

DIDACTIC AND METHODOLOGICAL FOUNDATIONS OF TEACHING RUSSIAN IN PROFESSIONAL EDUCATION AND THE DEVELOPMENT OF STUDENTS' PROFESSIONAL COMMUNICATIVE COMPETENCE**Sharipova Gulshan Zafar qizi**

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e-mail: prep.gshz@gmail.com**Abstract**

This article examines the didactic and methodological significance of teaching the Russian language in the professional education system from both scientific-theoretical and practical perspectives. The study analyzes the content of professionally oriented language education, teaching principles, modern pedagogical technologies, and the use of interactive methods. It also highlights the factors involved in developing students' communicative, linguistic, and professional competencies in the process of teaching Russian. Based on the results obtained through pedagogical observation, experimental work, surveys, and analytical methods, the research demonstrates that effective teaching of Russian in professional education enhances the readiness of future specialists for their professional activities. The study concludes with practical recommendations for improving didactic approaches, introducing innovative methods, and creating a professional communicative environment.

Keywords

professional education, Russian language, didactics, methodology, professional competence, communicative approach, interactive methods, innovative educational technologies.

Introduction. The current processes of globalization, the rapid development of science and technology, and the increasing competition in the labor market are placing new demands on the professional education system. A modern specialist should not only possess profound knowledge in their professional field but also have the ability to communicate effectively in different languages, independently study professional information, and actively participate in international cooperation processes. From this perspective, the issue of teaching the Russian language in professional educational institutions acquires particular pedagogical and social significance.

The Russian language is widely used as a means of professional communication in many fields in the Central Asian region, including Uzbekistan—such as industry, transport, energy, information technologies, medicine, and service sectors. The availability of numerous scientific sources, technical documents, and educational materials in Russian further strengthens the necessity of learning this language within the framework of professional education. In addition, the expansion of cooperation with industrial enterprises and international organizations requires specialists to communicate fluently in Russian.

Teaching Russian in professional education implies not only mastering linguistic knowledge but also developing communicative competencies oriented toward professional activity. In this context, it is important that the educational process be organized in a purposeful, systematic, and step-by-step didactic manner. When the content of language teaching is integrated with professional disciplines and based on real production situations, students' knowledge becomes more solid and their practical skills are enhanced.

Today, the growing importance of the competence-based approach in the education system requires reconsidering the methodology of teaching Russian in professional education. Alongside traditional grammar-translation methods, there is an increasing need to apply communicative, interactive, and digital technology-based teaching methods. Such approaches



contribute to the development of students' independent thinking, speech activity, and their ability to solve professional problems through language. At the same time, taking into account students' individual characteristics, professional orientation, and needs is an important pedagogical factor in the process of teaching Russian in professional educational institutions. By applying modern pedagogical technologies, the teacher should organize the educational process in a motivating, practical, and effective way. Such an approach ultimately contributes to improving the quality of language teaching in professional education.

The relevance of this study is determined by the need for an in-depth analysis of the didactic and methodological foundations of teaching Russian in the professional education system, as well as the development of effective teaching models and innovative approaches. The research aims to highlight the theoretical and practical aspects of teaching Russian in professional educational institutions in integration with professional activities. The purpose of the study is to scientifically examine the didactic principles, methodological features, and the role of teaching Russian in developing professional competence within professional education.

Methods. This study is aimed at determining the didactic and methodological significance of teaching the Russian language within the professional education system. In the research, a combination of theoretical and empirical research methods was ensured. The research methodology was based on competence-based, communicative, and system-activity approaches.

The study relied on the following scientific and pedagogical approaches:

- Competence-based approach — defining the development of students' professional communicative competence as the primary objective.
- System approach — examining the process of teaching the Russian language through the interconnection of objectives, content, methods, tools, and learning outcomes.
- Activity-oriented approach — developing students' speech activity based on real professional situations.
- Integrative approach — integrating the content of language teaching with professional disciplines.

