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PROBLEMS OF TEACHING THE SPECIALTY LANGUAGE IN TEACHING RUSSIAN AS A NON-NATIVE LANGUAGE

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ABSTRACT

Proficiency in the language of the chosen specialty in a non-native language provides foreign-language scientific and professional communication when studying at the university. The main idea of teaching the language of specialty and professional scientific speech is based on the statement that learning a language should not be for the sake of formal knowledge, but for practical mastery of it. Being proficient in a language means having skills and abilities in all types of speech activity.

KEYWORDS

Specialty language, professional speech, text, communications skills, connectivity, speech units.

INTRODUCTION

The concept of "specialty language" defines such an aspect of teaching Russian as a non-native language in modern conditions, which provides international educational, scientific and professional communication and in-depth study of the chosen specialty when studying at a university. Naturally,

proficiency in the language of the chosen specialty in a non-native language is secondary for a first-year student and is based on general knowledge of the Russian language and knowledge of the specialty as such, obtained when studying at a university in their native language.

The main principle of the modern methodology of teaching Russian as a non - native language is the communicativeness of learning, chosen in this study as the basic direction of linguodidactics-a communicative-activity, as well as a person-oriented approach and innovative technologies as the main means of achieving educational goals. A meaningful attitude to language is based on understanding the deep communicative mechanisms of language and mind orientationand, based on the communication situation, choose language tools, as well as understand the author's intention of the finished speech work and evaluate the content presented by him. This principle of communicative learning can be fully implemented only if the training is based on such linguistic provisions that, firstly, will allow us to understand and typify the semantics of the constructions that make up the text, and secondly, to assess their communicative potential in relation to the professional sphere and a specific communication situation. Therefore, the approach to grouping, selecting and describing language material should be recognized as the most important moment in implementing the communicative-activity approach in teaching and creating a methodological system based on the principles of innovative pedagogical technologies.

The main idea of teaching the language of specialty and professional scientific speech is based on the statement that learning a language should not be for

the sake of formal knowledge, but for practical mastery of it. Being proficient in a language means having skills and abilities in all types of speech activity. Teaching productive (speaking) and receptive

(listening) types of speech activity is presented in this paper in such a ratio that depends on the initial level of Russian language proficiency of students. In practical grammar, which should ensure active speech actions of students, we distinguish first of all the constituent units of the language. At the main stage (in groups with weak language skills) - this is a sentence and a training text (model), and at the advanced stage (in groups with fluency in Russian) – a special text.

The idea of communicative learning, following a number of researchers (S. N. Rubinstein, A. N. Leontiev, I. A. Zimnaya (psychological foundations); (T. A. Ladyzhenskaya, M. T. Baranov, G. A. Kitaygorodskaya (methodological foundations); M. P. Alieva, A. A. Reshetarov, T. A. Teplyakova T. A. (domestic linguodidactics)), we understand as the orientation of learning to the final result. The end result of learning, however, is that we see the output in speech, in a correctly formed utterance or text, whether it is a sounding or written version of it. Thus, recognizing the key positions of the text in the developed coherent speech, as well as in the motivation and organization of educational and professional activities in the chosen technology, we logically come to the conclusion that it is the text that

should be given the status of the main unit of education.

In accordance with the structure of the new pedagogical technology of teaching, which we have chosen for this study, stated in the first paragraph, in order to diagnose the level of assimilation of educational material and select students in groups with a homogeneous level of language and professional knowledge and existing experience, we divide groups of students into those who speak Russian well and those who do not. The stages of working on the text as a key unit of learning are presented as the main material for speech development for groups that are weak in terms of language, and for strong groups - as advanced. At the main stage, according to RCT methodologists, the main task is to form a view of the text as a language unit, when, perceiving someone else's coherent utterance on an educational or professional topic or creating their own, the student clearly sees and highlights the text characteristics, distinguishes the text from the context, and is aware of the functional purpose of each category of text. At the advanced stage, attention is focused, on the one hand, on stylistic varieties of speech and genres (form), on the other - on the structure of the text content (subject competence plus identification of patterns of thought structuring).

The first stage is basic for the entire system. It is best provided linguistically. Here we have outlined a

range of key concepts from text theory, knowledge of which will ensure the success of training and will allow us to form a scientifically based system of work on the development of coherent and specific scientific speech.

