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Communicatively Oriented Teaching of Professionally Oriented Russian Language in Construction and Architectural Directions

Feruzakhon Rustamova Uzbekistan

*Andijan Machine-building Institute, 1st year PhD student
feruzarustamova075@gmail.com*

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ANNOTATION

The article deals with the problem of teaching the Russian language for special purposes. Evidence-based methods for the development of communicative competence of students of the architectural and construction direction are analyzed. Difficulties in learning a language for special purposes are identified, as well as various practical conclusions on teaching a professionally oriented Russian language. Prospects for research on the communicative orientation of learning goals, the formation of communicative competence, it seems, consist in clarifying and concretizing the component composition of the learning object. When determining the object of training, methodologists should proceed from an integrated approach to understanding communication, taking into account all aspects of communication in their relationship.

KEYWORDS: Russian for Special Purposes, career guidance, communication, competence, skills and integration.

Introduction

Today, new modern revolutions of the innovative world require changes not only in technology, in science, but also in the organization of the process of teaching foreign languages, in their management system and even in the styles of pedagogical activity, in educational and cognitive technology. The socio-cultural context of communication-oriented teaching of foreign languages in Uzbekistan is changing significantly. Educational functions in universities are growing at a significant pace. In the labor market, the importance of professional orientations has led to increased interest in learning international languages. The requirements for the level of foreign language proficiency involve new tasks that change the definitions of the approaches of new methods to the selection of their content and the organization of educational methodological materials. In our country, for more than twenty years, close attention has been paid to the issues of teaching foreign languages, both English and Russian, which creates favorable conditions for the development of methods of teaching languages. At different times, the process of oriented learning proceeded in different ways. At an early stage, the post-Soviet space began to have its own specific features.

In particular, the problem of communication-oriented teaching of Russian and other foreign languages was the lack of new modern approaches with a foreign color. The methodology of the "Soviet" teaching of the Russian language in the national groups of universities was formed on the basis of copying the methodology of teaching the native language. This was due to the lack of analogues of new methodological complexes. A somewhat simplified version of the program for teaching the native language was declared a program for teaching Russian as a non-native language.

Literature review

This circumstance has led to the emergence of a tangible difference in approaches to the problems of teaching languages in our country and even in other countries of the former "Soviet Union". Regarding these problems, Gabdulkhakov F.A. states that "... all this was reflected in the practice of teaching languages - for a long time the process of teaching languages repeated the main provisions of the process of teaching the native language. This was also evidenced by the final results of the process of teaching languages - many graduates, having the sum of theoretical knowledge about the language, turned out to be helpless in communicating in it. This manifestation continued almost until the end of the 1990s. And today, promising areas for the development of methods for teaching Russian and foreign languages are the introduction of the principles of a communicative orientation, innovative technologies, and a personality-oriented approach. And we should especially note the importance of specifying the educational process of foreign languages.

The modern methodology at this stage has a number of problems in the process of teaching foreign languages, among which the most relevant is the determination of purposeful ways of promising ideas and developments, their implementation in the learning process. According to Sh. Yusupova: "The task of the methodology is to apply theoretical knowledge in practice, what is it for linguists and those who work in other fields of science? If the search for the answer to the question "why" is primary, then the methodology seeks the answer to the question "how?". The answer to this question will appear only on the basis of observations, experience and practice. Why? the question arises in our thinking. And the question is how? appears in our speech, which in turn requires us to put our knowledge into practice.

In order to answer this question in the field of innovation in teaching the Russian language, the goals, methods, content, teaching technology are changing.

Taking into account the organization of the above provisions in the process of teaching the Russian language, it was determined that these phenomena are due to the social order and the need of modern society. The result of the successful solution of these problems will lead to optimization and increase in the effectiveness of the process of teaching foreign languages. Outside of an environment where the target language is not spoken, mastering a foreign language requires the creation of many imaginary necessary situations that can stimulate communication in that language, which is associated with the development of imaginary situations. Learners should be ready to use the language for real communication outside the classroom, for example, when visiting the country of the language being studied for the purpose of an internship, while receiving foreign partners throughout their professional activities, when corresponding, when exchanging messages on social networks, the results of assignments with friends in the country of the studied language. In practice, this process showed that this can be achieved by using a communicative approach in the process of teaching a foreign language, being able to adequately and correctly answer questions, that is, respond to this situational communication with a professional coloring in teaching Russian as a foreign language in non-philological universities. In technical universities in teaching Russian as a foreign language (foreign languages), first-year students from different regions of our country, with different levels of foreign language proficiency, cannot reach the

required level even in the last years of study. According to Banartseva A. "...experience shows that often after graduation, even the best students do not have the skills of spontaneous speech, their poor vocabulary and the uniformity of the design of grammatical structures are felt".

