



THE ROLE AND SIGNIFICANCE OF STUDYING THE MODERN RUSSIAN LANGUAGE IN TECHNICAL UNIVERSITIES

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ABSTRACT

This article is devoted to the role and importance of studying the modern Russian language in technical universities, as well as to the analysis of modern methods of teaching Russian as a foreign language, aimed at developing the language skills of students in a technical education profile. The purpose of the study is to show how the Russian language is taught to students of technical universities at the present stage of development of higher education, to specify the problems and tasks of a teacher in this area.

Keywords: studying the modern Russian language, Russian as a foreign language, innovative approach, ICT, efficiency, teacher, modern education, role and significance, technical universities.

INTRODUCTION

The relevance of research. Teaching Russian as a foreign language to students of technical universities has been an active area of research over the past decades. The number of students studying Russian is constantly growing, which is associated with the growing role of the Russian language in the educational environment and the development of international relations in this area. The main goal of teaching Russian to foreign students is to teach them to speak Russian fluently (primarily in their specialty), express their thoughts, understand interlocutors, reproduce and interpret oral and written information obtained from printed and audio sources. Studying the Russian language for professional purposes for students of non-linguistic universities is not only a way to master a future profession, but also an opportunity to communicate competently in a professional environment and easily adapt to constantly changing working conditions. This determines the relevance of the study [1, 4, 5].

To achieve the goal of the study, it is necessary to solve the following tasks:

- describe the features of the organization of the educational process in teaching Russian as a foreign language to students of technical universities;





- to identify modern methods of teaching Russian as a foreign language to Uzbek students of non-linguistic universities.

The practical significance of the study lies in the fact that the results can be used in the teaching practice of Russian as a foreign language or in the creation of educational materials designed to develop reading, speaking, listening and writing skills for students for whom Russian is a non-native language.

Features of the organization of the educational process in teaching Russian as a foreign language to students of technical universities.

A modern specialist must meet the new requirements in terms of education and competence, due to innovative processes taking place in various areas of modern society and, above all, in science and technology. These processes require higher education to search for new ways of modernization and development [1]. The upbringing of the youth of New Uzbekistan poses new challenges for teachers of Russian as a foreign language, one of which is the speedy introduction of new technologies in the educational process, the creation of new approaches and teaching methods to fight fierce competition and maintain a high level of Uzbek education.

Professional programs in the Russian language have become one of the main directions in the methodology of teaching Russian as a foreign language.

As a rule, at the initial level, the interests of the student have little to do with the chosen field of science: in the preparatory, 1st and 2nd years, the teacher of Russian as a foreign language aims to develop those language skills that will allow a foreign student to communicate in a non-native language, take university courses in the chosen field of study and show interest in Russian culture and language [5].

At a more advanced level, taking into account the gradually increasing need of the student to work with specialized literature, the teacher is expected to develop the student's language skills necessary for full-fledged professional communication in Russian, focusing on the acquisition by a specialist of the most important language skill in professional life, active involvement in practical activities and communication. Considering that today the goals and objectives of Russian as a foreign language programs are determined, first, by the needs of students, a survey was conducted among students studying at the Andijan Machine-Building Institute. The results of the survey showed that future students of non-humanitarian disciplines prefer to study Russian using computer technology based on scientific texts in accordance with their educational profile. In other words, in the programs of Russian as a foreign language, teachers are encouraged to select texts by discipline and make extensive use of computer technology to optimize the learning process. The proposed methods of work are based on an integrated approach to teaching Russian as a foreign language





using specialized texts that take into account the student's field of study and his interests, by introducing computer technologies into the educational process.

Modern methods of teaching Russian as a foreign language to students of technical universities:

1. Lexical and linguistic methodology, the oldest of all language-teaching methods, dominated the methodology of teaching Russian as a foreign language before the advent of the communicative field of learning. The development of reading, speaking and writing skills depended on teaching students various sections of linguistics. The main difference between the language-training programs in technical universities is the mastery of general scientific and special technical vocabulary. That is why in a technical university, reading and translation are taught based on technical texts containing a large number of special terms.