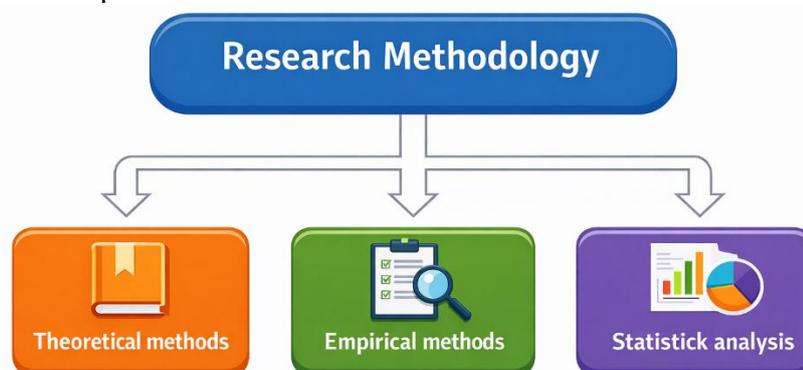


Figure 1. General structure of the research

At the theoretical stage, the following methods were used:

- analysis of pedagogical, psychological, and methodological literature
- study of professional education standards and curricula
- comparison of advanced international experiences
- generalization of scientific concepts related to language teaching

These methods made it possible to develop a didactic model for teaching the Russian language in professional education.



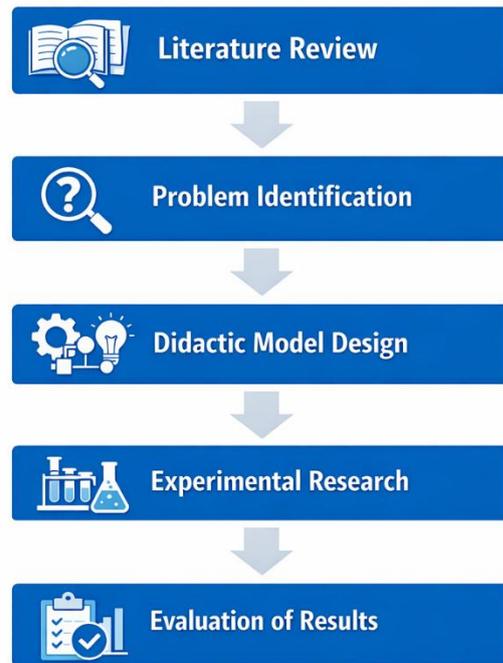


Figure 2. The process of developing the didactic model
Empirical Research Methods

At the empirical stage, the following methods were applied:

1. Pedagogical observation

The organization of Russian language classes, the level of application of teaching methods, and students' speech activity were systematically observed.

2. Experimental work

Experimental work was conducted in several groups of professional educational institutions.

- Control group — taught using traditional teaching methods.
- Experimental group — taught using communicative and interactive methods.

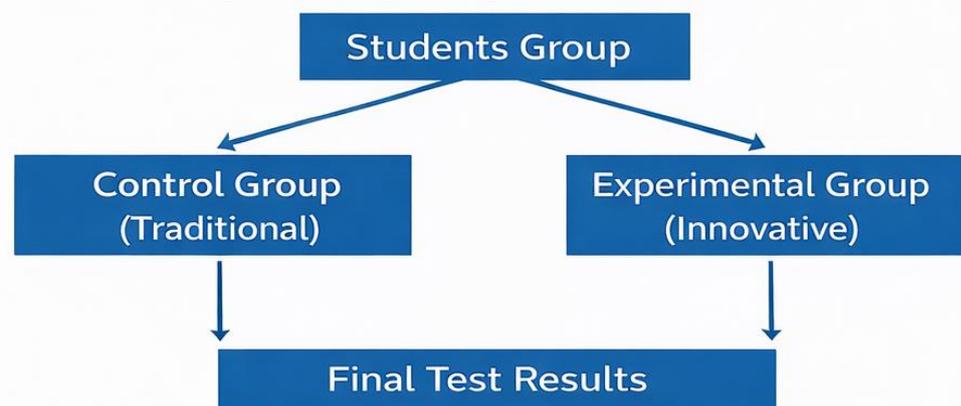


Figure 3. Experimental Design

3. Survey and interviews

Data were collected from students and teachers regarding:

- the level of motivation,
- attitudes toward language learning,
- professional needs.