Why is scientific speech and text in the specialty so important in modern conditions? In our opinion, in order to streamline the learning process, it is advisable to bring the educational situation closer to the situation of real communication, to ensure the similarity of educational material and educational speech activity with the real language and real speech professional activity of the student. Modeling the communication process and taking into account the specialty is only one side of the matter. Research of psychologists has proved the fact that a person's speech is an act of activity and therefore should be considered in the system of his activity in general; a specific act of activity, which includes specific speech acts, should end with the achievement of the goal. Speech is one of the means to achieve this main end goal.[1] A high motivational level will be maintained and significantly contribute to the adequacy of skill transfer if the development of a certain speech skill in Russian language classes is part of larger units of educational action that allow for such an orientation of goals that would be related to the goals of professional training, and the speech act itself will be clearly linked

with more specific a large functional unit of speech associated with the specified learning activity.

Once again, it should be emphasized that the strategic goal of teaching Russian as a language of science in modern conditions is to acquire and improve relevant knowledge for students, which is why it is necessary to study the language of the specialty. Future специа/ specialists need to know perfectly professional speech, scientific text with all the features of its functioning in scientific, educational, scientific and professional spheres of activity. Therefore, a special text is taken as a unit of training.

What is an educational text as a linguodidactic concept? From our point of view, any didactic or methodical construction should be based on a solid theoretical foundation. For the correct orientation of the methodological system, we consider it necessary to analyze the main theoretical provisions concerning the text.

V. A. Bukhbinder and E. D. Rozzanov, researchers of text structure in theoretical linguistics, note that "an integral feature of a text is its coherence"[2]. Connectivity is understood as "the result of the interaction of several factors. This is primarily the logic of presentation, reflecting the correlation of the phenomena of reality and the dialectic of their development; it is a special organization of linguistic means of phonetic, lexical-

semantic and grammatical, taking into account also their functional and stylistic load; it is a compositional structure-the sequence and proportionality of parts that help to identify the content; and, finally, the content of the text itself, its meaning. All these factors, harmoniously combined in a single whole, ensure the coherence of the text""[2]

Such an understanding of text coherence, on the one hand, covers a system of factors, but on the other hand, these factors are not only linguistic. The most adequate for our work is the understanding of text coherence, outlined by M. P. Kotyurova. Speech coherence is considered here as a functional-semantic category that covers the content, logical, compositional aspects of speech and expresses the connection of content elements and the logic of presentation through lexical-grammatical and functional-syntactic means.[3]

It is assumed that content elements can be expressed by a sentence, a complex syntactic whole, and such structural and compositional units of speech as a paragraph, paragraph, chapter, part, or section. Each of these units, despite their diversity, can express a single thought. According Жинкин to N. I. Zhinkin " ultimately, in any text, if it is relatively complete and consistent, one main idea, one thesis, one position is expressed. Everything else leads to this idea, develops it, argues for it, develops it""

Scientific creative thinking is expressed in a scientific text, and all three aspects - logical, psychological, and linguistic-are presented most clearly and clearly. Here, scientific knowledge is related to the structure and process of thinking. Therefore, as E. S. Troyanskaya writes, when we read the text, we seem to get into the laboratory of the sender's thinking, revealing the course of his thoughts step by step, which contributes to the "co-thinking" of "the recipient of information and its sender" at each stage of the presentation.[4] Such contextual function is provided by communication constructs and functional and syntactic means of expressing speech coherence. The expression of coherence of speech in a scientific text is determined by two opposite tendencies-completeness of expression of content and conciseness of expression of the thought process. In accordance with the prevailing manifestation of a particular trend, the content, compositional and logical aspects of speech coherence are expressed. The more complex the units of speech, the more widely the relationship between them is expressed.

The expression of the content aspect of connectivity is characterized by significant stability in different types of science. At the same time, the compositional and logical aspects of connectivity, as shown by the analysis of theoretical sources, are characterized by a significant range of quantitative indicators that characterize the use of its means of

expression. Scientists explain this by the degree of generalization, abstractness of the content and the way of presentation (type of speech), which is mainly characteristic of a particular type of science.

