



# THE PROBLEMS ENCOUNTERED IN TEACHING THE RUSSIAN LANGUAGE IN NON-PHILOLOGICAL HIGHER EDUCATIONAL INSTITUTIONS IN UZBEKISTAN

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## ABSTRACT

*The article under discussion identifies the need to increase the quality of humanitarian education of personality through the development of research, creative and cognitive activities of students using information technologies, consider innovative methods in teaching the Russian language to students of technical higher education institutions in Uzbekistan. The results of the research conducted by the author have shown that mastering the main languages of international communication (Russian, English, German, etc.) is a guarantee of a successful career and proof of the professional competence of future specialists-engineers.*

**KEY WORDS:** *the Russian language, information and communication technologies, innovative methods, students, Uzbekistan, professional, competence, cultural, communication, scientific.*

## INTRODUCTION

The modern stage of society development is characterized by increased attention to the improvement of education and upbringing processes. The language competence of future specialists plays a decisive role in these processes. Expansion and qualitative change in the nature of international relations of the Republic of Uzbekistan, internationalization of all spheres of public life make the Russian language as a language of international scientific, cultural and technical communication especially in demand in practical and intellectual activities of a person, in cultural cooperation with foreign countries. It should be noted that mastering the main languages of international communication (Russian, English, German, etc.) is a guarantee of a successful career and proof of the professional competence of future specialists-engineers [7].

Given the increasing role of the Russian language in the modern world as a means of international communication, the level of knowledge determines the reflection and transmission of information significant to the sphere of professional activity, its study should be considered as a necessary condition for the development of both an individual and a multi-ethnic state. The Russian language is studied on all continents of the world and is one of

the official working languages of the United Nations and a number of international organizations. In the CIS countries, Russian still serves as a language of inter-ethnic communication.

The acceleration of the pace of life, the growth in the level of knowledge, the widening gap between global and national interests and between the material and spiritual components of life have predetermined the emergence of new priorities in the twenty-first century for the development of education that contributes to the preparation of future generations for life in the post-industrial world. In view of the above, the modern strategy of education development is based on taking into account integration processes in socio-economic, scientific and cultural spheres and requires training of competitive specialists capable of intercultural contacts in social and professional fields. In this regard, the task of professional and personal development of students, forming the necessary level of competence in the field of intercultural and language communication becomes particularly important. Therefore teaching of the Russian language in technical higher educational institutions acquires particular relevance [1].

In the aspect of the target topic under study, a competency-based approach to learning requires



learners to master a certain set of ways of working in that professional field for their field, where knowledge of Russian (or English, German, etc.) is simply necessary. The knowledge acquired in the course of learning should be oriented towards its independent use in the learning process, even in changing conditions. Knowledge formation is connected with the rational correlation between the process of mastering the necessary knowledge and the process of mastering the ways of their assimilation, which provides the unity of learning grammatical theory and development of cognitive forces of students, their ability to independent, creative use of knowledge in the practice of language analysis and speech creation (formation of language competence).

Competent approach to Russian language teaching allows to reveal the level of a student's knowledge of the language (level of special knowledge, knowledge of the ways of actions with the language material and ability to use the acquired knowledge in non-standard situations).

The implementation of the system of forming the language competence of future specialists in Uzbekistan's technical higher educational institutions aims to develop students' skills to mobilize knowledge, manage their activities and master new ways of dealing with educational material. The criteria for forming the language competence of future specialists-engineers are the ability to identify a language unit, to compare it with externally similar units, to master the methods of action and on this basis to acquire new knowledge.

The importance of learning Russian in universities and the methodology of teaching are increasingly attracting the attention of many scientists. When learning Russian, a new system of concepts is learned, which is a function of culture, and this last category is historical and is related to the state of society and its activities.

Of particular interest are also psychological and pedagogical approaches to teaching the Russian language, which are widely used today in higher education (Yu. K. Babansky, A. S. Belkin, A. A. Bodalev, L. S. Vygotsky, P. Ya. Halperin, I. A. Winter, A. A. Mirolyubov, etc.) [4].

The urgency of the research conducted by the author in Ferghana Polytechnic Institute is dictated, firstly, by the economic and socio-cultural changes in the society and the problem of improving the language training of students of technical higher educational institutions, which has arisen in connection with it; secondly, by the popularity of the Russian language not only as a means of interethnic communication, but also as a field of formation of professional communicative competence of specialists; thirdly, by the level of development of the problem in the modern scientific, pedagogical and methodical literature, where the range of issues related to the development of the Russian language.

Besides, we should note that in recent times, there is a widening gap between the level of language training of specialists in technical higher educational institutions and the requirements that have different professional spheres demands on them. At the same time, it is possible to achieve a cardinal reorganization of the system of language training of future specialists, perhaps, only by overcoming the contradiction between the existing capabilities of the educational system of the university and the dynamically growing requirements for the level of language training of future specialists-engineers [6].

Also, the practical component of the graduates' competence, formed in the course of studying the discipline "The Russian language", is rather poorly developed. The reason for this is the inefficient use of the "The Russian language" discipline, modern methods of teaching, allowing students to acquire the necessary knowledge and skills in a shorter period of time, to form from them professional language skills. We share the viewpoint with Safarova N. S., who asserts that "the existing traditional model of training future specialists in the Russian language in higher education institutions does not fully ensure the formation of language competence of students" [2]. The foreground comes out the need to use new ones in teaching, innovative, forms of learning. In the process of training future specialists it is very important to use different methods of learning, because by integrating many of the progressive things that have been accumulated in pedagogical theory and practice, they eliminate a number of contradictions, inherent in the learning process and enhance its effectiveness in the Russian language discipline in order to formation of professional-linguistic competences of students.

