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METHODOLOGY FOR TEACHING PROFESSIONAL VOCABULARY IN RUSSIAN LANGUAGE LESSONS AT A NON-PHILOLOGICAL UNIVERSITY

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Abstract

The problem of teaching Russian as a foreign language at a non-philological university is considered based on modern technologies. The requirements for the formation of language courses, for the organization of teaching the Russian language, including taking into account the national language specificity of students, highlighted. General and particular methodological aspects of the problem of studying Russian as a foreign language analyzed. Moreover, the methodology of teaching Russian as a foreign language, including modern approaches to the forms and methods of control.

Keywords: *Russian as a foreign language, methods of teaching Russian language, forms and methods of control, modern technologies, teacher*

Introduction

Today, a necessary requirement in the preparation of a modern specialist is teaching a foreign language, in particular, Russian as one of the working languages of the UN and a number of international organizations. When entering a university, students already have a certain level of knowledge, skills and abilities in the Russian language, acquired by them based on general secondary and secondary specialized, vocational education. "University teachers are faced with the task of enriching this knowledge and deepening it, consolidating speech skills and abilities in relation to the chosen specialty. However, at the same time, one should not forget that today, living in

the modern world, it is necessary to obey its needs. Modern society lives and follows the requirements of the time and it needs not only highly qualified specialists capable of solving production problems, but professionals ready for innovation, with the potential for continuous professional self-development in a dynamically changing world" (Mikhailova E. V., 2020, 25). Moreover, this means that the learning process itself has changed dramatically (Moiseeva M. V., Petrov A. E. 2019, 20). The modern learning process has turned students from passive learning objects into active subjects, able to independently acquire the necessary knowledge and effectively organize their self-educational activities even after graduation.

However, it must be taken into account that not all students may have sufficient skills in self-educational activities and are not always able to properly organize their independent work, regularly complete assignments, especially if the number of hours allocated for independent work is much more than the number of classroom hours. “If in other disciplines, students study the material in their native language and can quickly complete the necessary knowledge, then in the case of the Russian language, problems arise, since the students themselves consider it a difficult discipline and cannot independently control the correctness of mastering the material” (Akhmedova M. M., Khomidova M. M., 2021, 209).

Materials and methods

Most students have no idea how to organize their self-educational activities, how to study the material and control the quality of knowledge, and how reasonably distribute the time allotted for independent work. “As a result, independent work, as a rule, begins to be carried out before control activities, which leads to the need to study a large amount of material in a short period of time, while the quality of the knowledge obtained deteriorates significantly, and part of the material simply remains unexplored, which significantly worsens the quality of knowledge” (Mikhailova E. V., 2020, 28). In addition, those students who perform independent work, in case of difficulties, do not have the opportunity to ask questions of interest to them, and if they cannot solve problems on their own, then they postpone or stop independent work altogether (Mikhailova E. V., 2020, P. 21–36). The electronic educational environment allows you quickly get answers to your questions not only from the teacher, but also from other participants in the course, to conduct individual consultations. In addition, the teacher has the opportunity to see how the process of independent work is going on, can correct and direct the work of students, adding the necessary theoretical materials, tasks for working out what caused difficulties, give recommendations and comments. Thus, independent work in the electronic environment is more efficient and

transparent, visible to both the teacher and other students.

In addition, the organization of independent work in the electronic environment allows students to develop the skills of planning self-educational activities and the regularity of its implementation. To form regularity skills each topic offered for independent work in our case on Russian as a foreign language contains mini-lectures explaining the rules, video / audio materials, exercises for memorizing, consolidating vocabulary and practicing grammatical material, as well as tasks for self-control and final testing on topic, which are evenly distributed over the weeks. But at the same time, each student can decide whether he will do it right away, in the middle of the week, or postpone it to the last days, or will follow the proposed pace, but in any case, it is necessary to meet the deadlines.

Compliance is monitored at the initial stage every week, then every 2 weeks and at the final stage every 4 weeks, that is, after the completion of work on the topic. In order for students to learn how to plan their self-educational activities, they are invited to create their own electronic work plan calendar, which will remind them of the need to complete tasks. Thus, everyone forms for himself or herself an individual comfortable pace of work, but at the same time, the ability to meet deadlines develops, which is important for their future professional activities, when it will be necessary to constantly develop and acquire the necessary knowledge on their own. “When organizing independent work in an electronic environment, the teacher and the student himself have the opportunity to see directly both the work process itself and its result and analyze what succeeded or failed and why.

In the future, the student himself can adjust his plan of independent work if he was not satisfied with the result, or there were problems with the completion of tasks, for example, some tasks took more time than the student expected did, and as a result, it was difficult to meet the deadlines (Alijonovich, A. R., 2021, 3). Thus, independent work in the electronic environment helps the student to become an active recipient of knowledge, able to control the selfedu-

cational process. To study individual topics and complete tasks online and offline, we offer online learning platforms that we used in our classes during distance learning. 1. For groups studying Russian as a foreign language, when fixing topics, we suggested listening the dialogues with an earpiece: “Customer and contractor”, “Director and employee”, “Builder and architect”. Compliance of the audio material with the level of language and communicative competence of cadets, their interests.

Result and discussion

The presence of significant educational, educational and developmental potential in the content of the listening. Reflection in the film of modern reality or the reality of the period of interest. The range of sociocultural and sociolinguistic information contained in the film, reflecting various areas of communication and communicative situations. Numerous studies prove the effectiveness of the use of feature films in the process of learning a foreign language for the purpose of professional and personal development of students.

The use of films in the classroom makes it possible to qualitatively change the learning process and, in the future, to ensure a higher level of Russian as a foreign language. It helps the teacher to reveal his creative abilities, bringing something new each time, which arouses interest among students and gives impetus for expression and, therefore, allows you to more fully implement the communicative orientation of the learning process, as well as make learning more intense, performing educational and moral aesthetic function. To use these resources or not is the choice of everyone. Nevertheless, it is the task of the teacher to direct them to the

search for the best and most useful. Thus, “the organization of independent work in an electronic environment at the initial stages of education contributes to the development of self-educational competence of students, forms the skills and abilities of self-educational activities, both in an electronic environment and outside it, contributes to the development of time management skills, regularity and a responsible attitude to work performed independently” (Akhmedova M. M., Khomidova M. M. 2021, 118). As a result, the quality of the acquired knowledge increases, which is important for the further professional activities of students, when it is necessary to constantly develop professionally and independently acquire the necessary knowledge in order to correspond to the level of development of modern technologies.

Conclusion

Our observations indicate that the expansion of cognitive capabilities with information technology in the study of Russian as a foreign language contributes to the development of a sustainable, conscious interest in learning new and immense. Stimulation is implemented in several ways: by irradiation – spreading interest in learning the Russian language without leaving the computer, by being in demand in Internet lessons or by independently working with a computer of material from other disciplines, by involving students in educational and research work. 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 XXI century.

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