



THE IMPORTANCE OF ELECTIVE COURSES IN TEACHING CADETS THE RUSSIAN LANGUAGE

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Received: 8 th October 2022	The article is devoted to optional classes in the Russian language in the conditions of a personality-oriented approach, describes the forms and tasks of optional classes in the Russian language, analyzes the features of the organization of optional classes in the training of cadets.
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The modernization of the education system and its content has increased the importance of the Russian language as a discipline aimed at the formation of communicative language competencies. First of all, this applies to the language of the specialty, which is becoming a necessary and mandatory component of the professional training of the cadet, the basis of his successful professional activity as a future specialist. The quality of training of a specialist is currently determined by his the ability to adapt to today's rapidly changing conditions, as well as the possession of professional skills and abilities that allow you to effectively use the knowledge gained in solving problems of professional communication.

Thus, it is quite obvious that the requirements for the level of language competence of students are quite high. Unfortunately, not all cadets have the necessary knowledge in the field of a foreign language due to the fact that the formed language skills and speech skills do not always contribute to the achievement of the level required by the university. This problem can be solved by the organization of extracurricular classes, more often these are electives that significantly expand the possibilities of teaching the language and make the language teaching system itself more flexible, taking into account the different levels of language training of students.

The word "elective" itself is of Latin origin (facultas) and is translated as "possibility". By definition, an elective is an optional training course studied by a cadet of choice to deepen and expand scientific and theoretical knowledge. Therefore, practice shows that the main target audience of an optional course in the Russian language is a course whose level of language competence does not meet the requirements.

Having not reached the necessary level of foreign language proficiency by the time of admission to the university for one reason or another, students already in the first year face serious difficulties. They have to deal with special vocabulary, which represents a completely new layer that requires serious reflection. The situation is also complicated by the fact that at the initial stage the cadets do not have sufficient knowledge in the professional field in Russian language. In accordance with the program requirements, a graduate of the university must be ready for the active use of the Russian language in his future professional activities. And we must prepare him for this.

The objectives of this course are:

- disclosure of the meaning of the chosen profession, which belongs to the type "man - man", and therefore meets the laws of communication theory;
- the conviction of cadets that the success of mastering the chosen profession depends on the understanding and ability to manage the communication process, which is at the heart of the professional activities of law enforcement and legal specialists, as well as on the awareness of their place in this process.

The peculiarity of the optional course in the Russian language is that, on the one hand, it is based on a standard curriculum, and on the other hand, it is a certain stage in the series of lessons that pursues goals that differ from those set by the main program. In order to ensure the success of the process, the course program should be built taking into account the needs and expectations of the cadets themselves. So that they do not perceive elective classes as a simple

repetition of what was studied during the main lessons, but consider this course as a means of improving the level of language proficiency.

The basis of the optional course in Russian language should be based on the further development of the maximum number of speech skills on the lexical and grammatical material that the cadet studies during the main classes. However, the continuity of the main course and optional classes does not mean duplication of topics, forms and methods of work. In such a situation, the optional course should be focused not so much on expanding the lexical and structural Cadet have as much as to use the knowledge they have acquired, which allows them to build the most complete, diverse and logical statements within the limits that do not go beyond the scope of the program professionally-oriented material. Therefore, work on lexical and grammatical skills in optional classes should focus on the development of productive language skills and their activation, as well as the development of the ability to model and structure oral and written speech within the framework of the studied subject. The task of the teacher is to find certain methodological techniques that contribute to the most effective conduct of the lesson, determine the topic, select the appropriate material and arrange the degree of complexity of the tasks aimed at its development, using various ways of implementing communicative tasks.

Any lesson within the framework of the elective should be a controlled systemic process aimed primarily at the formation of communicative competence of oral communication skills, i.e. the formation of students' ability to use language in different communication situations to achieve any, including professional, goals.

Depending on the purpose, classes can be devoted to improving lexical or grammatical skills in constructing a statement, teaching monological statement and dialogic communication, or can combine the above-mentioned skills with the development of reading and listening skills. The development of communication skills is facilitated by the performance of speech exercises, as well as the discussion of the topics studied in pairs and the group as a whole.

