O.G. Polyakov, V.V.Safonov, I.A.Tsaturova, etc.) and based on theoretical foundations and taking into account the problems of change objectives, selection of learning content (thematic component), approaches and principles of improving language skills of students of non-philological fields of education in the context of sociocultural competence, we developed a model consisting of interconnected blocks: target, theoretical, technological and productive. For the successful implementation of this model was developed algorithm of forming foreign language communicative competence of students of non-philological fields of education through technology web quest, consisting of a preparatory phase for teachers that includes six steps and three phases with eight steps for all participants in the web-quest (table 4).

**Table 4. Model for improving speech skills of students**

<b>B lo ck</b>	<b>Requirements of the State educational standard – communicative foreign language competence of professional personnel</b>
<b>Theoretical block</b>	<b>Objective.</b> The result is the improvement of speech skills in the context of socio-cultural competence of students of non-philological directions
	<b>Approaches:</b> competency-based, personality-oriented, communicative-cognitive, systemic. General didactic principles: consciousness, activity, autonomy, visibility, accessibility. Methodical: communicative orientation, professional orientation, co-study of languages and cultures, teaching foreign languages by means of ICT: interactivity, informatization.

	<b>Methodological conditions:</b> increasing the motivation of cognitive activity of students; orientation on the development of the ability to think and predict the situation; use of authentic material; reliance on problem tasks; emphasis on independent activities of students; creating an atmosphere of cooperation; creating direct and indirect activity in the lesson.		
	<b>Methods:</b> project-based, interactive (Critical Thinking Development Technology), communicative		
	Training tools: web quest technology, Internet resources		
	Organizational forms: independent, individual, group, collective		
Technological block	Learning content		Learning algorithm
	Assessment criteria		
	Language skills	Speech skills	Knowledge
	Metacognitive experience		
	Language competence	Speech competence	Socio-cultural competence
	Result: improving speech skills in the context of socio-cultural competence of students of non-philological areas of education through Internet technology, in particular web quest technology		

The developed algorithm ensures the repetition of educational material at the most favorable time by determining the time limit set by the teacher at the preparatory stage. The material is repeated repeatedly due to the organization of independent work of students with the resources of the Internet (there is an accumulation of metacognitive experience, a controlled independent activity of the individual is formed) in the preparation process.

The main stage (for all participants of the web-quest) of the role-playing task and return to the material being studied in the class.

Stage 1. Introductory.

Stage 2. Research.

Stage 3. Presentative.

Step 1. Selection and formulation of the problem.

Step 2. Formulation of the final result and assessment criteria.

Step 3. Breakdown into small groups and distribution of roles / subtopics.

Step 4. Individual work on material with Internet resources.

Step 5. Work in small groups: exchange of information.

Step 6. Presentation of the results of small groups.

Step 7. Exchange of information of small groups and the conclusion of the overall result.

Step 8. Evaluation of results and summarizing.

Preparatory phase (for the teacher).

Step 1. The choice of problem speech situations in a sociocultural context.

Step 2. Assignment, depending on the degree of knowledge of students and the choice of tasks for each component.

Step 3. The choice of text material in Internet resources in accordance with the objectives of the web quest.

Step 4. Setting a time schedule at a certain stage of work with the material.

Step 5. Setting the time, forms and execution of the project.

Step 6. Setting the criteria.

## V. CONCLUSION

The study concludes with the following main conclusions:

Thus, the introduction of methods and techniques of interactive teaching of the Russian language in non-pedagogical universities creates the following favorable conditions for students:

- perform speech self-control; evaluate oral and written statements from the point of view of language design, the

effectiveness of achieving the set communicative tasks;

- analyze language units in terms of correctness, accuracy and relevance of their use;
- conduct linguistic analysis of texts of various functional styles; listening and reading;
- use the main types of reading (introductory-learning, introductory - abstract) depending on the communicative task;
- extract the necessary information from various sources: educational and scientific texts, reference literature, mass media, including those presented in electronic form on various information carriers;
- speaking and writing:
  - create oral and written statements of various types and genres (based on the material of the studied academic disciplines);
  - apply the basic orthoepic, lexical, grammatical norms of the modern Russian literary language in the practice of speech communication;
  - observe spelling and punctuation norms of modern Russian literary language in writing practice;
  - observe the norms of speech behavior in various areas and situations of communication, including when discussing controversial issues;
  - use the main methods of information processing of oral and written text.

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