However, unfortunately, despite the importance of mastering the Russian language, modern realities are such that the number of study hours allocated for this is limited, and the groups are overcrowded. In this regard, it is difficult equally pay attention to all types of speech activity - reading, speaking, writing, and listening. In addition, teaching Russian as a foreign language in technical universities is complicated by the fact that students have different levels of training. Not all applicants, yesterday's schoolchildren, have sufficient knowledge in the field of linguistics. Having chosen a technical specialty for themselves, many did not pay due attention to language training at school. All of the above circumstances have a negative impact on the effectiveness of the learning process. Despite the fact that the goal of teaching the Russian language at a technical university is to master all types of speech activity, it is not possible to achieve this in practice, due to objective reasons. By setting inflated learning goals, we violate one of the fundamental principles of didactics - the principle of the feasibility of learning.

Therefore, it is advisable, when building a curriculum, taking into account the above difficulties, to focus not on all types of speech activity, but to choose a priority direction. We believe that such direction is technical translation. Translation is a type of linguistic mediation in which the content of a foreign text (original) is transferred to another language by creating a communicatively equivalent text in this language.

2. Fragments of scientific and educational films, news releases. It should be noted that mastering the Russian language as a means of intercultural communication takes place in the conditions of training at a technical university, and then the use of authentic films in the formation of sociolinguistic competence has a special role.

Fragments of scientific and educational films, news releases, commercials are a very effective means of developing sociolinguistic competence in oral communication,





mainly because they demonstrate holistic scenarios that clearly represent sociocultural reality. In addition, the context and situation of communication in is considered in a specific learning situation in the verbal and non-verbal terms of expression. Such work allows foreign students to form stable associations of a certain situational context with the expected verbal and non-verbal behavior [4].

For example, when studying the topic “Professions”, foreign students are offered fragments of films with an advertising context (about hiring, about the work of company personnel, about the work of the marketing and advertising service, etc.)

The selection of authentic films is very important in order to form sociolinguistic competence. To do this, a teacher of Russian as a foreign language must meet the following criteria:

- a) select video material according to the level of communicative competence of students, their interests in the field of need in general;
- b) at each practical lesson in which video material is planned to be shown, it is necessary to provide for the educational, educating and developing potential of the content of the film, implemented in the process of working on it, for example, when discussing it;
- c) reflection in the film of the modern reality of Russia (culture, economy, politics, society, etc.);
- d) provide for the range of sociocultural and sociolinguistic information contained in the film, reflecting the difference in the sphere of communication and communicative situations.

As the practice of teaching Russian as a foreign language at an advanced stage of learning shows, it is advisable to give preference to news information, socially popular programs (“News on First”, “Let them talk”, “60 minutes”, “In the Studio with Fetisov”, “Problems of education”, etc.), since they:

- represented by dialogues, live colloquial speech;
- their topics and plots meet the age and communication needs of foreign students;
- educational and scientific films, news releases allow you to get acquainted with the life of Russian society, with the mentality inherent in the native speakers of the language being studied, which also plays an important role in the formation of sociolinguistic competence, sociocultural competence and brings students closer to authentic speech.

It should be noted that the methodological expediency of using authentic films is confirmed by the fact that for educational purposes they allow audiovisual presentation of variable communicative situations. They involve foreign students in



language communication and determine their speech behavior within the same act of communication in the role of both the speaker and the listener [3].

3. Innovative and information and communication technologies. Modern education based on information technology (computer, tablet, phone, iPod) has its own specific features that distinguish it from other forms of systematic education, if only by the fact that it is not based on the experience of previous stages of education, but is a fundamentally new type of educational cognitive activity in the study of Russian as a foreign language in technical universities.

