

## Linguodidactic Paradigm of Professionally Oriented Teaching of the Discipline "Russian as a Foreign Language" In a Technical University

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**Abstract:** The article is devoted to the peculiarities of the linguodidactic paradigm of professionally oriented teaching of the discipline "Russian as a foreign language" in a technical university. It also analyses the communicative orientation of the educational process in relation to the discipline "Russian as a foreign language" and about the competence approach in the educational process.

**Keywords:** Russian as a foreign language, the communicative approach, skill, educational material.

### INTRODUCTION:

Modern university linguodidactics today reflects the general trends in the development of our education system, for which the following factors are of important significance:

- ✓ orientation towards entering the world educational space;
- ✓ complex modernization;
- ✓ increased attention to pedagogical innovations;
- ✓ Active and massive introduction of interactive (computerized) methods.

Along with the improvement of all forms of classroom work, there is an increasing need to develop effective approaches to the organization of extracurricular independent individual training of students who are active subjects of educational activities, as well as the introduction of individualized pedagogical technologies. From these positions, there is a rethinking of the goals, content, principles, as well as means and methods of teaching within the discipline "Russian language (as a foreign /non-native)" in a technical university of economic direction. The leading spheres of communicative connection remain educational and professional and actually professional spheres, regardless of the educational program, the profile of education.

It is noteworthy that in the context of the development of globalization in a number of industries, the demand for quality education in Russian is still quite high, which is not least motivated by economic reasons, the socio-economic and geopolitical situation. Specialty in the broadest sense of the word and specialization as a specification of the sphere "specialty" are necessary and mandatory components of the professional training of foreign students as future highly qualified specialists capable of realizing themselves in a tough competitive environment.

Didactic optimization of all components of the aspect "Russian for special purposes", "professional-oriented teaching of Russian as a non-native language": taking into account the peculiarities of the language of special and general educational disciplines, teaching functional grammar, searching for optimized ways for students to assimilate terminological subsystems - is of particular relevance today [6,232].

### LITERATURE REVIEW:

Methodological restructuring is based on changes in the general vector of the educational paradigm of higher education, relying on traditional linguodidactic models (research by O.D. Mitrofanova, A.N.

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Schukin, T.M. Balykhina, and many others). Thus, university methodologists are faced with the task of developing effective principles and models of linguistic in the broad sense education, based on traditional - classical didactic approaches and taking into account optimizing pedagogical models, adequate organization of classroom and extracurricular work with the entire heterogeneous contingent of foreign students, creation of a stable motivational bases [1, 83]. In an economic direction, a professionally oriented model of education is based on two important principles. Firstly, we are talking about the communicative orientation of the educational process (in relation to the discipline "Russian as a foreign language") and, secondly, about the competence approach in the educational process as a whole.

The communicative orientation of the educational process is the main and leading trend in the modern methodology of teaching Russian as a non-native language. At one time, E.I. Passov formulated the principle of communicative learning, and also proposed an appropriate didactic model, which, without losing its relevance today, has become the basis of the theory of communicative foreign language education [12, 422].

The psychological and pedagogical substantiation of the communicative approach to learning was developed by I.A. Zimnyaya: learning is active in nature, since its implementation occurs through speech activity, and with maximum consideration of the individual characteristics of the student's personality [11, 26].

### **DISCUSSIONS:**

The communicative approach in terms of methodology is a really working effective technology that requires appropriate linguistic and methodological support and organization of the pedagogical process. Communication as a fundamental didactic category focuses on the inclusion of students in direct communication to solve important life and professional tasks. It involves the active use of the language in the process learning for the purpose of communication, written and oral exchange of knowledge, opinions, information, etc.

Following the opinion of the methodologists, the communicative task can be defined as the desire to arouse in students the need for Russian-speaking speech activity, to stimulate speech thinking, to create appropriate motivation, without which learning is extremely ineffective [7, 451].

The analysis of special literature allows us to identify the following most important methodological principles, which are directly related to the psychological and pedagogical concept categories of "communicativeness": the practical nature of the learning objectives; speech orientation of the educational process; functional approach to the selection of language material; situational-thematic presentation of educational material; the study of vocabulary and morphology on a syntactic basis, etc. The practical goals of learning are determined by the needs of students, as well as the currently relevant speech needs of society. A systematic approach to speech requests in various areas of communicative activity makes it possible to implement the principle of continuity in the learning process, ensure that the realities of today are taken into account, and give learning a truly motivating character. The implementation of the communicative approach in the learning process involves the choice of certain grammatical structures in which predominantly active vocabulary is implemented, at the same time, the necessary grammatical structure must be learned in a receptive and productive way, since it is provided with adequate vocabulary. Grammatical forms should be used from the point of view of their actual functioning in certain speech situations given for educational purposes. Consequently, grammar is presented in an instrumental way in order to activate certain types of educational and professional activities.

One of the essential applications of the category of communicativeness is the situational-grammatical organization of educational material. The essential features of real communication are projected in the educational process through the prism of communicativeness into differentiated target settings for learning, its situationality and objectivity. The assimilation of communication skills is closely related to their application in various educational and professional situations, and the situation that has a mobilizing effect is undoubtedly one of the properties of a speech skill.



The general competence-based approach underlies today all the regulatory and program documents that regulate the educational process of higher education as a whole. The concept of "competence" in university linguodidactics is interpreted as "the readiness of the student to use the acquired knowledge, learning skills, as well as ways of working in life to solve practical and theoretical problems". This approach makes it possible to change the entire pedagogical paradigm: to create conditions under which the student turns into an independently thinking, creative person, able to apply the acquired knowledge in changing conditions, in real activity, and the teacher, adequately organizing the educational process, takes on the role of a tutor-consultant.

## CONCLUSION:

Traditional forms of educational activity (lecture, seminar, colloquium, laboratory work, etc.) are combined with such forms of classroom and extracurricular work that gradually introduce the student into the world of professional communication. In this regard, modern university methodologists talk about situational tasks, role-playing games, the case-study method, professional trainings, project activities, i.e. organizational forms of the educational process that imitate the elements and situations of real professional communication [5,1637]. The principle of "show - present to simulate" comes to the fore, which is much more effective than distantly "hear" or "read". Teachers of Russian as a foreign language cannot help but wonder how ready foreign students are to become full-fledged participants in this kind of learning activity, in other words, their task is to provide for various preventive pedagogical scenarios.

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