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PROBLEMS OF TEACHING A SPECIALTY LANGUAGE IN TEACHING RUSSIAN AS A NON-NATIVE LANGUAGE

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ABSTRACT

Proficiency in the language of the chosen specialty in a non-native language provides foreign-language scientific and professional communication when studying at a university. The main idea of teaching the language of the specialty and professional scientific speech is based on the statement that one should study the language not for the sake of formal knowledge, but for practical mastery of it. To speak a language means to have skills and abilities in all types of speech activity.

KEYWORDS: *Specialty Language, Professional Speech, Text, Communication, Connectivity, Speech Units.*

INTRODUCTION

The concept of "specialty language" defines such an aspect of teaching Russian as a non-native language in modern conditions, which provides interethnic educational, scientific and professional communication and in-depth study of the chosen specialty while studying at a university. Naturally, the knowledge of the language of the chosen specialty in a non-native language is secondary for a first-year student and is based on general knowledge of the Russian language and knowledge of the specialty as such, obtained when studying at a university in their native language.

The main principle of modern methods of teaching Russian as a non-native language is the communicativeness of learning, chosen in this study as the basic direction of linguodidactics - a communicative-activity, as well as a personality-oriented approach and innovative technologies as the main means of achieving educational goals. A meaningful attitude to language is based on

an understanding of the deep communicative mechanisms of language and orientation on the ability, based on the communication situation, to choose language means, as well as to understand the intention of the author of the finished speech work and evaluate the content presented by him. It is possible to fully implement this principle of communicative learning only if the training is based on such linguistic provisions that, firstly, will allow to realize and typify the semantics of the structures that make up the text, and secondly, to assess their communicative potential in relation to the professional sphere and the specific situation of communication. Therefore, the approach to grouping, selection and description of language material should be recognized as the most important moment in the implementation of the communicative-activity approach in teaching and the creation of a methodological system based on the principles of innovative pedagogical technologies.

The main idea of teaching the language of the specialty and professional scientific speech is based on the statement that one should study the language not for the sake of formal knowledge, but for practical mastery of it. To speak a language means to have skills and abilities in all types of speech activity. Teaching productive (speaking) and receptive (listening) types of speech activity are presented in this paper in a ratio that depends on the initial level of students' proficiency in Russian. In practical grammar, which should ensure the active speech actions of students, we distinguish first of all the constitutive units of the language. At the main stage (in groups with poor language training) - this is a proposal and a training text (model), and at the advanced stage (in groups with fluent Russian) - a special text.

The idea of communicative learning, following a number of researchers (S.N.Rubinstein, A.N.Leontiev, I.A.Zimnaya (psychological foundations); (T.A. Ladyzhenskaya, M.T. Baranov, G.A.Kitaygorodskaya (methodological foundations); M.P. Aliyeva, A.A.Reshetarov, T.A.Teplyakova (domestic linguodidactics)), we understand as the orientation of learning to the end result. The final result of the training, we see an exit into speech, into a correctly formed statement or text, whether it is a sounding or written version of it. Thus, recognizing the key positions of the text in the developed coherent speech, as well as in the motivation and organization of educational and professional activities in the chosen technology, we logically come to the conclusion that it is the text that should be given the status of the main unit of training.

According to the structure of the new pedagogical teaching technology stated in the first paragraph, chosen by us for this study, in order to diagnose the level of assimilation of educational material and the selection of students into groups with a homogeneous level of language and professional knowledge and experience, we divide groups of students into those who speak Russian well and those who do not know it well, offering the appropriate methodology. The stages of work on the text as a key unit of learning are presented for linguistically weak groups as the main material for speech development, and for strong groups as advanced. At the main stage, according to the RCT methodologists, the main task is to form a view of the text as a linguistic unit, when, perceiving someone else's coherent statement on an educational or professional topic or creating his own, the student clearly sees and highlights textual characteristics, distinguishes the text from the context, is aware of the functional purpose of each category of text. At the advanced stage, attention is focused, on the one hand, on stylistic

varieties of speech and genres (form), on the other - on the structure of the text content (subject competence plus identification of patterns of thought structuring).

The first stage is basic for the whole system. It is best provided linguistically. Here we have outlined a range of key concepts from the theory of text, the knowledge of which will ensure the success of training and will allow us to form a scientifically based system of work on the development of coherent and specific scientific speech.

