

**PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS OF TEACHING THE  
RUSSIAN LANGUAGE TO STUDENTS OF TECHNICAL HIGHER EDUCATION  
INSTITUTIONS AND ITS INFLUENCE ON THE FORMATION OF PROFESSIONAL  
COMPETENCE**

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**Abstract.** This article analyzes the psychological and pedagogical foundations of teaching the Russian language to students of technical higher education institutions, as well as the psychological factors of language acquisition and its role in the formation of future specialists' professional competence. During the research, special attention was paid to the importance of communicative approaches, motivation, cognitive activity, and professionally oriented teaching methods in teaching Russian to students of technical fields. In addition, the psychological influence of the Russian language learning process on students' thinking, communication culture, and adaptation to professional activity was scientifically and theoretically substantiated. The results of the article contribute to improving the effectiveness of teaching foreign languages, particularly the Russian language, in technical higher education institutions.

**Keywords:** Russian language, technical higher education, psychological-pedagogical approach, professional competence, communicative competence, motivation, language teaching methodology, technical education.

**Introduction.** In today's context of globalization and the rapid development of information and communication technologies, the higher education system faces the task of training competitive, highly qualified specialists who are able to communicate fluently in several foreign languages. In particular, for students studying at technical higher education institutions, mastering foreign languages, including the Russian language, has become an important component of modern professional activity. This is because a large number of scientific sources, technical documents, production regulations, and scientific-practical research related to technology, engineering, automation, information technologies, and industrial sectors are also widely used in Russian. Therefore, the formation of communicative and professional competencies related to the Russian language among technical students is considered one of the urgent pedagogical problems.

The process of teaching foreign languages in the higher education system not only develops linguistic knowledge but also significantly influences students' psychological development, professional thinking, communicative culture, and social adaptation. In particular, learning Russian contributes to the development of analytical thinking skills among technical students, helps them master technical terminology, work with international scientific information, and conduct professional communication. At the same time, psychological factors such as motivation, attention, memory, thinking, and communicative activity play an important role in the process of language acquisition.

Psychological and pedagogical studies emphasize that the effectiveness of foreign language teaching largely depends on the methodological organization of the educational process, consideration of students' needs and interests, as well as the application of interactive and communicative approaches. The use of professionally oriented educational technologies in teaching Russian at technical higher education institutions enables students to strengthen their subject-specific and professional knowledge through language tools. This, in turn, contributes to the development of the professional competence of future engineers and technical specialists.



Although a number of scientific studies have been conducted on teaching foreign languages in the process of training technical specialists, the psychological and pedagogical aspects of teaching Russian to students of technical higher education institutions and its impact on the formation of professional competence have not yet been sufficiently studied in a comprehensive manner. Therefore, the scientific investigation of this topic, the identification of effective methods and tools for teaching Russian, and the clarification of the significance of psychological factors in the educational process are of considerable scientific and practical importance.

**Methods.** Based on scientific approaches related to pedagogy, psychology, and language teaching methodology, a number of research methods were employed in this study. In order to ensure the theoretical and practical validity of the research, the following methods were applied.

First, the scientific-theoretical analysis method was used to study local and foreign scientific literature, monographs, articles, and methodological manuals related to teaching the Russian language in technical higher education institutions, the formation of professional competence, and psychological-pedagogical approaches. Through this method, the theoretical foundations of the topic were clarified and existing scientific views were analyzed.

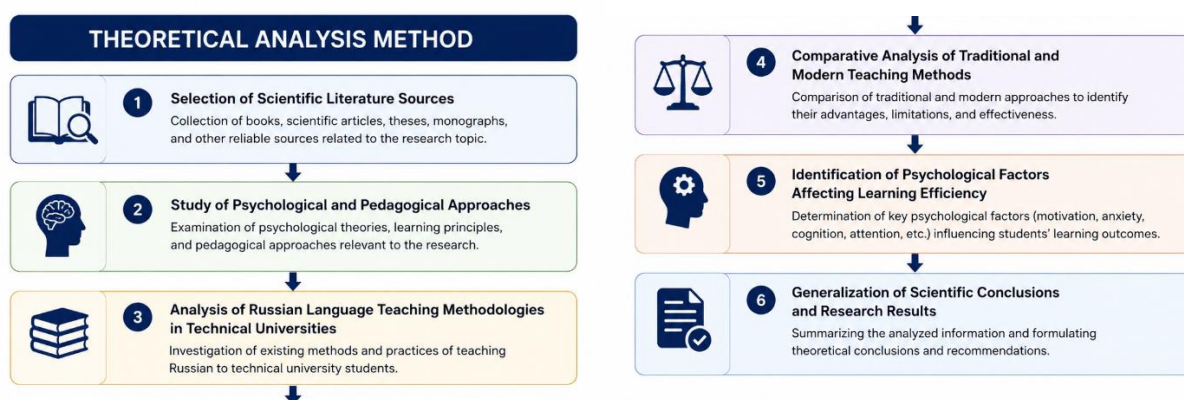


Figure 1. Theoretical Analysis Method

Secondly, based on the comparative-analytical method, traditional and modern methods of teaching the Russian language to students of technical fields were compared. As a result, the effectiveness of communicative, interactive, and professionally oriented educational technologies was identified and clarified.

