

Strengthening the professional orientation of practical classes in Russian in national groups of non-philological universities.

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Annotation. *The professionalization of linguistic disciplines in a non-philological university is inextricably linked with taking into account the characteristics of the students' native language. A comparative analysis of linguistic facts contributes not only to better assimilation of linguistic material, but also to an understanding of the causes of possible errors.*

Key words: *psycholinguistics, interpretation, professional orientation, goal setting, linguistic phenomena, problem situations.*

INTRODUCTION

The methodology for teaching linguistic disciplines at a university is closely related to pedagogy, psychology and psycholinguistics. On the one hand, the student himself learns the linguistic phenomena being studied and masters them practically; on the other hand, he must see how these phenomena can be explained to another person and mastered by him. This is the professional orientation and special target setting of the educational process. It is necessary to emphasize the special importance of this problem for the Russian language course, which is intended not only to "contribute to the formation of scientific and linguistic thinking of students, the education of a dialectical-materialistic approach to the facts of modern scientific and theoretical interpretation of these facts and phenomena, domestic linguistic traditions and the main achievements of modern Russian studies, noi teach students to explain linguistic phenomena in the process of their future professional activities."

DISCUSSION

One of the ways to strengthen professional orientation is to ensure that students complete tasks that require a creative approach. This helps to develop the skills of analytical work, selection of optimal options for solving assigned problems, which subsequently makes it possible to perform tasks of increased difficulty, take an active part in drawing up problem situations, and discussing debatable theoretical issues.

In practical classes in the Russian language, all work should be aimed at developing students' professional abilities, first of all. For this purpose, one should widely use such types of work as summarizing scientific and methodological literature, comparing tasks in school and university manuals, and writing assignments.

For example, on the topic “Antonyms,” students are asked to cite proverbs and sayings that contain antonyms, and to determine which of these proverbs and sayings can be used in everyday speech. The focus of the exercises on the development of students’ speech also determines the expected typology of tasks: finding antonyms in the text, composing phrases and sentences with them, determining their stylistic function, etc.

An effective way to strengthen professional orientation is to awaken in students a deep interest in the subject being studied. Professional guidance directly connects the subject studied by students with their future specialty, however, without paying special attention to the forms and methods of studying the material, the desired result cannot be achieved.

RESULTS

The identification of “entertainingly stimulating forms and teaching methods that would be based on the internal fun of the Russian language” also helps to strengthen students’ professional interest in the linguistic phenomena being studied.

In practical classes in the Russian language in national groups, great importance should be attached to the development of students’ ability to capture the attention of the audience, make contact with others, use the word as an effective means for solving certain problems, organizing conversations, discussions, etc. In this regard, in practical classes it is important to provide tasks that contribute to the development of speech, the ability to analyze answers and justify their assessment, etc.

The professionalization of linguistic disciplines at a university is inextricably linked with taking into account the characteristics of the students’ native language. A comparative analysis of linguistic facts contributes not only to better assimilation of language material, but also to an understanding of the causes of possible errors, which is important for their future profession. Based on a comparison of Russian and native languages, this will facilitate the acquisition of a new topic and help more effectively apply the acquired knowledge in practice.

CONCLUSION

An important factor in the professionalization of the educational process is the use of new pedagogical technologies and computer information technology tools that contribute to the improvement of students’ speech skills and abilities, illustrativeness, systematization of the material being explained, and an increase in the amount of information perceived by students. Electronic educational tools should also be used to teach how to work with them. Here, the teacher’s methodological comments should play a significant role. The novelty of information stimulates the interest of students, helps them quickly assimilate both the content and general patterns that contribute to the theoretical understanding of phenomena.

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