4. Testing and diagnostics

Students' performance was assessed on the basis of specially designed tests that evaluated:



- lexical knowledge,
- grammatical skills,
- professional speech competence.
- Methods of Statistical Analysis

To ensure the reliability of the experimental results, the following methods were used:

- percentage comparison,
- calculation of average indicators,
- analysis of results based on diagrams and tables.

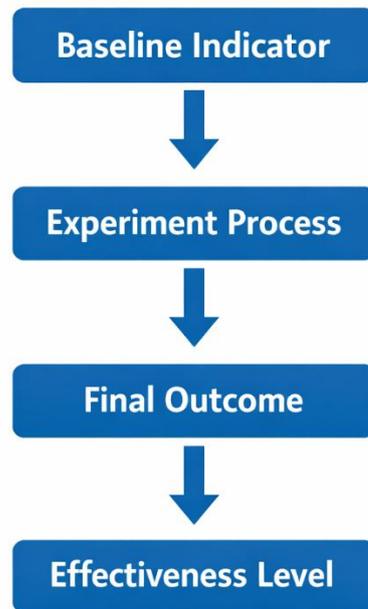


Figure 4. Model for Analyzing Results

Results. During the research process, the effectiveness of teaching the Russian language in professional educational institutions was comprehensively studied and analyzed on the basis of experimental work. At the initial stage of the study, the level of Russian language proficiency of students in both the control and experimental groups was determined using specially designed diagnostic tests. This diagnosis included the assessment of students' lexical range, grammatical accuracy, oral and written communication skills, as well as their ability to use professional terminology. The obtained results showed that the initial indicators of both groups were almost identical, which made it possible to objectively evaluate the impact of the methodological approaches applied during the experiment.

During the experimental stage, communicative approaches, interactive methods, role-playing activities, problem-based situations, professionally oriented tasks, and multimedia tools were widely used in teaching Russian to the experimental group. As a result, students' activity during lessons increased significantly, their ability to think independently and demonstrate speech initiative improved, and their skills in using professional terminology correctly and appropriately were developed. In addition, during group work activities, students strengthened their abilities to communicate with each other, exchange ideas, and work collaboratively as a team. In the control group, where the educational process was conducted using traditional methods, the progress was relatively slower. Students' knowledge remained largely reproductive in nature, and the level of speech independence did not develop sufficiently.

The final tests conducted at the end of the experiment demonstrated a significant increase in language competence in the experimental group that was taught using innovative methods. In particular, students' oral fluency and accuracy improved, the number of grammatical errors decreased, the quality of performing professional communicative tasks increased, and the ability to independently understand and use professional texts in Russian was developed. According to



the results of statistical analysis, the overall academic performance in the experimental group increased by approximately 20–25 percent, while in the control group this indicator was around 10–12 percent. This difference confirmed the high effectiveness of language education organized on the basis of innovative pedagogical technologies and the competence-based approach.

During the research, the systematic development of students' linguistic, communicative, informational, and social competencies was observed. The integration of language teaching with professional disciplines accelerated students' adaptation to their future professional activities and strengthened their professional communicative readiness. At the same time, students developed positive motivation toward learning Russian, their interest in the educational process increased, and their skills for independent learning improved. Overall, the research results scientifically substantiated that the use of interactive and innovative methods in teaching Russian in professional education demonstrates high pedagogical effectiveness and contributes to increasing the competitiveness of future specialists.

Discussion. The results of this study indicate the necessity of improving the process of teaching the Russian language in the professional education system and demonstrate that organizing language education in integration with professional activities leads to high pedagogical effectiveness. During the research, it was observed that the innovative methods applied—particularly the communicative approach, interactive learning activities, modeling of professional situations, and the use of digital educational tools—increased students' interest in learning the language and enhanced their speech activity. This confirms once again the importance of organizing the educational process in a student-centered manner in accordance with the requirements of modern didactics.

In the context of professional education, the main objective of language teaching is not only to develop grammatical knowledge but also to cultivate students' professional communicative competence. The results of the study showed that the use of professionally oriented content in teaching Russian positively influences students' ability to master educational materials more quickly and apply them in practical activities. In particular, the use of tasks that closely simulate real production situations contributed to the development of students' skills in solving problem-based situations through language.