We selected these linguistic facts in the theoretical presentation of a scientific text because, having identified formal indicators of coherence through lexical-grammatical and functional-syntactic means in a scientific legal text, it is possible to build an organized methodology for studying the content side of the text on their basis and teaching the construction of a coherent utterance on a professional topic.

Having considered the theoretical provisions that determine the scientific text, it is necessary to dwell in more detail on its linguodidactic interpretation as it most fully meets the tasks of this study. Educational scientific text or educational text on a specialty in Russian linguodidactic science is defined as a certain segment (segment) a speech chain that, within its minimal limits, consists of two sentences (phrases) connected in a certain way that go beyond the content of a single conclusion. [5] In classical linguistic literature, a text is defined as a sequence of sign units united by a semantic connection, the main property of which is coherence and integrity. [6]

As we can see, the methodological definition of the text is based on the theoretical one, while, for example, Motina puts forward a formal-logical criterion, which in this work should be taken as a basis,

since we are interested not just in the text, but in the scientific text. Another definition of text deserves attention. Text is a product or result of speech activity, and a work of speech is either oral or written. The text, as a rule, has a unity of theme and idea, relative completeness, internal structure, syntactic, compositional and logical. The text implements the functional capabilities of the language, the laws of its syntax, vocabulary, and stylistics. The text is always characterized by reference to one or another style: scientific, journalistic, colloquial and everyday. The text should not be identified with a work of literature. Text is a term that denotes the linguistic fabric of a literary work. [7] In our work, we will rely on the definition of text given in the methodological and linguodidactic literature, since it most fully covers all aspects of the text as a linguodidactic concept. So, the subject of study at the university in the practical course of the Russian language should be a scientific text.

How are texts classified by specialty or special texts in linguodidactic science? There is no clear answer to this question yet. Different authors have different approaches to differentiating texts according to different criteria. A single criterion is put forward as the basis (functional-semantic, etc.). It is necessary to agree with L. P. Klobukov that the typology of texts in the specialty should meet the goals of training and it is necessary to classify texts, taking into account both intra-text and extralinguistic features. [8]

So, the educational scientific text in the specialty can be classified by types: description, narration, reasoning.

The goals of teaching Russian in the republic are, firstly, to use it as a means of communication in a bilingual environment in the republic, and secondly, to use it, as has already been said, as a means of obtaining special scientific information and, ultimately, improving one's professional level.

Communication is both a process and an activity, and an attitude in which interactions, mutual influences, and mutual understanding of interlocutors are realized, one of which speaks, the other listens, or one writes, the other reads: in the first case, direct communication, in the second - mediated by a graphic text.

In this regard, the main task of teaching gifted students Russian as a means of communication in the scientific and professional sphere of speech is to develop their language skills in using certain language tools at the level of automated actions. At the same time, students should be well aware of the ways in which they express their thoughts and perceive others' thoughts in both oral and written scientific speech.

The development of each type of speech activity is the unity of three components: language as a means of forming thoughts in the text, speech as a

way of expressing thoughts in the text, and extralinguistic factors (motive, situation, context).

Experience shows that trainees experience the greatest difficulties not when choosing the right word or sentence, but when expressing thoughts in a coherent speech, i.e. at the level of micro-dark and thematic utterances. Ideally, participants in communication only fully understand the text when they understand and evaluate the situation of communication from social, political, professional positions, as well as the motives for which the idea is expressed, the text is constructed. A motive is something that motivates a person to act in order to achieve a certain goal. The actual basis of the motives that motivate a person to work in a certain direction, in this case, to learn a language, is called motivation. The development of students' cognitive motivation in teaching the Russian language largely depends on the teacher's pedagogical skills, his ability to encourage them to master speech. So the answer to the first question is closely interrelated and mutually conditioned by the answer to the next two.

In connection with determining the motives and effectiveness of teaching Russian in the new conditions, the problem of optimizing the learning process and creating a special methodology arises. An important role here is played by the systematization of the proposed didactic material, highlighting the stages and methods of working on each language unit. At the

beginning of the course, as practice shows, it is advisable to offer specially selected microtexts with pronounced text characteristics (integrity, coherence, structure, communicative goal setting, etc.). Then you need to proceed to the analysis of real texts from textbooks in the specialty or scientific periodicals.

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