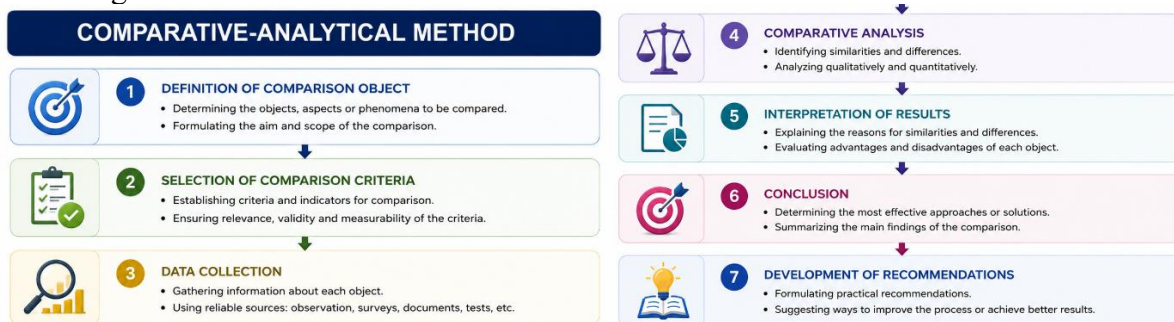


Figure 2. Comparative-analytical method

In addition, during the research, the psychological observation method was applied to analyze students' motivation, communicative activity, independent thinking ability, and psychological states during the process of mastering the Russian language. This method made it possible to determine students' attitudes toward language learning and their level of psychological preparedness.





Figure 3. Psychological observation method

Questionnaire and interview methods also played an important role in the research. Through these methods, the opinions of students and teachers regarding the process of teaching the Russian language, existing problems, and suggestions for improving educational effectiveness were studied. The obtained data were generalized, and scientific conclusions were drawn.



Figure 4. Interview method

In addition, based on the pedagogical experimental method, effective approaches to professionally oriented teaching of the Russian language to students of technical fields were tested in practice. During the experiment, the influence of interactive methods, technical terminology-based lessons, and communicative tasks on students' professional competence was evaluated.

Statistical analysis and generalization methods were used to scientifically summarize the research results. With the help of these methods, the obtained results were systematized, and scientific conclusions regarding the psychological and pedagogical effectiveness of teaching the Russian language were formulated.

**Results.** During the research process, the psychological and pedagogical aspects of teaching the Russian language to students of technical higher education institutions were thoroughly analyzed, and the importance of this process in the formation of students' professional competence was identified. As a result of the conducted theoretical and practical studies, it was scientifically substantiated that the use of modern pedagogical technologies and psychological approaches in teaching the Russian language significantly increases the effectiveness of education.



The research findings demonstrated that professionally oriented teaching of the Russian language to students of technical fields develops not only their linguistic knowledge, but also their technical thinking, communication culture, and independent thinking skills. In particular, it was observed that lessons based on technical terminology, work with scientific texts, and communicative tasks adapted to professional situations activate the process of language acquisition among students.

Based on psychological observation and interview methods, it was revealed that students' success in learning the Russian language largely depends on motivational factors. The use of interactive methods in the educational process increased students' active participation in classes, enabled them to express their opinions freely, and enhanced their communicative activity. At the same time, compared to traditional lecture methods, communicative and problem-based teaching methods were found to be more engaging and attractive for students.

During the research, it was also confirmed that creating a psychologically comfortable environment is one of the important factors in teaching the Russian language. Effective communication between teachers and students, encouragement, an individual approach, and a positive psychological atmosphere were found to strengthen students' internal motivation toward language learning. As a result, students demonstrated a greater willingness to communicate freely during lessons, work independently, and actively use professional terminology.

Based on comparative-analytical results, it was determined that modern pedagogical technologies in teaching the Russian language at technical higher education institutions—particularly interactive methods, information and communication technologies, multimedia materials, and project-based teaching methods—have high effectiveness. These methods were observed to contribute to strengthening students' knowledge, improving memory retention, and developing professional communicative competencies.

Furthermore, the research results showed that integrating the Russian language with technical subjects has significant pedagogical importance. Such an integrative approach enables students to independently read scientific materials related to their specialties, understand technical documentation, and actively participate in international scientific and technical information exchange.

Based on the obtained results, scientific and practical recommendations were developed to improve the process of teaching the Russian language in technical higher education institutions. In particular, the importance of expanding professionally oriented curricula, strengthening communicative approaches, effectively using interactive methods, and organizing the educational process with consideration of students' psychological characteristics was substantiated.

**Conclusion.** The results of this research demonstrated that the process of teaching the Russian language to students of technical higher education institutions is important not only for the formation of linguistic knowledge, but also for the improvement of students' psychological development, professional thinking, and communicative competence. During the study, it was scientifically substantiated that professionally oriented teaching of the Russian language serves as an effective pedagogical tool for students of technical specialties.

The analysis revealed that the use of communicative, interactive, and psychological-pedagogical approaches in teaching the Russian language increases students' activity and develops their independent thinking, communication skills, and mastery of technical terminology. In particular, the application of modern pedagogical technologies, multimedia tools, and tasks based on professional situations was observed to significantly improve the effectiveness of education.

The research also identified that students' motivation, psychological condition, and individual characteristics are among the key factors directly influencing the language learning process. It was noted that creating a psychologically comfortable environment, encouraging



students, and working on the basis of an individual approach strengthen their interest in the Russian language and improve educational outcomes.

Furthermore, it was proven that integrating the Russian language with technical subjects plays an important role in the formation of future specialists' professional competence. Such an approach prepares students to work with scientific and technical literature, understand technical documentation, and participate in international scientific and communicative activities.

In conclusion, organizing the teaching of the Russian language in technical higher education institutions on the basis of modern pedagogical and psychological approaches is considered one of the important factors in improving the quality of education, developing students' professional competence, and preparing competitive specialists. Therefore, further improvement of Russian language teaching methodology, wider implementation of innovative educational technologies, and development of professionally oriented education are of significant scientific and practical importance.

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