



STRATEGY FOR MODULAR TEACHING OF RUSSIAN AS A SECOND LANGUAGE IN A TECHNICAL UNIVERSITY

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Abstract

The article reveals the principles of constructing training modules, the essence of modular training, and identifies the purposes of using modular technologies. The methods of presenting training material are reflected: structuring of parts; implementation of synthesis of theoretical information and language material at the text level; use of cognitively oriented and text-oriented technologies. The structure of training modules synthesizing theoretical subject-thematic and practical components is presented. Examples of tasks that make up the practical component are given. The content and structure of training modules correlate with the cognitive professional and linguistic aspects of engineering communication, the mastery of which is the purpose of teaching Russian in a technical university.

Keywords : modular training, module, educational and methodological complex of the discipline, engineering communications.

One of the features of the modern educational process is its technological nature. "Not only the content of pedagogical and educational activities changes, but also significant transformations occur in the structures of educational information and the forms of its transmission for assimilation by students." The educational paradigm changes from educational to cognitive. Modular learning strategies allow us to practically solve this problem. Modular learning is a way of organizing the educational process based on the block -modular presentation of educational information. The essence of modular learning is that the content of training is structured into autonomous organizational and methodological blocks - modules, the content and volume of which can vary depending on the didactic goals, profile and level differentiation of students, the desire of students to choose an individual trajectory of movement along the course.





Modules can be mandatory and elective. New generation educational programs are built using credit-modular technologies, they are based on the principle of communicative-cognitive significance in the selection of linguistic and textual material. A module is a target functional unit that combines educational content and technologies for mastering it. The module acts as the main means of modular training. It includes a target action plan, an information bank, and methodological recommendations for achieving didactic goals.

The module was created to meet the technological needs of the curriculum. It is based on the concept of interdisciplinary integration. If the integrative approach to language teaching is based on the interconnected formation of skills in all types of speech activity - listening, speaking, reading, writing - then when teaching the language of a specialty, the integrative approach is carried out in close connection with the task of professionally oriented language teaching. Structuring the material on a modular basis is used when creating an educational and methodological complex of the discipline. The module consists of cognitive and educational-professional parts. The cognitive part forms theoretical knowledge of the discipline (topic), and the educational-professional part - mastering skills and abilities based on the cognitive part. The discipline "Russian Language" is taught to students of a technical university in groups with the Uzbek language of instruction in the first year.

The prerequisites of the course are the basic content of training in the subject "Russian speech" in schools with a language other than Russian, which assumes: - at the level of communicative competence - the development of skills to organize speech and non-speech behavior of students adequately to the tasks of communication; - at the level of linguistic competence - assimilation of linguistic knowledge of the system of the studied language, the development of skills and abilities in proficiency in language means; - at the level of ethnocultural competence - familiarization with the values of the culture of the people - the native speaker. The discipline "Russian language" occupies a special place in the system of training bachelors with engineering education. For students of a technical university, learning Russian is not only improving the skills and abilities acquired at school, but also a means of mastering a future specialty. The goal of the course is professionally oriented language teaching, the formation and improvement of skills and abilities in proficiency in the Russian language in various types of speech activity necessary for engineering communication. The objective of the training is to expand and deepen the knowledge of bachelor engineers in the field of scientific speech, since scientific style is the basis for preparing for mastering professional speech and the language of the specialty. The structure of





the module includes lexical and grammatical material, text material, and methodological recommendations.

The educational material is presented in the following modules:

- 1) extralinguistic features of scientific style;
- 2) lexical features of scientific style;
- 3) morphological and syntactic features of scientific style;
- 4) technology of scientific text analysis;
- 5) functional and semantic types of scientific texts;
- 6) design of scientific work;
- 7) information processing of scientific texts;
- 8) drawing up an annotation;
- 9) writing an abstract;
- 10) writing a review and feedback;

The purpose of the module is to learn to distinguish scientific style from other functional styles of speech, find elements indicating this style, know the characteristic features of the scientific style of speech, genres, varieties of sub-styles; be able to: analyze texts of scientific style, extract information from them. When studying the modules, students should receive a systematic understanding of the linguistic features of scientific style (lexical, word-formation, morphological, syntactic), learn to correctly formulate scientific definitions, know the features of the construction and use of constructions expressing the qualification of the subject and its characteristics, expressing the process and result of the action. The module presents theoretical information about the semantic types of scientific texts, students learn to distinguish texts of "rigid" and "flexible" construction methods, find elements indicating the assignment of a text to a certain type, build logical models of texts of various semantic types, analyze texts, extract information from them.

The module is aimed at teaching productive types of written work, developing skills in presenting the results of educational and scientific activities (abstract, term paper, diploma thesis, scientific article, report), which is one of the most important stages of scientific research and creative work.

The objective of the practical component is to develop skills and abilities based on active mastery of special and scientific and technical terminology. The principle of validity, argumentation, and evidence of the answer presupposes an attitude towards a complete, consistent, and evidence-based expression of one's opinion. The transition to the credit system of education has significantly changed the work of the teacher; independent work of students has acquired a higher qualitative significance.





As part of the independent work, students are offered to create a case study on “Environmental Consequences of the Oil Era,” “Features of Scientific and Technical Literature,” work with literature on the specialty: examples of information presentation in textbooks on the specialty, a round table on the topic of “Borrowed Terms in the Oil and Gas Business,” prepare a communication project (speeches, presentations) on the topic: “All About Oil,” etc. The main approaches to teaching engineering communication are as follows: – during the learning process, students not only receive new information, but also correlate new knowledge with the structure of the previous knowledge; – students actively interact with their classmates, and then process and summarize the information, rather than simply memorize and mindlessly repeat it; – students benefit from interacting in groups with students with different levels of language competence; – during group work, an environment is created where there is a dialogue between the students (as a rule, problems related to future professional activities are discussed).

In the process of such activities, professional communication is taught. Thus, when studying the block, which reveals the content of the concept of "professional communication of specialists", the components of the concept of "professional speech culture", the competencies necessary for successful professional communication are designated, it is possible to use the method of hierarchical ranking of cards, when using which the skills of teamwork are practiced, conditions for positive motivation are created. The method forms the skills of selecting information that is a priority in relation to a specific situation. The work takes place in small groups.

Students lay out the cards they have received, which represent the levels of public speaking skills in order of priority:

- 1) mastery of the material;
- 2) self-control;
- 3) the image of the speaker.

The structure of each level is also reflected on the cards: literate speech, vocabulary, speech composition, naturalness of behavior, speech technique (diction, tempo, intonation, voice), contact with the audience, the main parts of classical rhetoric (invention of thoughts, arrangement, verbal expression, memorization, pronunciation). Students compare the ranking of cards they have done with the options proposed by other groups for subsequent discussion. At the final stage, a survey is conducted based on the results of the task. This method can be used in parallel with the "5 questions" method, which develops information management skills. Unfortunately, the article format limits the possibility of presenting other methods that can be used in the language teaching process. The principles of





development and use of the module allow for expanded targeting, use of variability, and individualization of learning. The training model includes interdisciplinary problem-based modules; self-regulated individualized learning process; basic experience of preparation for university studies; external expeditionary research; leadership; cooperation; interdisciplinary problem solving.

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