Why is scientific speech and text in the specialty so important in modern conditions? In our opinion, in order to streamline the learning process, it is advisable to bring the educational situation closer to the situation of real communication, to ensure the similarity of educational material and educational speech activity with the real language and real speech professional activity of the student. Modeling the communication process and taking into account the specialty is only one side of the matter. The research of psychologists has proved the fact that a person's speech is an act of activity and therefore should be considered in the system of his activity in general; a specific act of activity, which includes specific speech acts, should end with the achievement of the goal. Speech is one of the means to achieve this main ultimate goal. [1] A high motivational level will be maintained and will greatly contribute to the adequacy of the transfer of the skill if the development of a certain speech skill in Russian language classes is part of larger units of educational action that allow such an orientation of goals that would be related to the goals of vocational training, and the speech act itself will be put in a clear connection with a larger functional unit of speech correlated with the specified educational action.

Once again, it should be emphasized that the strategic goal of teaching Russian as a language of science in modern conditions is to acquire and improve relevant knowledge for students, which is why it is necessary to study the language of the specialty. Future specialists need to know perfectly professional speech, scientific text with all the features of its functioning in scientific, educational, scientific and professional fields of activity. Therefore, a special text is taken as a unit of training.

What is an educational text as a linguodidactic concept? From our point of view, any didactic or methodical construction should be based on a solid theoretical foundation. For the correct orientation of the methodological system, we consider it necessary to analyze the main theoretical provisions concerning the text.

V.A.Bukhbinder and E.D.Rozanov, researchers of text structure in theoretical linguistics, note that "an integral feature of a text is its coherence" [2]. Connectivity is understood as "the result of the interaction of several factors. This is primarily the logic of the presentation, reflecting the correlation of the phenomena of reality and the dialectic of their development; this is a special organization of phonetic, lexico-semantic and grammatical linguistic means, taking into account also their functional and stylistic load, this is a compositional structure - the sequence and proportionality of parts that contribute to the identification of the content; and, finally, the content of the text itself, its meaning. All these factors, harmoniously combined in a single whole, ensure the coherence of the text". [2]

Such an understanding of the coherence of the text, on the one hand, covers a system of factors, but on the other hand, these factors are not only linguistic. The most adequate for our work is the

understanding of the coherence of the text, stated by Kotyurova M.P. The coherence of speech is considered here as a functional-semantic category that covers the content, logical, compositional aspects of speech and expresses the connection of the elements of content and the logic of presentation through lexical-grammatical and functional-syntactic means.[3]

It is assumed that the elements of the content can be expressed by a sentence, a complex syntactic whole and such structural and compositional units of speech as a paragraph, paragraph, chapter, part, section. Each of these units, despite their diversity, can express a single thought. According to N.I. Zhinkin“ "ultimately, in any text, if it is relatively complete and consistent, one basic idea, one thesis, one position is expressed. Everything else leads to this idea, develops it, argues, develops”.

Scientific creative thinking finds expression in the scientific text, in it all three aspects - logical, psychological and linguistic - are presented most clearly and clearly. Here scientific knowledge correlates with the structure and process of thinking. Therefore, as E.S.Troyanskaya writes, when reading the text, we seem to get into the sender's thinking laboratory, revealing step by step the course of his thoughts, which contributes to the “thinking” of the “recipient of information and its sender” at each stage of the presentation.[4]Communication constructs and functional-syntactic means of expressing the coherence of speech have such a contextual function. The expression of the coherence of speech in a scientific text is conditioned by two opposite tendencies - the completeness of the expression of the content and the conciseness of the expression of the thought process. In accordance with the prevailing manifestation of a particular trend, the content, compositional and logical aspects of speech coherence find expression. The more complex the units of speech, the more widely the relationship between them is expressed.

The expression of the content aspect of connectivity is characterized by significant stability in different types of science. At the same time, the compositional and logical aspects of connectivity, as shown by the analysis of theoretical sources, are characterized by a significant range of quantitative indicators characterizing the use of its means of expression. Scientists explain this by the degree of generality, abstractness of the content and the way of presentation (type of speech), which is mainly characteristic of a particular type of science.

