



MODERN METHODS OF TEACHING RUSSIAN LANGUAGE IN NON-LINGUISTIC UNIVERSITIES

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Received: 14 th January 2024 Accepted: 10 th March 2024	<i>This article deals with problems and solutions in the methodology of teaching the Russian language in non-linguistic universities.</i>
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Innovative approaches to the organization and conduct of training sessions in the Russian language are based on the use of information and communication technologies, which involve the restructuring of the content and organizational and methodological forms of education, the development of modern means of information technology support and the development of the educational process, including tools for working with digital educational materials and the organization of online classes.

Teaching Russian in a non-linguistic university is multifunctional (training, education and development) and is considered an obligatory component of the professional training of a specialist in any field. The formation of students' abilities and readiness for professional intercultural communication determines the communicative orientation of the Russian language course. The specificity of this orientation lies in the combination of professional, business and socio-cultural orientation of two interrelated components of intercultural communication of a specialist.

In recent years, the technology of blended learning has become the most popular technology for teaching the Russian language to students of economic specialties. This technology involves a combination of different methods of presenting learning material (face-to-face, e-learning and self-paced) using knowledge management techniques. [2]

Among the numerous e-courses developed for students of non-linguistic specialties, let's take a closer look at the educational course "Russian Language", which is being tested in the implementation of blended and distance learning.

Blended learning, firstly, makes it possible to effectively organize the time of the teacher and students, and secondly, makes the process of learning Russian creative, interesting and accessible. The tasks of the teacher are to manage and combine classroom and extracurricular work of students as efficiently as possible, to control the independent and group work of students and to create online support for students based on interactive LMS Moodle tools: Blogs – blogs; Wiki – Wiki; Forum - Forum; Quiz – Test; Chat – Chat; Glossary - Glossary, etc. [1]

The created virtual learning environment for the e-learning course "Russian Language" in the LMS Moodle system combines a set of the above programs for managing student groups, developing tasks and tests, planning scientific and educational activities, and communication. The teacher and students work together to ensure the quality of teaching and to accompany the learning process with useful, independent, effective and motivating approaches.

The use of various shells of the virtual learning environment makes it possible to overcome spatial and temporal barriers, develop new methods and tools for training engineering specialists. However, for the successful functioning of these systems, it is necessary to have teachers who are fluent in the information environment, who are able to create full-fledged virtual lessons in Russian, using the resources of the system. It is also worth noting the fact that when working with an e-course, the teacher will be forced to spend and devote more of his time to working with the course, since he is forced to constantly interact with the group, motivating students to work effectively and complete all assignments on time. In addition, the teacher can apply a modern form of control through online tests. As a result of their use, the teacher significantly saves time on checking the work.

A high level of professional competence of a specialist is achieved by the presence of a certain set of professional skills and abilities. Foreign language skills and abilities are successfully implemented as part of communicative competence only when they correspond to professional skills and abilities. After completing the course, the student should be confident and able to work with books, articles or journals, lectures and other oral presentations on professional topics related to the student's major, and should also be able to find, understand and extract the information they need.

The Problem of Methods of Teaching the Russian Language in Non-Linguistic Universities was studied in the works of many Russian scientists, in particular, scientists Abramov A.D., Sabirov K.F. Muradova S.R., Rustamov I.D. Foreign scientists have also studied this problem, namely Povlyuchenko, J. S. Sherman, and others. Guilford, D. Wechsler, et al[3]

The analysis confirmed the greater flexibility and accessibility of the use of the LMS Moodle electronic platform, which contributes to the successful achievement of the goal of a Bachelor's/Specialist's Russian language teacher - the formation of not only communicative, but also professional competencies.

LITERATURE

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