

Professional-Oriented Approach to the Teaching of the Russian Language in the Medical Higher Educational Institutions

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Abstract - By professional-oriented competence in this article, we mean the ability of a graduate of an educational institution to successfully carry out professional activities in his specialty thanks to the formed professional-communicative and spiritual-personal qualities.

One of the priorities in the teaching of non-native / foreign language in non-philological universities of the republic is the use of a professionally-oriented approach to learning, which allows you to take into account the professional needs of students in mastering the language being studied and successfully form their foreign language professional-communicative competence as one of the key competencies of future specialists.

Keywords - Professional-Oriented Competence, Russian Language, Medical Institutions, Specialist, Training In Non-Native Language, Motivation.

Currently, significant reforms are underway in the higher education system of both the Republic of Uzbekistan and other countries, aimed at improving the quality of professional training of future specialists in all branches of knowledge, who, in the context of expanding socio-political, economic, international cooperation with foreign countries, should have highly professional qualification, stress resistance and competitiveness. "To be a competitive specialist, flexible and adapted to constantly changing market conditions, as well as capable of self-development and self-improvement throughout life — this is what is now necessary on the labor market in order to successfully position itself in the system of social production relations. For this, a university graduate needs not only to have a set of certain knowledge and professional experience, but also to be ready to put it into practice" [1].

Moreover, the future specialist, being deeply informed in his professional field, constantly learning and demonstrating

"high-level information culture, including in the field of learning and using a foreign language" [2], in one of the tasks of higher education should be not only well-trained, but also ready to pass on their knowledge and experience to the next generation, able to successfully solve their professional tasks [3], including in the international arena.

Foreign communication in the modern world community, therefore, becomes an essential component of the future professional activity of a specialist [4]. A special requirement is imposed on the level of development of the professional-oriented competence of students, including practical skills and communication skills in the studied non-native / foreign language.

A professionally-oriented approach to learning is a complex pedagogical phenomenon, the conditions for the successful implementation of which are "the integrative component expressed in taking into account the initial language training of students, in setting important goals for

the student, in developing sustainable and rational skills of independent work and in the ability to implement a systematic approach to master the knowledge" [5] in a non-native / foreign language.

We define a professionally-oriented approach to teaching non-native / foreign languages as a system of didactic support for organizing and conducting an educational process for teaching a language taking into account the future profession of students and possible areas of practical application of the language in professional communicative activities.

A professionally-oriented approach to the teaching of non-native / foreign languages implies the organization of training, built taking into account the professional and communicative and linguistic and cultural needs of students in educational, vocational, social, cultural, social, administrative and business areas of communication [6]. As a result of this approach, professionally-oriented training is carried out.

Professionally-oriented teaching of non-native / foreign languages in scientific and methodological literature is interpreted as "training based on the needs of students in learning a foreign language dictated by features of a future profession or specialty," including "the acquisition of various skills and abilities by students, namely mastering a professionally-oriented language with the development of personal qualities, knowledge of the culture of the country of the target language, the use of a foreign language for special purposes" [7] in the field i.e. their professional activities.

It should be particularly noted that the term *professionally-oriented education* refers to the process of teaching a non-native / foreign language in a non-philological university by reading literature in the specialty, studying professional vocabulary and terminology, and also communicating in the field of professional activity [8] in order to develop communication skills necessary for the implementation of foreign language communication in relevant professional fields and situations.

Professional-oriented teaching of a non-native / foreign language is aimed at the formation of professional knowledge, skills and abilities:

- 1) professional thinking;
- 2) professional foreign language communication;
- 3) establishing business contacts with foreign partners;

4) practical application of the studied language in improving their professional competence.

Professionally-oriented teaching of a non-native / foreign language is based on the principle of professional orientation of education, the consistent implementation of which contributes to the improvement of vocational and communicative training of specialists and ensures the innovativeness of language education [9], which is a very topical issue today.

