

Actual Problems in Teaching the Language of the Specialty to University Students

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ABSTRACT

The article deals with some actual problems in teaching the language of the specialty to university students. Here the teaching of Russian language as a non-native in national groups of universities is discussed as well.

KEYWORDS: *social life, socio-cultural environment, educational process, pedagogical practice, reassessment of values, weak language background, future specialist*

The rapid changes in modern social life and the socio-cultural environment dictate new approaches to education in general and to subject education in particular. The most relevant and promising direction in the organization of the educational process in modern pedagogical practice is recognized as personality-oriented education. In teaching the Russian language with this approach, the goal is not so much teaching the language as developing the personality of students. This largely requires a revision of the content of education and traditional teaching methods, which to a certain extent leads to the breaking of stereotypes, reassessment of values.

As a result of the ongoing reforms in recent years, an integral system of lifelong education has been revised and created - preschool, general secondary, secondary specialized, professional, higher and postgraduate. An important role in this matter is assigned to vocational education through the creation and development of a network of vocational technical schools.

According to the new standards, in all universities of Uzbekistan, very few practical classes are allocated for teaching the Russian language, and students speak the language in different ways, from zero to fluent. Under such conditions, it is necessary to improve the methodology of teaching the Russian language to gifted students who speak Russian fluently, using the achievements of linguodidactic science and new pedagogical technologies for this. For those who come to a university with a weak language background, but are oriented towards science and want to learn languages, it is necessary to develop educational computer programs, create educational complexes, didactic materials for self-mastery of the Russian language, and organize paid courses. The purpose of such training is to correct the language knowledge acquired at school, where schoolchildren studied their native, Russian and foreign languages, and to inculcate the skill of self-improvement in Russian in their chosen specialty.

According to linguodidacticians, today the professionally significant qualities of a person are based not so much on the criteria for the volume and completeness of specific knowledge, but on the ability to independently replenish them, set and solve professional problems. In the context of

ever-increasing opportunities for real access to information from any country in the world and in any language using global telecommunication systems, it becomes necessary for each person independently to be able to develop a rational strategy for searching for the information he personally needs from a variety of existing ones. A person needs formed skills of effective interaction with the information environment, the ability to use the opportunities provided by it. This call of the times came into conflict with the traditional system of education or the reproductive type of education. The transfer (or translation) of ready-made knowledge and algorithms for action does not ensure the formation of creative opportunities for both those who study and those who teach. To build a new type of education, it is necessary to change the paradigm itself from informational to semantic. Only in this case, training can set as its central task the development of the personality of all participants in the pedagogical process.¹

A university teacher who teaches a student primarily as a future specialist has the goal of making learning motivated and pragmatic, teaching the student to independently set learning objectives and find ways and means to achieve them, to promote the formation of skills of control and self-control, assessment and self-assessment in order to form the skill of self-learning and self-improvement in the language. The activity approach opens up a wide range of possible solutions for the trainee, creates a reasonable choice of one or another opportunity, i.e. setting for creativity. This goal is pursued by a university teacher within the framework of the entire learning process, that is, not only within a separate practical lesson or a system of classroom classes, but also at the stage of organizing a student's independent work.

The task of the Russian teacher is to choose the forms of work that are based on the joint with the teacher or independent educational and cognitive activity of students. Traditionally, in the practice of teaching Russian as a non-native language in national groups of universities, there is such a form of independent work as preparation for a presentation at a student scientific conference. Every year Russian teachers, as scientific advisors and consultants, prepare students to speak at this conference. The main educational goal is to form the skill of public speaking on the topic of the chosen specialty in a non-native, in this case Russian, language. Here it is necessary to organize the research work in such a way that the students themselves

¹ Modern pedagogical technologies in student-centered education and upbringing - Educational and methodological manual for teachers and educators. - Under the general editorship of D.Kh. Dzhuraev. - Tashkent, 2008, p. 13.

choose the topic of the message and justify the solution to the chosen key problem, they themselves can explain how to act so that the presentation is successful and the relevance of the chosen problem becomes understandable and interesting to the entire audience. Naturally, with this approach, the actions of the trainees become more active, independent, creative than in classroom practical classes, where everything is subject to the standard, program and traditional teaching methods. The function of a Russian teacher is to skillfully "stage" this active search activity, to identify and adequately present all interdisciplinary connections, to select the language minimum that corresponds to the communicative goals in this particular form of learning organization.

The use of student-centered learning technology makes it possible to smooth out the contradiction between the need to improve the efficiency and quality of education, on the one hand, and individual abilities and different levels of students' language training, on the other. This technology is a way to resolve other urgent problems and contradictions that take place in the practice of teaching Russian as a non-native language in the modern conditions of functioning and teaching the Russian language in Uzbekistan: the contradiction between motivation and stimulation of students' learning, between passive-contemplative and active-cognitive types of educational activities, between the education of a future specialist and training, between the individual development of a student and the needs and standards of education.

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