We selected precisely these linguistic facts in the theoretical representation of a scientific text because, having identified formal indicators of coherence through lexico-grammatical and functional-syntactic means in a scientific legal text, it is possible to organize a methodology for studying the content side of the text on their basis and teaching the construction of a coherent statement on a professional topic. Having considered the theoretical provisions defining the scientific text, it is necessary to dwell in more detail on its linguodidactic interpretation as most fully meeting the objectives of this study. An educational scientific text or an educational text on a specialty in Russian linguodidactic science is defined as a certain segment (segment) a speech chain, which in its minimal limits consists of two sentences (phrases) connected in a certain way, going beyond the scope of one conclusion in content. [5] In classical linguistic literature, a text is defined as a sequence of sign units united by a semantic connection, the main property of which is coherence and integrity.[6]

As we can see, the methodological definition of the text is based on the theoretical one, while, for example, Motina puts forward the formalnological criterion, which in this work must be taken as a basis, since we are interested not just in the text, but in the scientific text. Another

definition of the text deserves attention. Text is a product, a result of speech activity, a work of speech - oral or written. The text, as a rule, has a unity of theme and intent, relative completeness, internal structure, syntactic, compositional and logical. The text implements the functionality of the language, the laws of its syntax, vocabulary, and stylistics. The text is always characterized by its relation to one or another style: scientific, journalistic, colloquial-everyday. The text should not be identified with a work of literature. Text is a term denoting the linguistic fabric of a literary work. [7]In our work, we will rely on the definition of the text given in the methodological and linguodidactic literature, since it most fully covers all aspects of the text as a linguodidactic concept. So, the subject of study at the university in the practical course of the Russian language should be a scientific text.

How are texts classified by specialty or special texts in linguodidactic science? There is no definite answer to this question yet. Different authors have different approaches to the differentiation of texts according to different criteria. Any one criterion (functional-semantic, etc.) is put forward as the basis. It is necessary to agree with L.P. Klobukova that the typology of texts in the specialty should meet the objectives of training and it is necessary to classify texts, taking into account both intra-textual and extralinguistic features.[8]

So, the academic scientific text in the specialty can be classified by types: description, narrative, reasoning.

The goals of teaching Russian in are, firstly, using it as a means of communication in a bilingual environment in the republic, and secondly, using it, as has already been said, as a means of obtaining special scientific information and, ultimately, improving one's professional level.

Communication is both a process and an activity, and an attitude in which interactions, mutual influences, mutual understanding of interlocutors are realized, one of whom speaks, the other listens or one writes, the other reads: in the first case, direct communication, in the second - mediated by graphic text.

In this regard, the main task of teaching gifted students the Russian language as a means of communication in the scientific and professional sphere of speech is to form their language skills of using certain language tools at the level of automated actions. At the same time, students should be well aware of the ways of expressing their thoughts and perceiving others' thoughts both orally and in written scientific speech.

The development of each type of speech activity is the unity of three components: language as a means of forming thoughts in the text, speech as a way of expressing thoughts in the text and extralinguistic factors (motive, situation, context).

Experience shows that trainees experience the greatest difficulties not when choosing the right word or sentence, but when expressing thoughts in coherent speech, i.e. at the level of a micro-thematic and thematic utterance, ideally, communication participants are only fully aware of the text when they understand and evaluate the communication situation from social, political, professional positions, as well as the motives for which the thought is expressed, the text is constructed.

A motive is something that motivates a person to work to achieve a certain goal. The actual basis of the motives that motivate a person to work in a certain direction, in this case, to learn a

language, is called motivation. The development of cognitive motivation of students in teaching the Russian language largely depends on the pedagogical skills of the teacher, his ability to encourage the mastery of speech. So the answer to the first question is closely interrelated and mutually conditioned by the answer to the following two.

In connection with the determination of the motives and effectiveness of teaching the Russian language in the new conditions, the problem of optimizing the learning process and creating a special methodology arises. An important role here is played by the systematization of the proposed didactic material, the allocation of stages and methods of work on each language unit. At the beginning of the course, as practice shows, it is advisable to offer specially selected microtexts with pronounced textual characteristics (integrity, coherence, structure, communicative goal setting, etc.). Then you need to proceed to the analysis of real texts from textbooks in the specialty or scientific periodicals.

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