The focus on improving skills means that classes can be based on material where either the lexical or grammatical aspect prevails. At the same time, grammatical phenomena are generalized in such a way as to provide a certain set of various communicative tasks in the classroom. If several constructions are worked out at the same time, then such communicative tasks are selected, where all these grammatical phenomena would be equally necessary to achieve the goal. If you are working on one complex grammatical phenomenon, then in speech tasks it is necessary to show various possibilities of its application for performing several communicative tasks.

Among the main principles on which optional classes are built, the following can be distinguished: the definition of the purpose of the lesson, the ways to achieve it and the expected results, the interconnection of the types of speech activity, the communicative orientation of the training stage and the further transition to speech practice, the prevention of errors, which is largely facilitated by those selected in a certain sequence, taking into account the complexity of the task. Taking into account the fact that the optional lesson does not introduce grammatical phenomena beyond the main program or fundamentally new lexical topics, the stage of familiarization with the language material, as a rule, is not detailed, detailed and takes a rather insignificant part of the time. As a result, it becomes possible to pay more attention to communicative tasks than in a regular lesson. If in the lesson where new complex material is introduced and explained in detail, it is necessary to limit yourself to communicative tasks within the framework of a well-defined scheme, then the optional lesson provides an opportunity to include speech tasks, the main criterion of which is the informativeness of the statement. Speech tasks develop speech skills formed earlier. In this case, preference is given to tasks related to the expression of one's own opinion. Expressing your opinion can be taught at each lesson, not only at the stage of speech practice, but also at the stage of training. Such an organization of classes leads to the improvement of the structure of speech, the grammatical construction of the statement, the development of all language skills, the awareness of the unity of the form and content of the statement.

Due to the fact that limited time is allocated to optional classes, the independent work of students is of particular importance. For this purpose, the resources of the Internet, which is a source of language material used in various contexts, can be used. These materials help to satisfy the cognitive interests of students, as well as increase motivation to master a foreign language.

A special role in the system of optional classes is given to the monitoring and evaluation of the activities of the cadets. During the control, the teacher receives information both about the effectiveness of his work as a whole and about the effectiveness of the individual methods and techniques used by him in the process of teaching the language.

Taking as a basis the contextual approach to learning and the meaning-forming nature of the pedagogical process, in planning the main directions of adjusting the educational process, we will take into account the following principles:

- organization of the pedagogical process as a sequence of events;
- pedagogical support for the personal inclusion of the cadet in educational activities;

- the leading role of joint activity, interpersonal interaction and dialogic communication of the subjects of the educational process;
- pedagogically sound combination of new and traditional pedagogical technologies;
- unity of education and upbringing of the professional personality

Functions of elective classes:

- subject-increasing: students in optional classes increase the level of study of individual subjects and can successfully prepare for subject Olympiads and competitions;
- motivating: due to the satisfaction of the needs for search, cognition, creativity in elective classes, many students form a stable cognitive motivation for the subject of study;
- general education: in optional classes conditions are created for the general development of students, the formation of their cognitive and social competencies;
- Career guidance: elective classes can provide students with great opportunities for "professional trials", which contributes to their cognitive and professional self-determination.

Today there are methodological works in which the tasks, goals, forms of conducting electives are justified. Tasks:

- to contribute to the deepening and expansion of the knowledge acquired in the classroom, thereby helping the cadets to better assimilate the program material;
- improve the skills of analyzing various facts of the language;
- to broaden the linguistic horizons of the cadets;
- to cultivate a linguistic flair;
- develop creative possibilities;
- To improve the general linguistic culture of students;
- to develop and improve the psychological qualities of the cadets: curiosity, activity, will, independence in the acquisition of knowledge;
- to identify linguistically gifted cadets, as well as to educate low-achieving students to believe in their own abilities.

Objectives of the optional work:

- development of cadets' interest in the Russian language as an educational subject;
- instilling in them a careful attitude to the word, to the riches of the language and the desire to persistently master these riches,
- education of love and respect for the Russian language.

Forms of work:

- Seminars
- Workshops
- dictations of different kinds,
- tests (including computer tests);
- solving cognitive problems,
- Preparation of training reports,
- Linguistic discussions.

