



FEATURES OF TEACHING RUSSIAN LANGUAGE TO STUDENTS STUDYING IN THE HUMANITIES AND OTHER SPECIALTIES

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Abstract: This article discusses the specific features of teaching Russian to students studying in the humanities and other specialties. It analyzes the professional needs of students, an interdisciplinary approach, methods for forming communicative competence, and ways to use modern educational technologies. The authors substantiate the effectiveness of using a differentiated approach, increasing motivation, professionally oriented tasks, and integrative methodology in language teaching. The article is aimed at developing effective approaches to teaching the Russian language in a professionally oriented manner and contains useful recommendations for language teachers.

Keywords: humanities, professional communication, language teaching methodology, interdisciplinary approach, differential approach, motivation, communicative competence

Introduction: In the current era of globalization and international cooperation, learning foreign languages, in particular, Russian, remains one of the most relevant issues. Russian is not only a language deeply connected with Uzbekistan historically and culturally, but is still widely used in many areas, such as science, technology, medicine, law, pedagogy. Today, learning Russian as a foreign language is of great importance in deepening the professional training of students studying in higher educational institutions. Teaching Russian, especially for students studying in the humanitarian and other specialties, requires a special methodological approach and didactic solutions.

The needs of students studying in the humanities (philology, history, philosophy, journalism, etc.) and non-philological disciplines (economics, law, psychology, political science) for the Russian language are not the same. Therefore, it is important to work on the basis of professional communication, interdisciplinary integration, contextual teaching, modern interactive methods and a communicative approach when teaching them the Russian language. Adapting the educational process to students' specialties, consolidating knowledge through practical assignments and in-depth mastering of professional vocabulary are issues that need to be resolved in this direction.

This article highlights the main pedagogical principles, methodological features, existing problems and ways to overcome them in the process of teaching the Russian language to students studying in the humanities and other disciplines. It also analyzes the effectiveness of the use of a differentiated approach, communicative methodology and innovative technologies in the language teaching process.

Main part: Today, teaching Russian to students studying in the humanitarian and other fields in various higher educational institutions of Uzbekistan is of great importance in the development of their professional and scientific activities. Since a large number of scientific literature, articles, international documents are available in Russian, students need to have the skills to receive and process information in this language. In particular, the existence of academic cooperation, joint

programs, internships and scientific exchanges with Russia and the CIS countries further increases the practical importance of the Russian language.

For students of the humanities, Russian is often studied in a cultural and literary context. In this case, aspects such as translation, text analysis, author's style, literary terminology are important. On the contrary, for students studying in such fields as economics, law, journalism, psychology, medicine, it is important to master professional vocabulary, work with documents, and develop oral and written professional communication skills. Therefore, Russian language lessons should be organized not as a general course, but as professionally oriented language training.

Today's education system emphasizes not only grammatical rules in language learning, but also the ability to use language in real communicative situations. This approach is especially relevant in learning Russian. Students are provided with opportunities to actively use the language through tasks such as simulation exercises, role play, interviews, discussions, and presentations. Also, communicating in real-life situations appropriate to the professional context increases their confidence and motivation.

The role of information and communication technologies in effective teaching of the Russian language is invaluable. Multimedia tools, mobile applications, online platforms (Quizlet, Kahoot, Duolingo, Google Classroom), interactive tests and video lessons in Russian encourage students to learn the language independently. In addition, through digital platforms, students can be provided with professionally oriented tasks, terminological glossaries, and expressions used in science.

Not all students studying in the humanitarian and other fields are highly interested in learning the Russian language. Therefore, motivation can be increased by making lessons professionally oriented and closer to practice, taking into account the needs of each student in their field. Successful language learning is not only the achievement of the teacher, but also of an education system that puts the student at the center.

Analysis and results: Observations and practical analyses conducted in higher education institutions have shown that the needs and interests of students studying in the humanitarian and non-philological directions in teaching the Russian language are different. While students in the humanitarian direction are usually inclined to study the language in a cultural, artistic and social context, for students studying in other areas, the Russian language is required mainly as a means of communication related to professional activities. This situation emphasizes the need to differentiate methodological materials and approaches in language teaching in accordance with the characteristics of the specialty.

According to the results of the analysis, the following important conclusions were identified:

Motivation for the Russian language differs among students. While in the humanitarian direction the internal (personal, cultural) motivation for the language is high, in technical and other areas it is mainly associated with practical (thesis defense, employment, reading foreign literature) needs. The effectiveness of professionally oriented tasks has been proven. In practice, exercises based on professional terminology, working with documents, and translating texts related to the specialty served to actively develop students' language skills.

The communicative approach stands out as the most effective methodology. Analyses show that, compared to traditional grammatical translation methods, communicative, interactive, and contextual approaches significantly increased students' activity and the level of practical application of knowledge.

The use of ICT tools has enhanced independent learning. Through mobile applications, online platforms, electronic dictionaries, and interactive exercises, students were able to consolidate their acquired knowledge and increase their interest in independent learning.

A differentiated approach is an important factor in the quality of language learning. The content of the lesson and methodological approaches adapted to the students' specialty not only increased their interest in language learning, but also strengthened their professional competence.

These results indicate the need to abandon uniform approaches in teaching the Russian language and use modern and integrated methodologies that are focused on the needs of students.

Conclusion: Teaching Russian as a foreign language is of great importance in the higher education system today, playing a decisive role in deepening students' professional training, integration into the international information space, and increasing their scientific potential. The need for a direction-specific, differentiated approach to teaching Russian to students studying in the humanitarian and other specialties, rather than a single, standard approach, is being proven in practice. This requires the selection of educational materials that meet the needs of students, the formation of language skills taking into account professional vocabulary and contexts.

Also, the educational process based on a communicative approach, lessons organized using interactive methods and modern information and communication technologies increase students' motivation to learn the language and prepare them to communicate freely in real-life and professional situations. Professionally oriented tasks, thematic conversations, role-playing games, and the use of multimedia resources contribute to a deep and conscious mastery of the Russian language.

In addition, in the process of language teaching, the student's personal activity, independent learning skills and information processing capacity are developed. Such an integrated, comprehensive and practical model of learning the Russian language is in line with modern educational requirements and creates the basis for the formation of students as competitive specialists.

Therefore, improving the process of teaching the Russian language in accordance with modern requirements, updating methodological approaches and in-depth analysis of students' needs is one of the urgent tasks of today's education system. Research and innovative methodologies conducted in this direction will further improve the quality of education in the future.

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