In our case, communication-oriented teaching of foreign languages is the most effective method that allows first-year students to sufficiently adapt to the Russian language at the level of Russian as a foreign language B1 or B2 on a professional basis. The essence of communication-oriented learning is to prepare a first-year student to participate in the process of foreign language communication in a foreign language environment created in the classroom in the discipline "Russian language" in the architectural and construction areas of technical universities.

Research questions

- analyze curricula, work programs, available teaching aids in Russian as a foreign language in architectural and construction areas;
- to consider linguo didactic and psycholinguistic features of teaching Russian as a foreign language from the point of view of professional orientation;

As we understand communication, it is the optimality of training in terms of the effectiveness of the impact on the student. Communicativeness (lat. communicatio - an act of communication, a connection between two or more individuals based on mutual understanding) is the ability to establish connections as the basis of communicative communication methods and find the most successful types of communication in a foreign language. Communicative learning is a set of tasks with a communicative nature, which are the basis of organized teaching of a foreign language. Communication-oriented learning aims to teach communicative communication, using all the necessary (not necessarily only communicative) tasks and techniques. "Communicative learning" and "communication-oriented learning" are inseparable, since in practice learning is based not only on communicative tasks, but also on communicative interactions.

Principles of communication-oriented learning:

1. Speech orientation through communication.

This means the practical orientation of the lesson. You can learn to speak only by speaking, to listen - by listening, to read - by reading. First of all, this concerns exercises: the more an exercise is similar to real communication, the more effective it is.

2. Functionality.

Functionality assumes that both words and grammatical forms are assimilated immediately in activity: the student performs some speech task - confirms the thought, doubts what he heard, asks about something, encourages the interlocutor to act.

3. Situational, role-based organization of the educational process.

Of fundamental importance is the selection and organization of material based on the situation and communication problems that interest students. In acquiring a language, it is necessary to create a real situation so that with its help the student has a desire to speak that language.

4. Novelty

Novelty is manifested in different components of the lesson, in its information content (new material used), types, forms, various methods of tasks, especially the novelty of the use of new speech situations (conditions and problems of communication).

5. Personal orientation of communication

Each person has his own individuality: his natural properties (abilities), the ability to carry out educational and speech activities, and his characteristics as a person: experience (each has his own), the context of activity, a set of certain feelings and emotions, his interests, his status in the team. New task methods are aimed at personal oriented communication (from simple to complex, from easy to difficult)

6. Collective interaction is a group way of organizing a process in which students actively communicate with each other, working in the same team, support each other and the condition for the success of each is the success of the other team members. The ability to work in a team develops.

7. Modeling

The volume of knowledge is very large and cannot be assimilated within the framework of the first course. And the course "Russian language" is only in the first year. The content side of the training should have focused topics with a professional problem.

The purpose of the communicative approach is motivated to interest students through the accumulation of professional knowledge, enrichment of professional vocabulary, expansion of experience and horizons. Motivation of students in teaching Russian as a foreign language in the Russian language classes is the main key of the communicative approach. According to D. Khashimova's observations, "...motivation is one of the main conditions for any successful human activity, including educational. It is also a central factor in learning.

At present, in order to create a high and stable level of students' motivation, it is necessary to look for special mechanisms that stimulate and increase their creative activity.

At the stage of professionally oriented teaching, communicative goals and objectives are determined by the content of modern education at a university with a professional orientation. Education is aimed at the development of socio-cultural education and communicative culture, which allow students to be equal partners in an intercultural environment in a foreign language in everyday, cultural, educational and professional fields. The means of sociocultural education is a foreign language as a tool of knowledge in communication-oriented learning, in our case, Russian as a foreign language.

