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Current Issues of Studying Russian In Non-Linguistic Universities

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Abstract: The article examines the problems and reasons for the complexity of learning Russian, the emergence of obstacles for foreign students when receiving pre-university training. The article suggests possible effective methods for preventing students from problems in the first year of study at the university. To write this work, such methods as research, observation, analysis and generalization were used. The article examines situations in teaching Russian, as well as in professional subjects at the stage of pre-university training, during which problems arise for foreign students that hinder successful study at the university.

Keywords: Russian as a foreign language, professional disciplines, professionally oriented methods, professional communicative competence, foreign students, preparatory department.

Introduction: A student has linguistic competence if he has an idea of the system of the language being studied. Studied and can use this system in practice, using all morphological and syntactic transformations in a particular speech. However, in practice, students who entered a technical university do not have basic knowledge of foreign languages, skills and abilities. Unfortunately, this trend is typical for all institutes that provide training for bachelors and masters in non-linguistic areas. Without a solid foundation of formed language skills and abilities, which we mentioned above, it is impossible to develop conversational skills, terminology, free reading and other communicative, linguistic and intercultural competencies. However, the goals of an engineering university should not include

training at a basic level of a foreign language. This task should be solved at the stage of school education, which is why continuity and consistency in the reform of general and professional education are so important. Despite all these problems, foreign language departments of technical universities are looking for the most effective ways of teaching a foreign language and a professional foreign language, with a minimum number of hours allocated for this discipline and a low level of language knowledge of school graduates. Thus, the institutes have introduced the practice of distributing students into subgroups according to their level of foreign language proficiency, which is determined in the first lessons using testing methods. This allows for one program to provide the most effective foreign language training for students with a basic level of language, as well as for an advanced level. Another effective method (in terms of increasing students' motivation) are projects, festivals, theatrical performances, scientific and practical conferences, which are organized on the basis of the institute's foreign language department. Such events not only increase students' motivation to learn a foreign language, but also contribute to the development of communication and presentation skills, teamwork skills and other competencies necessary for a future engineer. It should be borne in mind that all events are extracurricular and require quite a long time to prepare. But even participation in competitions with a minimal language component gives the student a sense of achievement, which is multiplied in the event of winning a prize. Success and attention are associated with the English language, which helps to increase motivation. This growth is especially noticeable in the case of group work of students in preparation for presentations. Teamwork unites and gives additional importance to the unification of elements, in particular, in competitions, is the need to master certain linguistic phenomena, no matter how insignificant they may be.

One of the pressing issues remains the competence approach to teaching professional subjects at the stage of pre-university training in a foreign-speaking country. The purpose of our article is to solve the problem of teaching professional subjects, in particular, chemistry, physics, mathematics and other exact sciences; to try to identify the causes of the difficulties faced by foreign students in the 1st and 2nd years, and also to give some recommendations for more effective teaching of foreign students in the preparatory department. Undoubtedly, foreign students should learn the language not only in specialized subject classes, but also in Russian language classes. Students should select texts based on the language of their

future specialty, do assignments to consolidate the terminology covered. "The study of specialized vocabulary in the context of teaching Russian as a foreign language should be carried out with the support of ready-made lexemes existing in the general literary language, word-formation and syntactic models that served as the basis for the nomination of special concepts." The goal of pre-university training of foreign students is to develop their professional communicative competence, i.e. the development of skills of free communication and adequate perception of educational material in the language of the specialty. It is interesting to note the fact that foreign students after completing the preparatory department face difficulties in understanding lecture material on special subjects. Often this problem lies in the fact that at the stage of pre-university training, the training of foreign students is isolated from native speakers of the language being studied, and secondly, during the year of pre-university training, foreigners get used to slow pace of learning and speech, as well as adapted language during classes, thirdly, after completing the preparatory department, foreigners are completely immersed in the language learning environment, which does not take into account the national and psychological characteristics of the foreign contingent where they are studying, the university system is fundamentally different from the system of vocational education in the country of residence of foreign students. "Development of the skills to correctly select and organize language tools in accordance with the communication situation, communicative task and genre of utterance (oral or written) is the goal of linguistic education of students of a technical university, in particular, the discipline "Russian language and culture of speech". The formation of a competent foreign specialist is a complex process, since two main tasks are implemented in the educational process of pre-university training, namely, teaching a foreign language, as well as the formation of professional competence of a future specialist.

Acquaintance of foreign students with professional subjects begins in the second half of the academic year. Foreign students of engineering and technical specialties study subjects in Russian, namely mathematics, physics, chemistry, engineering graphics, computer science, economics, geography, biology. For effective work and improvement of the quality of education in pre-university training, special teaching aids were developed, namely bifunctional ones, intended for the beginning of classes in the natural science specialty. Such developments help to learn how to work with information independently, and also foreign communicants get acquainted with the functional vocabulary that they use in the educational

process.

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