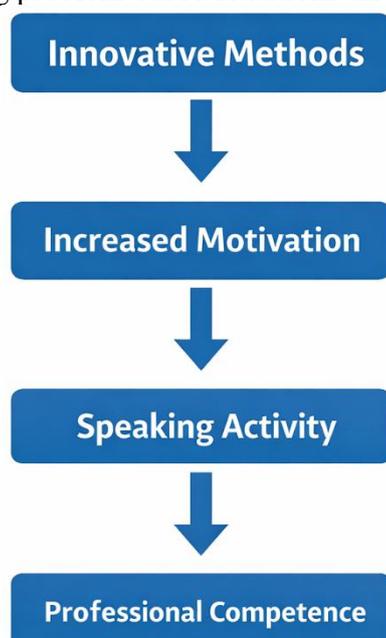


Figure 5. Factors influencing the effectiveness of professional language education

The discussion revealed that although traditional grammar-translation methods are somewhat effective in strengthening students' theoretical knowledge, they are not sufficient for



developing communicative competence. Therefore, interactive and competence-based approaches should take priority in the modern professional education system. The results of the study confirmed this assumption through the significant improvement in the speech skills and learning motivation of students in the experimental group.

The integration of language education with professional disciplines also emerged as an important methodological factor. Working with professional texts in Russian, learning technical terminology, and modeling communicative situations related to production processes enhanced students' readiness for their future professional activities. This once again demonstrates the importance of the principle of interdisciplinary integration in professional education.



Figure 6. Integrative model of language teaching

Furthermore, during the research process, the pedagogical role of the teacher was also identified as an important factor. A modern teacher should function not only as a provider of knowledge but also as a facilitator and motivator who organizes the learning process. By applying innovative technologies, the teacher encourages students' independent learning activities, which in turn contributes to their professional development.

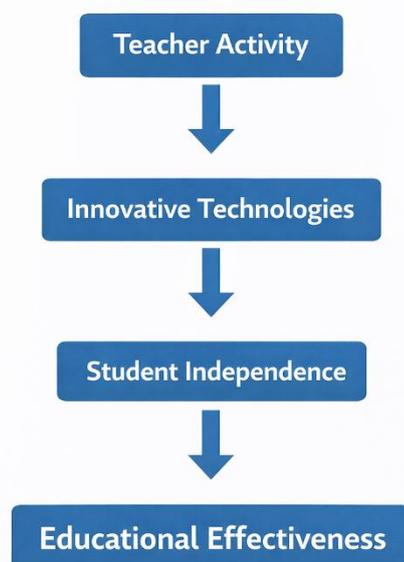


Figure 7. The role of the teacher in the educational process

Overall, the results of the discussion indicate that the effectiveness of teaching the Russian language in professional education largely depends on the methodological organization of the learning process, the application of modern didactic approaches, and the provision of



professionally oriented content. The innovative model of language teaching contributes not only to the development of students' communicative and professional competencies but also to the formation of competitive specialists capable of succeeding in the labor market.

Conclusion. This study was aimed at analyzing the didactic and methodological significance of teaching the Russian language in the professional education system from both theoretical and practical perspectives. The research results demonstrated that organizing language education in integration with professional activities effectively contributes to the development of communicative and professional competencies of future specialists. In particular, the use of communicative approaches, interactive methods, problem-based learning, and digital educational technologies increases students' speech activity, develops their independent thinking, and strengthens their learning motivation.

The results of the experimental work confirmed that Russian language instruction organized on the basis of innovative methods is more effective than traditional teaching methods. In the experimental group, language competence, skills in using professional terminology, and oral and written communication abilities significantly improved. This demonstrates the practical importance of the competence-based approach in professional education.

In addition, the study revealed that the integration of language teaching with professional disciplines, the increase in practical training sessions, and the modeling of real communicative situations accelerate students' adaptation to the labor market. The role of the modern teacher as a facilitator and motivator also emerged as one of the key factors ensuring the effectiveness of the educational process.

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