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METHODOLOGY OF TEACHING RUSSIAN LANGUAGE IN INSTITUTIONS OF HIGHER EDUCATION

G. Narimonova,

Department of Russian Language, Namangan State University, Namangan, Uzbekistan

Abstract. *This article examines the methodology of teaching Russian as a foreign language in non-philological educational institutions. A comprehensive analysis of scientific and methodological literature has been conducted. In order to generalize accumulated theoretical and practical experience and apply it to optimize the educational process, questions related to the application of general teaching methods, text analysis and its typology, reading instruction, the teaching of academic oral speech, and new computer technologies have been considered and substantiated.*

Keywords: *non-linguistic (non-philological) higher education institutions, Russian as a foreign language, teaching methodology, technologies, method.*

Methodology is both a theoretical and applied science, in which the teacher's expertise and the ability to adapt general methodological recommendations to specific teaching conditions always play a significant role.

In non-linguistic higher education institutions, Russian as an academic subject is perceived not as a system to be described, but as a means of communication in both written and oral forms. Therefore, for this category of students, the methodology sets the task of studying Russian for participation in language communication—in other words, the goal is to develop the students' communicative competence in Russian: reading, speaking, listening, and writing.

Currently, in all non-philological institutions of higher education, Russian is taught as a foreign language. For international students enrolled in preparatory faculties as well as for future professionals—bachelor's, master's, and doctoral

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students, as well as interns—Russian, like other general education subjects, is considered mandatory.

Undoubtedly, the methodology of teaching Russian as a foreign language has become one of the main directions in non-linguistic higher education institutions. This is occurring for several reasons.

The scientific and methodological literature presents several main approaches to the methodology of teaching Russian as a foreign language to students of non-philological universities. These include:

- the general methodology of teaching Russian as a foreign language in non-philological universities;

- the study and analysis of texts, their structure, and their unity with text typology;

- the study of oral scientific and printed language;

- the process of teaching reading;

- new computer technologies.

Let us focus on the history of the application of teaching methodologies for students in non-philological universities.

In the 1970s, one of the foundational works on this topic was O.D. Mitrofanova's book "The Scientific Style of Speech: Problems of Development." This work addressed both the linguistic and methodological foundations of teaching Russian as a foreign language.

The book also provides answers to the following questions: when to begin specialized instruction; which types of texts to use—general scientific, popular scientific, or highly specialized; what role terminological vocabulary plays; and which system of exercises should be implemented to maximize the effectiveness of instruction. The features of the scientific style of speech, its lexical composition, as well as the morphological and syntactic characteristics of scientific language, are described in detail, and a typology of texts is presented.

Let us highlight several rules that, in our view, remain especially relevant today. O.D. Mitrofanova emphasizes that Russian is a compulsory, yet not a core

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subject in any non-philological university, since the main purpose of education should be "the formation of qualified specialists with a broad scientific outlook, sufficient knowledge, and an understanding of reality." According to the author, the primary objective of instruction is understanding practical rules and applying the language in communicative practice.

A new stage in the development of the theory of teaching students in non-philological higher education is represented by E.I. Motina's work, "Language and Specialty: Linguistic and Methodological Foundations for Teaching Russian to Non-Philologists." This scholarly work is devoted to the issue of developing the linguistic foundations of non-philological students. The researcher considers it advisable to organize the process of teaching students the language of their specialty based on the linguistic material of the disciplines they are studying.

We fully agree with the author's view that "teaching the language of a specialty should be based on material from a specific field of scientific knowledge, and this material should be presented exactly as it is realized within that branch of science." At the same time, E.I. Motina emphasizes that the Russian language instructor should not merely follow the lead of the subject teacher or work solely with materials already covered in specialized classes. Instead, it is necessary to analyze examples of texts for each core subject and work directly with those texts.

In this context, a new question arises for researchers and methodologists: what characteristics should a typical specialized text possess? The answer can be found in L.P. Klobukova's work "Teaching the Language of Specialization," where the text serves as the highest unit of such education. The author asserts that it is justified to use any type of text at any stage of instruction. When creating a text, the following features must be taken into account: "the functional-semantic type of the text; the main theme presented and the perspective from which it is addressed; the topic and problems explored in the text; the text's affiliation with a particular functional-stylistic register; the speech form (oral or written); the mode of text presentation; the number of communicators involved in creating the text; the text genre; the structure and content of the text; and the level at which the text is perceived."

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With the emergence of textbooks and teaching materials oriented toward Russian as a foreign language, the question arises regarding the place and role of instructional vocabulary in the overall process of language learning or in the sublanguage of a particular specialty. T.I. Trubnikova proposes a system for describing the sublanguages of specializations, characterizes methods for using such dictionaries to study the lexical and grammatical features of specialized sublanguages and to develop various types of speech activity, and also establishes criteria for constructing Russian vocabulary based on specialized terminology. The researcher notes that "specialized instructional vocabulary is compiled by Russian language instructors together with subject-matter specialists, under the general methodological guidance of Russian language experts. A specialized instructional dictionary should combine the features of both an encyclopedic and an explanatory dictionary, with a thematic organization of the content."

In our view, a specialized instructional dictionary is not merely a useful resource, but an essential tool in the preparation of future specialists. Students of non-philological institutions must regularly consult such a dictionary to clarify specialized terms or new words at any stage of their studies. Therefore, the criteria for compiling a specialized dictionary—based on the selection of linguistic units—are important issues within the methodology of teaching Russian as a foreign language.

Teaching Russian oral scientific speech to non-philological students is just as important as teaching written speech and has been discussed by methodologists and researchers since the 1990s. In particular, T.G. Kopytkova proposed a methodology for teaching dialogic communication to students of non-philological universities. To implement her approach, the author developed a system of exercises: conditionally communicative, non-communicative, and fully communicative. Given that the conditions of the tasks should elicit not only specific verbal responses from students but also the ability to engage in communication and adapt to a group or unfamiliar environment, the author created a set of exercises aimed at developing dialogic communication skills.

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It is worth noting that at the present stage, the training of specialists in non-linguistic higher education institutions has become more pragmatic. Students have a clear understanding of their level of proficiency in Russian and know exactly where they can apply their professional knowledge and how essential this knowledge is for them.

The practical outcomes of this approach include the emergence of a language learning environment in universities and institutes (including e-learning); the development of electronic courses, virtual lessons, in-person and distance learning courses, teleconferences, webinars, and electronic collections of educational texts; as well as the initial development of multimedia educational and methodological complexes, comprehensive textbooks on linguistics and regional studies, and more.

Today, priority in teaching Russian as a foreign language is given to intelligent technologies (Smart Education). Researchers are interested in issues such as the development of intelligent textbooks for Russian as a foreign language, the possibilities of using mobile technologies in Russian language instruction, and the web-quest as a form of organizing students' independent work.

Thus, the use of computer technologies is currently not only a necessary but also a mandatory component of the language education process in non-philological universities.

All the aforementioned aspects and directions in teaching Russian as a foreign language in non-philological universities attest to the considerable scientific and methodological experience accumulated in this field. However, at present, significant changes are taking place, connected with the emergence of new student contingents, reduction of classroom hours, the presence of students of different ages in study groups, the increase in the number of groups, and new communicative needs of learners. Accordingly, new aspects are emerging in the application of methods, principles, and educational resources in teaching Russian as a foreign language.

In any case, instructors working in non-philological universities must rely on accumulated scientific and pedagogical experience and continue searching for new

content-related, organizational, and linguistic-methodological solutions to optimize the educational process.

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