The communicative situation, which includes all the factors that in turn affect the nature, goals, and methods of communication in the speech and thinking activity of students during classes, is considered the main element of communicative-oriented learning. This process has made a revolution in the methodology of teaching languages (also RFL), which is being developed in a communicative-oriented approach. The goal of the communication-oriented approach (hereinafter referred to as COP) was to teach communication in Russian as a foreign language, which is close in quality and characteristics, and how native speakers of this language use it.

Since all operations in this language in line with the theory of pragmatism are understood as an action. The systematized methodology of the COP also considers the process of language learning as an action performed with that language and in that language. F. Gabdulkhakov: "The optimization of the process of teaching the

Russian language to a certain extent depends on the study of this experience, the integration of the efforts of specialists working in the field of teaching various foreign languages, developing and implementing advanced pedagogical information and communication technologies for teaching in the educational process”.

Article structure

Teaching Russian as a foreign language is expressed in teaching methods. There are two approaches to learning foreign languages: traditional and non-traditional. An important aspect of the traditional method is the thoroughness and memorization of the material. According to the traditional method, students master in a given volume all types of speech activity in all aspects of the language: grammatical, lexical, phonetic. Students must work out and combine all aspects of speech activity. In exercises and texts, professional vocabulary, terms-words and concepts are encountered several times. The teachers worked with masterful skill, combining these aspects into a single complex. The roots of this communicative approach originate in the 60s of the last century among the British, who counted on people with an elementary level of a foreign language. And since then, this approach has gained mass importance. And there was almost no mention of the effectiveness of the non-traditional approach due to the dominance of the grammar-translation method. The result was due to the minimal use of the native language in the classroom. Elements of traditional and non-traditional methods are included in the textbook "Russian for Professional Purposes", creating an effectively working complex with communicative-oriented learning.

Topics for classes were chosen corresponding to the professional interests of students of architectural and construction areas. Based on the analyzes, it was determined that there are problems in preparing teachers for classes in the discipline "Russian language" of the Russian as a foreign language and in developing teaching materials for professionally oriented education. In the training manual, students sequentially work with professional texts orally, and after that they answer questions. Students perform written exercises in writing, working with syntax. According to the research of A. Tskhovrebov: "Syntax is the ultimate goal of speech communication, since new words are not created in the speech act, but new sentences, new syntactic constructions, a new syntactic whole gradually arise”.

In this case, in teaching Russian as a foreign language in architectural and construction areas in the process of mastering communicative syntactic competencies, all material must have a professional basis. The Russian as a foreign language teacher should organize work that is purposeful and based on the problem of developing the professional communicative competence of students of architectural and construction areas.

From here, the task of the communicative-functional approach in teaching Russian as a foreign language acquires a new meaning, because integrative (communicative) competence should show results in practice as a whole, this can also include personality education, i.e. education + upbringing. According to the conclusions of T. Magomedov, "... this is an integral system that meets the requirements of the social order" - that social order has become the content of education, which certainly has an important place in the teaching of foreign languages. According to E. Shiryayev and others: "The content of teaching Russian speech culture, the model and technology for the formation of language competence remain an urgent problem in the training of future specialists", and this is the basis of the communicatively-oriented teaching of Russian as a foreign language.

In the textbook "Russian for Professional Purposes" for professionally oriented learning, a number of exercises have been developed aimed at developing speaking skills, reading skills, communication, question-answer conversation and tests for intermediate control after every second topic. According to Koster's research: "... this methodological concept assumes a greater activity of students and loading the maximum

number of channels for receiving information as a prerequisite for successful memorization and further use of language information".

Organized and managed communication is the foundation of the learning process. Communicative teaching is based on tasks of a communicative nature. Communicative teaching highlights those provisions that relate to the theory of methodology: communicative orientation, stimulating the speech and thinking activity of students; an organized situational process, the individuality of training and the information content of these materials. Here the focus is on the student, assimilated by him speech tasks of a communicative nature. This process is one of the principles of communicative learning.

Participants of communication try to solve imaginary and real tasks of joint activity. The given exercises contain a problem-cognitive task and a communicative goal. The teacher sets himself the goal and methodological task to specifically and effectively organize the activities of teaching students, in the course of solving educational problems, to obtain a cognitive result. Perform the following exercises:

Communicative role-playing games. A staged role-playing game where students play the roles of characters in scenes, for example: "Foreman and builder", "Contractor and customer", "Director and technical staff". The group is divided into teams and make up dialogues in Russian. For each team, cards with key words and phrases are given.

