



**FEATURES OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE IN
TECHNICAL UNIVERSITIES**

Turaeva Shahida Egamberdievna
Karshi Engineering and Economic Institute

A B S T R A C T	K E Y W O R D S
<p>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.</p>	<p>Russian as a foreign language, competence-based approach, neutral and scientific styles of speech, teaching technical disciplines, increasing motivation.</p>

Introduction

World globalization contributes to the dynamic integration of the vocational education system of the Republic of Uzbekistan into the international educational space. 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 radical rethinking of the structure, content, and achievements of higher education that has occurred in recent decades makes it impossible to confine it within a national framework. Especially taking into account the development of global economic and social processes, which are increasingly blurring interethnic and territorial boundaries.

In the process of modern education, students of engineering and technical specialties must acquire the competencies of independent, mobile specialists of an international level with high communication skills that allow them to confidently integrate into the professional environment. As a special case in the noted global task, teaching the Russian language gives students the opportunity to acquire relevant knowledge that is necessary to participate in educational, and then scientific activities in 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 when perceiving the phonetic features of the Russian language, perceiving speech, difficulty understanding grammar, and expressing thoughts in written and oral speech.

Programs for teaching Russian as a foreign language in non-linguistic higher educational institutions are aimed at developing sustainable skills: reading, writing, listening. Equally important is acquiring skills in understanding information sources, critical thinking, and conducting discussions. The practice

of teaching Russian as a foreign language to engineering students shows that in order to achieve success in the educational process, they must master a neutral and scientific style of speech in the Russian language. The combination of knowledge of “General language proficiency” and “Scientific style of speech” makes the main goal achievable: proficiency in the language of the specialty in a non-native language.

Expanding the scope 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 confidently master any part of a language - the language of general proficiency, together with the language of scientific proficiency, constitutes the common foundation for confident use of the language. In the process of studying the Russian language, the teacher carries out systematic work with students of technical fields, the purpose of which is:

- a) mastering scientific and technical terms and syntactic structures of scientific and special technical speech;
- b) development of skills in analyzing the structure of text, writing reports, information messages;
- c) the ability to reconstruct listened texts on 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 textbooks, 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 create an electronic educational space for students studying the Russian language. Electronic resources that have found wide application in studying Russian as a foreign language include the so-called “tackles”. These are video and audio format files that have become a current alternative to television and radio broadcasts and do not require the use of special broadcast channels. Podcasting includes both the production of audio resources and their distribution. Podcasting is used to distribute 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 and the Internet. Assignments should be aimed at overcoming feasible difficulties and achieving significant results (two-way translation, answering questions about the text, writing an annotation, summary, abstract, etc.). The work of finding materials in Russian on a given topic presents certain difficulties for foreign-language students, due to their insufficient command of the Russian language. Problems arise in quickly forming a query, identifying and selecting the necessary information from the context found in the search engine. Often, a student at a technical university does not have the skills to work with a dictionary or specialized textbooks. Before embarking on specific actions to search and process technical information, the teacher must give tasks on searching and working with text topics accessible to students. The acquired skills are subsequently used when working with texts in the specialty. To achieve a successful result, a teacher of Russian as a foreign language must use a variety of types of work and a wide range of educational materials in the classroom, which will instill in students the skills to acquire professional knowledge and develop subject competencies.

It is very important for a teacher to help students overcome psychological barriers. The fear of making a mistake and showing ignorance becomes a serious obstacle to automating language skills. This also prevents you from applying 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. A teacher's ability to take into account the personal needs and psychological characteristics of students in practice directly affects the effectiveness of their subsequent education. The issue of maintaining student motivation is also acute in the learning process.

Three functions of motivation can be distinguished: incentives to activity, direction of activity, giving it personal meaning and significance. It is worth noting that the desire to learn Russian grows when students understand how much their professional opportunities expand if they speak Russian. One of the teacher's tasks is to create conditions for maintaining interest in learning the Russian language. It is necessary to show the speech perspective of using language material so that students strive to achieve a high level of development of language competencies. Find useful and interesting topics and materials for studying (reading, translation, discussion, etc.), apply active and interactive methods, multimedia technologies, etc. in the classroom.

Effective mastery of the Russian language by technical students provides linguistic immersion in a professional environment. For this purpose, it is possible for teachers of special disciplines to use educational materials and a system of assignments, including those in Russian, during training sessions. Thus, the conditions for building linguistic communicative competence are created. It is impossible to teach a specialty language without studying the subject itself. Teaching the language of the specialty, types and forms of verbal communication in a particular educational field is carried out on the material of this scientific subject. Therefore, active interaction between teachers of the language department and teachers of special and general technical disciplines is necessary. It can also be noted that achieving the goals of successful learning of the Russian language by engineering students is based on the active cooperation of the teacher and the student at all stages of their studies.

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 required result is the focus of the educational process on the independence and mobility of future specialists, the development of their creative potential, and the use of modern information and communication technologies.

References

1. Anopochkina R.Kh. Teaching Russian to foreign students at a technical university. Moscow, 2010.
2. Allenova I.V. Web quest in organizing project activities of students of non-linguistic universities in the Russian language // Bulletin of Science and Education, 2020. No. 6-2 (84).
3. Tyumentseva E.V. Ionkina E.S. Kharlamova N.V. Kharlamov O.S. Specifics of teaching foreign students of engineering specialties in the conditions of a modern technical university // Bulletin of the Association of Universities of Tourism and Service, 2017. Vol. 11. No. 1.
4. Tasheva U.T. The use of audio podcasts and video podcasts in teaching Russian as a non-native language // Scientific journal, 2018. No. 9 (32). pp. 55-56.
5. Silkina T.G. Instilling self-learning skills // Technologies for teaching foreign languages in non-linguistic universities: Coll. scientific Art. UISTU. Ulyanovsk, 2005. P. 102.