

FEATURES OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE IN TECHNICAL UNIVERSITIES

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ABSTRACT

The article is devoted to the specifics of teaching the Russian language in technical universities of the Republic of Uzbekistan. The analysis of actual problems of teaching the Russian language to students of engineering specialties is carried out. The importance of maintaining students' motivation to study Russian as a foreign language is noted. The ways to increase motivation and interest in the subject of study are listed. The methods of using information and communication technologies in the process of teaching the Russian language are considered. The importance of studying the Russian language both at the general level and at the level of special technical and scientific terminology is emphasized.

KEYWORDS: *Russian As A Foreign Language, Competence-Based Approach, Neutral And Scientific Styles Of Speech, Teaching Technical Disciplines, Increasing Motivation.*

INTRODUCTION

Today, the goal of professional educational institutions is to train specialists with personal and professional competencies that will contribute to their inclusion in the economy. The cardinal rethinking of the structure, content, and achievements of higher education that has taken place in recent decades makes it impossible to close it within the national framework. Especially taking into account the development of world economic and social processes, which are increasingly blurring international and territorial boundaries. In the process of modern education, students of engineering and technical specialties should acquire the competencies of independent, mobile specialists of international level, with high communicative qualities, allowing them to confidently integrate into the professional environment. As a special case in the noted global task, the teaching of the Russian language gives students the opportunity to acquire relevant knowledge that is necessary to participate in educational, and then scientific activities at the main faculties of a technical university. Russian as a foreign language is one of the most difficult for students of technical universities to study. Difficulties arise in the perception of the phonetic features of the Russian language, the perception of speech, the difficulty of knowing grammar, expressing thoughts in written, oral speech. Programs of teaching Russian as a foreign language in non-linguistic higher educational institutions are aimed at developing sustainable skills: reading, writing, listening.

Equally important is the acquisition of skills in understanding information sources, critical thinking, and discussions. The practice of teaching engineering students Russian as a foreign language shows that in order to achieve success in the educational process, they must master the neutral and scientific style of Russian speech. The totality of knowledge of the "Language of common knowledge" and "Scientific style of speech" makes the main goal achievable: knowledge of the language of the specialty in a non-native language. The expansion of the area of knowledge of the Russian language beyond the study of technical and scientific terminology of the specialty is natural and predictable. It is impossible to be fluent in any part of the language – the general language combined with the language of scientific proficiency form the common foundation for confident use of the language. In the process of studying the Russian language, the teacher conducts systematic work with students of technical areas, the purpose of which is:

- 1) Assimilation of scientific and technical terms and syntactic constructions of scientific and special technical speech;
- 2) Development of skills in analyzing the structure of the text, compiling reports, informational messages;
- 3) The ability to restore the listened texts of educational, scientific, professional topics.

The high mobility of the modern educational system, expressed in timely adaptation to innovations, makes it possible to widely use information and communication technologies in the process of teaching the Russian language: electronic teaching aids, interactive training simulators, various forms of thematic presentations and projects, reference material in the form of electronic translators, dictionaries and etc. The use of these technologies makes it possible to form an electronic educational space for students studying the Russian language. Electronic resources that have found wide application in the study of Russian as a foreign language include the so-called "podcasts". These are video and audio format files that have become a relevant alternative to television and radio programs that do not require the use of special broadcast channels. Podcasting includes both the production of audio resources and their distribution. Podcasting distributes video and audio information on the Internet. When using this method of working with information, students can access the resource both during classroom lessons and in the process of self-study. Today, the goal of the teacher is to teach the Russian language not by ordinary memorization, but by instilling in students the skill of independently searching for the necessary information using technical means, the Internet. The work of finding materials in Russian on a given topic presents certain difficulties for foreign-language students, due to insufficiently good knowledge of the Russian language. There are problems of quickly forming a request, determining and selecting the necessary information from the context found in the search engine. To achieve a successful result, a teacher of Russian as a foreign language should use a variety of types of work in the classroom, a wide range of educational materials, which will instill in students the skills to acquire professional knowledge, develop subject competencies. It is very important for the teacher to help students overcome the psychological barrier. The fear of making a mistake, showing ignorance becomes a serious obstacle to automating language skills. It also makes it difficult to apply the acquired knowledge in life. When choosing certain teaching methods, the teacher must take into account the individual and personal characteristics of students, helping them to overcome psychologically difficult situations. The teacher's ability

in practice to take into account the personal needs and psychological characteristics of students directly affect the effectiveness of their subsequent education. Three functions of motivation can be distinguished: motivation for activity, orientation of activity, giving it personal meaning and significance. It is worth noting that the desire to learn Russian grows when students realize how much their professional opportunities expand, subject to knowledge of the Russian language. One of the tasks of the teacher is to create conditions for maintaining interest in the study of the Russian language. It is necessary to show the speech perspective of the use of language material so that students strive to achieve a high level of formation of language competencies. Find useful and interesting topics and materials for studying (reading, translating, discussing, etc.), using active and interactive methods, multimedia technologies, etc. in the classroom. . Effective mastering of the Russian language by students of technical specialties provides linguistic immersion in the professional environment. To do this, it is possible for teachers of special disciplines to use educational materials, a system of tasks, including in Russian, during training sessions. Thus, the conditions for building linguistic communicative competence are created. It is impossible to teach the language of a specialty without studying the subject itself. Teaching the language of a specialty, the types and forms of speech communication in a particular educational field is carried out on the basis of this scientific subject. Therefore, active interaction of teachers of the language department with teachers of special and general technical disciplines is necessary. It can also be noted that the achievement of the goals of successful study of the Russian language by students of engineering specialties is based on the active cooperation of the teacher and the student at all stages of study. To improve the quality of language and professional training of future specialists, it is important to use the totality of all psychological, pedagogical, methodological resources. A special condition for achieving the desired result is the focus of the educational process on the independence and mobility of future specialists, the development of their creative potential, the use of modern information and communication technologies.

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