Features of the organization of optional classes are that they: expand and deepen the knowledge of students in the subject; forms of conducting adequately reflect the specifics of hobby classes; have a close relationship with the mandatory programme and at the same time go beyond it; So, electives are important for the development of the personality of the cadets and are aimed at the formation and development of students' social and educational competencies: multicultural, linguistic, legal, civil, research, project, informational, financial, environmental, reflective, teach to set their own goals, plan work, make choices and make decisions, work in team, conduct self-assessment.

To achieve the effect of a powerful motivational impulse, the forms and methods of teaching this meaningful course should combine both traditional and innovative features. To this end, it is recommended to combine the reading of traditional lectures with a lecture-visualization, a lecture together with the mandatory use of technical means of teaching and telecommunication methods of presentation. An acceptable form of conducting a seminar session is discussion.

The process of actually deploying the pedagogical process in the context of communicative culture means teaching each academic subject with the definition of its place and importance for the development of the communicative personality of a law enforcement officer as a participant in the process of professional communication. Therefore, following the principles of contextual learning, it is justified when reading all lecture courses (for example, the theory of state and law, civil law, philosophy, professional ethics, pedagogy in activity) to apply, depending on the content, amount of time, preparedness of cadets and traditional ways of lecturing and conducting seminars, and those that are interpreted as active - problem lectures, lectures-visualizations, lectures together, lectures with advance planned errors, lectures in

the form of a press conference; seminars-discussions, seminars-research, seminars in the form of a round table, using modern information technologies for organizing the educational process (presentations, slide shows, graphic boards). Given the new trends in assessing the quality of education, it is relevant to write a reasoned essay as one of the forms of current and final control in the course of teaching most of the theoretical disciplines.

The target orientations of communicative learning include: mastering communication in the target language (the ability to speak and understand speech); assimilation of foreign culture; the use of language as a tool for intercultural communication; understanding in general of the statements of native speakers of the studied language; understanding and highlighting meaningful information in simple sounding texts, for example, on radio and television); conducting a dialogue (dialogue-questioning, dialogue-exchange of opinions, judgments, dialogue-motivation to action, etiquette dialogue), business conversation, discussion; business messages, stories, reasoning in connection with the studied topics and the problems of the texts read, the characteristics of personalities and events; reading original texts of various genres.

Despite the fact that the goals of this pedagogical technology explain the expediency of its application in the educational process focused on the development of the communicative culture of students, the transition to a competent paradigm of modern education entails our adjustment. It consists in purposeful work to develop the skills of foreign language written communication. At the university, this aspect should be professionally oriented, taking into account the possibility of participation of law enforcement officers in the process of intercultural and international professional communication.

Given the low general level of practical knowledge of the Russian language, we consider the number of teaching hours allocated in the curriculum to its improvement insufficient. Language, being the basis of verbal communication in the professional field of law enforcement, requires constant and painstaking work.

Analysis of curricula, plans of the educational process revealed the presence of two academic disciplines, studied both in the classroom and optionally. We agree with the need to maintain the proper level of physical and fire training, but in the international requirements for law enforcement officers there are also requirements to confirm a certain level of proficiency in all aspects of one of the foreign languages. This provision determines the relevance of the inclusion of the discipline "Russian Language" in the list of optional courses.

The elective course, while possessing relative independence, is nevertheless conducted in parallel with the main course and forms a single whole with it. Being essentially a separate system of classes, it provides ample opportunities for the formation and development of language competencies and, consequently, motivates the cadet to study a foreign language in order to use it in his further professional activities. As a result, in addition to solving the usual educational tasks - the formation of lexical and grammatical skills, reading skills, etc. - related, but no less important tasks are also solved: increasing interest in the educational process, the formation and further development of communicative competencies, awareness of their usefulness.

Properly selected, professionally-oriented, representing a source of special vocabulary and linguistically accessible texts, interesting tasks and a variety of incentives for work should help to avoid monotony in the organization of the educational process and are one of the key components of the successful conduct of elective classes. Optional classes allow you to develop such important skills as comparison, generalization, clear formulation of your point of view, decision-making in connection with the problem posed, which is especially important, since it can be used in the future in the professional activities of the cadet.

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