The main forms of using innovative technologies are as follows:

- 1) multimedia lessons that are conducted on the basis of computer training programs;
- 2) lessons based on author's computer presentations during lectures, seminars, laboratory work, student reports. So, with the help of the PowerPoint computer program, teachers organize a series of multimedia lessons, training modules, electronic teaching aids that allow you to integrate audiovisual information presented in various forms - graphics, slides, text, video, etc.;
- 3) testing on computers;
- 4) telecommunication projects, work with audio and video resources online;
- 5) distance learning, including all forms of educational activity carried out without personal contact between the teacher and the student. In the global Internet network, almost any educational services are presented today, ranging from short-term advanced training courses to full-fledged higher education programs;
- 6) work with an interactive tablet Smart Board;
- 7) voice chat over a local network, used for teaching phonetics. So, to implement the chat, free Net Speakerphone or Speaker programs are used, which allow you to communicate in any mode: teacher-student, student-student, conference mode.

All this is aimed at creating a foreign language environment in the process of teaching Russian as a foreign language, to achieve which technical teaching aids are used. So, for example, computer-training programs in Russian as a foreign language classes allow for the following forms of work: practicing pronunciation; work on grammatical material; vocabulary expansion; learning to write; teaching monologue and dialogic speech, etc.

Today, as you know, the priority in the search for information is increasingly given to the Internet, which provides a wide range of information sources, which is so necessary in the educational process. This includes basic information posted on the Web and FTP servers of the network; operational information sent by e-mail; various databases of various information centers; information about books and magazines distributed through Internet stores, etc. Hence, the information resources of the





Internet are organically integrated into the educational process, helping to solve various didactic tasks in a foreign language class, for example, such as:

- ✓ formation of reading skills;
- ✓ replenishment of your vocabulary of the language being studied;
- ✓ improvement of writing skills, for example, when compiling answers to your communication partners;
- ✓ improvement of listening on the basis of original audio texts of the Internet;
- ✓ acquaintance with the culture, speech etiquette, peculiarities of speech behavior of the country of the language being studied;
- ✓ improvement of the ability of monologue and dialogic utterance;
- ✓ formation of motivation for foreign language speech activity and knowledge of the specifics of academic writing [3].

When solving these problems, real conditions are created for students to expand their horizons, self-education, and the ability to organize independent and research work. In this regard, the researcher I.G. Zakharova proposes the creation of an Internet library to facilitate searching on the Internet. However, for the effective operation of such a resource, it is important to prepare auxiliary pages containing the most valuable sources of information on the issues under study. Although these resources are not educational material, they nevertheless provide an opportunity to work online with authentic texts, which is a motivational source for students, and therefore can be used in the educational process. Therefore, the opportunity to see, read, listen to authentic material and then communicate with native speakers themselves forms independent creative and critical thinking. In this regard, it is possible to offer electronic versions of newspapers, most of which have their own web pages. This is, in particular, the MEDIA LINKS page, which has links to many publications, such as the Russian Library Association, International Federation of Library Associations and Institutions, TASS Russian News Agency [2].

Thus, the possibilities of using Internet resources are enormous, since they create the conditions for obtaining the necessary information for students located anywhere in the world, be it news from the life of young people, articles from newspapers and magazines, regional studies, etc.

However, it is important to understand that each teacher should follow the following provision: the computer in the educational process is not a mechanical teacher or his deputy; it is a means that enhances and expands the possibilities of its educational activity [3]. The teacher in this case organizes the cognitive activity of students, trying to interactively use, for example, situational learning models; apply creative methods, including the latest techniques (“case study”, role-playing games, business games,



dialogues, debates, seminars, conferences, abstracts defense, etc.) in order to solve problems of education quality with the help of innovative learning technologies.

Conclusion. As a curriculum developer, an RFL teacher should be able to master the following skills:

- a) work with a word processor and graphic editors, development of a script for a computer program, including preparation, correction, evaluation and testing;
- b) The use of indirect help, anticipating errors and presented in the form of translation, thematic vocabulary lists, etc., as this will direct the student to the correct answer;
- c) the use of general, specialized and tool programs for programming.

At the same time, when teaching Russian to foreign students of technical universities, one should not forget that mastery of listening, reading, speaking and writing depends primarily on the level of language competence of the student [1]. It should be noted that the division into areas of training is rather arbitrary, since all these areas are interconnected and can be applied in a complex manner.

It can be said that there is no definite solution to all problems, and there are no exact instructions on how to deal with them. The best solution is to use a combination of different solutions, taking into account the characteristics of today's youth of the XX century.

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