Professional orientation, according to A.V. Burak, L.D. Grushova, characterized by the following features:

- 1) "implies the content of educational materials and activities, including techniques and operations that form professional skills for the implementation of foreign language communication" [10];
- 2) requires the integration of the studied discipline with the disciplines in the specialty;
- 3) aims at teaching students "to use FL on the basis of interdisciplinary connections as a means of systematically replenishing their professional knowledge, as well as a means of forming professional skills and skills" [11];
- 4) achieves this goal, the application of appropriate forms and methods of training [12].

In addition to the highlighted A.V. Burak, L.D. Grushova, we consider it essential to emphasize that the characteristic features of the vocational orientation of learning in a non-native / foreign language are not only in the "content of training materials, but also in activities involving techniques and operations that form professional skills" [13]. For example, speaking of the professional orientation of teaching Russian to students of non-philological universities, one should remember that the internal logic of this discipline "consists not only in giving students theoretical knowledge about language, speech culture, speech activity, etc., but also to show how important this knowledge is and the skills formed on their basis for the future professional activity of the trainees" [14]. This implies that the acquired knowledge, skills and abilities in the Russian language, as well as the non-native / foreign language in general, must be accompanied by the knowledge, skills and abilities of their application in practical (professional) purposes.

In other words, our position on this issue is based on the principle that "for educational purposes, regardless of the different types and forms of language teaching - from courses to a specialized university, from a secondary school to a school teaching a number of subjects in a foreign

language - language proficiency should be considered in terms of the ability to engage in real communication [15], that is, to serve as a working tool in foreign language communication, including in the sphere of professional activity.

Of particular importance from the list of listed signs of professional orientation of vocational-oriented teaching of a non-native / foreign language is the need to integrate the course under study with the disciplines in the specialty, since such integration predetermines:

- 1) the interrelation of functional and structural elements of the system of vocationally oriented education;
- 2) the creation of new interdisciplinary areas;
- 3) the creation of an integrative model of professionally oriented education, aimed at the formation of various components of communicative competence and incorporating "a cycle of interrelated disciplines, aspects that, complementing each other in a modular fashion, allow to get a competent specialist at the exit, whose knowledge and skills fully meet requirements of the modern world", which, ultimately, ensures the integrity and consistency of the linguistic educational process [16].

At the same time, the integration of professionally-oriented and communicative-activity approaches will serve as a condition for the successful training of students with professional-communicative competence [17], for foreign language communicative competence as "readiness and ability to master subject, scientific knowledge in professional communication" [18], according to a fair statement by V.V. Safonova, "represents a certain level of knowledge of linguistic, verbal and sociocultural knowledge, skills and abilities, allowing the learner to be communicatively acceptable and expedient to vary their verbal behavior depending on the functional factors of monolingual or bilingual communication, creating the basis for communicative bicultural development" [19]. The integration of professionally-oriented and communicative-activity approaches to teaching a non-native / foreign language is manifested in the fact that the communicative acceptability and expediency of the communicators' speech behavior determine the scope and situations of professional activity.

So, vocational-oriented teaching of a non-native / foreign language has its own characteristics, which can be formulated as follows:

- 1) the language with a professional-oriented approach to learning serves to achieve a professional goal,

the success of the conduct of the business depends on its successful application;

- 2) the focus of training on "the ability to establish professional contacts with strangers": "During business meetings it is necessary to maintain a polite tone, since their goal is to establish contact. Information should be conveyed clearly, without risk of misinterpretation, in this case it is recommended to use stable phrases. The teacher must teach the students to communicate in the professional environment in which they will be specialists." [20];

- 3) focus on the development of students' skills and abilities of foreign language communication in various fields and situations, taking into account the characteristics of professional thinking [21] "A modern vocational-oriented approach to teaching a foreign language implies the formation of students' ability to speak foreign languages in specific professional, business, scientific fields and situations, taking into account the peculiarities of professional thinking, while organizing motivational-incentive and orienting-research activities. The training of specialists in non-linguistic specialties consists in the formation of such communicative skills that would allow making professional contacts in a foreign language in various fields and situations" [22];

- 4) "consideration of the specifics of the professional sphere: its concepts and terminology, lexico-syntactic and grammatical features, format of oral and written texts, situational features" [23];

- 5) a combination of professionally-oriented orientation of mastering the language being studied "with the development of the personal qualities of students, knowledge of the culture of the country of the language being studied and the acquisition of special skills based on professional and linguistic knowledge" [24];

- 6) gradual and purposeful instruction, meaning that all stages of vocational-oriented learning should be interconnected and continuous, have their own tasks, content and means of implementation, specially designed didactic basis and methodological support [25].