Communicative imitations. Students get acquainted with the text, work with professional terms. After reading the text, students discuss and imitate dialogues (or a question-answer conversation).

Free communication. The teacher offers his students for free communication. Students listen to the audio material on their own and prepare their speech, for example: "my life motto", where they can talk about their plans, etc.

According to S. Iskrin: "Language tasks are involuntarily acquired and learned. Learning the material is carried out with a concentration of attention on the language form. However, language acquisition is more effective when attention is focused on the content of the utterance.

Role-playing games, dialogue exercises, simulations of the real process of communication develop an interest in language material - vocabulary and grammar, i.e. active practice. Students are getting deeper and deeper into the Russian as a foreign language environment.

O. Gromov draws conclusions: "In the framework of a communicative situation, we act not only as speakers, but also as listeners. The thesis that there is no speaking without listening leads to the realization of the need to develop not only speaking skills, but also listening (listening) skills with the help of a special system of exercises and authentic audio materials.

Data analysis

The proposed training manual presents exercises of this nature, which students can listen to using their mobile phones by opening audio texts with a QR code. In the course of our research, we clarified the content of the concept of "communicativeness", revealed that the basis, as a form of its manifestation, are two categories of concepts "communication" and "speech". Thus, the criteria for communicativeness are, first of all, the main features, such as the characteristics of communication, reflecting its structural components, as well as social and personal conditioning, the expression of subject-subject relations, the focus on the content of the transmitted thought, on the meaning of the statement.

At the same time, speech, being a form of communication, correlates with it as private and general, and the main points of their intersection are their common components - thinking and motivation. The interrelation of speech and communication is also carried out by means of reflection in various components of speech activity: thoughts, motives, language means, the main characteristics of communication. Thus, the communicative orientation of linguistics is manifested in taking into account the social and personal conditioning of the use of language and speech, within the framework of sociolinguistics, the theory of speech acts, functional linguistics, in considering speech as an interaction in the theory of colloquial dialogic speech.

There is a growing interest in the sentence as the smallest semantic unit and in the text. It was determined that the content of the concept of "communicativeness" changes with the development of research on communication, speech and clarification of their relationship. This study allows us to determine the prospects for the development of a communicative approach to teaching Russian as a foreign language, which consists in solving problems of both a general and a more specific order. These problems include the following:

- an integrated approach to understanding communication is needed, taking into account all aspects of communication: social and personal conditioning, understanding it as interaction and in the study of the communicative orientation of teaching foreign languages;
- further research on the communicative orientation of teaching foreign languages should be carried out taking into account the system-structural approach, which involves consideration of the communicative orientation of the methodological system in the relationship and interdependence of its components, goals, content, teaching methods;
- prospects for research on the communicative orientation of learning goals, the formation of communicative competence, it seems, consists in clarifying and concretizing the component composition of the learning object; when determining the object of training, methodologists should proceed from an integrated approach to understanding communication, taking into account all aspects of communication in their relationship;
- further studies of the communicative orientation of the content of education, in our opinion, are associated with the clarification of its component composition; in the further study of the communicative orientation of the language material, the transmitted information, the subject content of speech, all characteristics, aspects, communication should be taken into account; an integrated approach to understanding communication is also necessary in the selection and organization of material.

Conclusions

Prospects for further research in the field of the communicative orientation of the learning process, we believe, lie in solving the problem of the correlation of educational and speech activities, educational and communicative tasks, motives, and situations. To educate non-philologist students on the basis of technical and literary texts that focus on similar concepts and topics such as the recontextualized past, the ever-improving past in any field of knowledge, lay the foundation for interdisciplinary debate.

Language teachers should arouse the interest of architectural students in reading and analyzing relevant literary texts in order to develop their argumentation.

It is necessary to develop an interdisciplinary Russian language course, where students of technical specialties will integrate the study of technical language with the reading of literary texts.

We would like to emphasize that integration will focus on the communicative approach. That is, first, students will be offered a topic for discussion based on a literary text, and then a technical text. Students, working in groups or in pairs, can discuss and compare current advances in technology with old ones, explaining technological evolution in technical terms, arguing for or against. Thus, their motivation for learning will increase, as well as serve as an incentive for the development of students' written speech.

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