The university should be ready to offer its students both compulsory and elective courses that provide for "correction and improvement of individual speech skills and abilities, that are particularly needed by future humanities professionals in a narrow professional field." [3]

## METHODOLOGY

The methodological basis for the research was: a systematic analysis, providing consideration of the language training process of future specialists as a process of holistic, reflecting the internal unity of education (consistency, structure, sustainability, isolation, independence); technological, competent approaches to the study of the essence of professional activity, the process of learning as a whole and its individual components.

Theoretical basis of the research was formed by the following provisions: language competence (E. D. Bozhovich, V. V. Vetrova, E. I. Isenina, M. I. Lisina, etc.), theory and practice of professional training of future specialists (S. D. Bozhovich, V. V. Vetrova, E. I. Isenina, M. I. Lisina, etc.). I.



Arkhangelsky, E. P. Belozertsev, A. A. Verbitsky, M. G. Garunov, etc.), personal approach to professional training of a specialist (K. A. Abulhanova-Slavskaya, V. V. Davydov, I. A. Winter, etc.) [1].

In order to achieve the goal, solve the research tasks and check the hypothesis, general pedagogic (analysis of documents and literary sources, interviews, polling, interviewing, study of activity results, generalization of experience and independent characteristics, stating and forming the stages of pedagogical experiment, etc.) methods have been applied by the author.

## RESULTS AND SUGGESTIONS

The research conducted in Ferghana Polytechnic Institute, Uzbekistan, has shown the following:

- Special attention should be paid to such aspects of the Russian language teaching that are "coupled with the verbal side in the mastering of the art of public speech, as well as rhetorical genres that imply not only a truly high level of culture of Russian speech and culture of thought, but also the formation of linguistic and communicative compositions.

As noted above, traditional forms of learning cannot fully meet this challenge, and it is evident that new forms of learning are needed that will produce a "new quality" of education. To my mind, information and communication technologies (ICTs) can provide real assistance in this regard. Informatization of education is an inevitable process and a university teacher must be able to use the potential of information and communication technologies, but in the technical higher educational institution the possession of innovative information technologies becomes especially important.

- The use of ICT improves the efficiency of the learning process, saves learning time, allows the student to work at a pace where he or she absorbs the learning material better, i.e. "it allows for a personal approach to learning, creates a comfortable learning environment, with the help of a computer creates excellent visibility, the student has complete and objective information about the progress of learning in the classroom".

The following forms of use of information and communication technologies are possible in Russian language courses:

- 1) creation of computer presentations by the teacher and the student;
- 2) work with websites focused on the Russian language teaching;
- 3) use of electronic dictionaries and encyclopedias;
- 4) performance of tasks with audio and video materials from the Internet by students;
- 5) distance learning of the language;
- 6) contact with sites of educational institutions teaching the Russian language;

7) communication with native speakers in virtual societies, social networks. Each form of using information technologies has its own peculiarities.

- It should be noted that ICTs can be used at different stages of the Russian language teaching process: when explaining new material, fixing, repeating, controlling; at the same time for a student they perform different functions: a teacher, a working tool, a training object, a team working together. Appropriate use of ICTs enhances the visual composition of learners' mindset, which has an effective effect on the learning of learning materials.

Particular attention should be paid to the use of the interactive whiteboard in the learning process as another innovative tool. A dedicated whiteboard training site to share experiences on the whiteboard The Promethean Planet ([prometheanplanet.ru](http://prometheanplanet.ru)). The instructor only has to master Activ Studio software, Activ Inspire and interactive whiteboard, Activ Board.

- When teaching Russian it is very important to present the material visually, and interactive whiteboards are a great help in this, for example, knocking and the teacher can jointly create a flipchart on the topic of the lesson. This develops not only the creative skills of students, but also the ability to work with computer technologies.
- Information of the World Wide Web is a find for preliterary teachers, as the number of Websites professionally teaching Russian, for example, is growing: [Gramota.ru](http://Gramota.ru), [Culture of writing \(grammar.ru\)](http://Culture of writing (grammar.ru)), Russian language and culture of speech and others. Teaching Russian using resources from similar sites broadens learners' horizons and enhances their knowledge.

Teachers are also offered ready-made software products (EER, Electronic Encyclopedic Dictionaries, "The Great Encyclopedia of Cyril and Methodius"), Internet resources, text materials, tests, presentations of educational materials and electronic aids developed for literature lessons and courses of choice. In order to develop the communication competence of students, the instructor should be able to organize the work with Internet resources, master new methodological approaches in learning and the interaction between the instructor and the student is carried out in a dialogue mode, which facilitates the process of information exchange and increases the cognitive interest of students.

## CONCLUSION

Thus, we see that the use of ICT is one of the necessary components of the educational process, including the successful organization of independent work in teaching Russian to students of higher education institutions.



Information and communication technologies are able to ensure the effective transfer of knowledge, actively involve students in the educational process, improve the efficiency of learning, as well as to a maximum extent take into account the personal needs and peculiarities of students themselves. It provides the impetus for the development of self-study skills, a certain literacy in working with a source of information, which is a prerequisite for the further intellectual growth of students [5].

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