Professionally-oriented training is aimed at training future specialists. Vocational training in a broad sense means mastering knowledge, skills and abilities associated with the general division of labor, with social life, and in a narrower sense - mastering knowledge, skills and abilities associated with a single division of labor [26]. Vocational training is a complex process of teaching professional skills, focused on communicative, educational, cognitive and educational goals, as a result of the realization of which different types of competencies are formed [27] that

determine the success of the professional activity of a future specialist.

One of these competencies is professional competence. Professional competence as the ability of future professionals "to carry out specific activities in a particular area based on the application of professional knowledge and skills and the manifestation of personal qualities that make this activity successful" [28], is inextricably linked with the formation of students' professional language competence.

Professional language competence is "an integrative personality quality that adequately regulates its professional and social development", which enables it "to mobilize acquired language knowledge and skills in the course of general cultural, communicative and professional activities, as well as to use generalized methods of communicative activity in the context of professional Functions" [29]. Professional language competence indicates the level of language training and is formed in the course of professional-oriented language training based on the system, person-centered and functional-activity approaches, which refers to the process of mastering languages and skills and abilities to use them in various situations [30]. The result of professional-oriented foreign language training is, therefore, the professional and language competence of the future specialist.

The basis of vocational language competence is the mastery of the personality of a professionally-oriented foreign language competence - the ability to effectively carry out professional activities in the field of their specialty in a non-native / foreign language.

There are the following types of professional-oriented foreign language competence:

- 1) information and thematic (subject plan);
- 2) notional;
- 3) conceptual;
- 4) speech;
- 5) sociolinguistic;
- 6) regional cultural history [31]. All these varieties of professional-oriented foreign language competence are interrelated and ultimately aimed at successful foreign language communication in the field of professional activity.

Professionally-oriented foreign language competence is actively being formed in the system of interdisciplinary

teaching of a non-native / foreign language based on socio-pedagogical, psychological, didactic-methodical and general methodological principles [32]. Therefore, the formation of professional-oriented foreign language competence is complex.

Organizational-pedagogical, innovative-methodical and professional-personal conditions are referred to the pedagogical conditions of vocational-oriented teaching of non-native / foreign language. Organizational and pedagogical conditions envisage the formation of a motivational and axiological attitude to future professional activities, innovative and methodological conditions imply the implementation of an innovative and developing complex of differentiated multilevel educational and professional tasks, professional and personal conditions consist in stimulating students' professional and cognitive activity [33] and developing their professional qualities required in their future activities.

Pedagogical conditions contribute to the full implementation of the model of vocational-oriented teaching of a non-native / foreign language, which includes the following components:

- 1) target (definition of the goals and objectives of vocational-oriented teaching of non-native / foreign language);
- 2) motivational (there is a need for learning a non-native / foreign language);
- 3) informative (selection of the content of the training material);
- 4) procedural (selection of learning technologies for conducting operational and technological, activity-motivational, integrative-creative stages of learning [34]);
- 5) control and assessment (monitoring the progress of the learning process and evaluation of results).

An important pedagogical condition for achieving the goals of vocational-oriented learning in a non-native / foreign language should be to determine whether students have a positive motivation to learn a language that can be provided by many factors and methods and depends not only on the students, but also to a large extent on the teacher's creativity and pedagogical skills. Nevertheless, the motivational component of the model of vocational-oriented education is in direct proportion to the quality of the implementation of the other components of the model.

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