

## FORMATION OF PROFESSIONAL LEXICAL COMPETENCE IN TEACHING THE RUSSIAN LANGUAGE.

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**Abstract.** The article talks about the issues of professional competence formation in teaching Russian to students of non-linguistic universities.

**Keywords:** professionally oriented competence, personal and professional activities, reading instruction, literature in the specialty, professional activity.

Russian language entry into the global educational space and the related changes in the national education system of our country place high demands on Russian language proficiency in modern conditions and determine the approach to studying the discipline "Russian language in a non-linguistic university". Russian language teaching is aimed at "ensuring that graduates of a none—linguistic university have an active command of the Russian language as a means of forming and formulating their thoughts in the field of everyday communication and in the field of the relevant specialty." [1, p.313]

Based on the socio-political, economic and ethno cultural development of our state, knowledge and study of foreign languages (including Russian) has become a necessary part of each person's personal and professional activities. All this fully applies to the professional education of future specialists, who must be ready to live and work in a rapidly changing world. To do this, they need professionally oriented vocabulary in their specialty. Modernity has changed the requirements for training specialists with knowledge of the Russian language in various professional fields.

In the context of globalization, business ties between specialists from different countries in the field of comprehensive professional cooperation are becoming increasingly important. Such contacts are the guarantee of successful solution urgent problems, rapid professional growth of specialists, improvement and development of their competence level. The transience of changes in the life of the state and the new scale and orientation associated with them, as well as the goals of reforms require a large number of specialists who practically speak one or more foreign languages, and this fact is not in doubt today.

A specialist who speaks several languages occupies a more prestigious position in society. It is becoming increasingly clear that the wealth of society in the conditions of a modern market economy and the development of information technologies is human resources; they are the main strategic factor of economic and social progress. Foreign language education plays an important role in solving this problem. In the conditions of a modern market economy and the development of information technologies, it is becoming increasingly clear that human resources are becoming the main wealth of society, that they are the basis of a strategic factor of economic and social progress. An important role in solving this problem belongs to foreign language education. In the modern methodology of language teaching, the problem of teaching professional vocabulary is covered quite widely. Most specialists solve this problem within the framework of teaching reading literature in the specialty [2, p.4].

Much attention is paid to the issues of teaching active vocabulary in the specialties of study. Teachers use the opportunity to use a functional approach to the selection and organization of speech material, as well as to the organization of the educational process itself using models of typical situations and types of social contacts, which may be inherent in the professional activities of future specialists. But at the same time, the issues of the formation of professional lexical competence among students have not yet been fully resolved. In this regard, it becomes clear to teachers about the need for further improvement of the methodology for the formation of professional lexical competence among students of higher non-linguistic educational institutions. Russian language teachers at a non-linguistic university had one of the main tasks - to teach students to understand and translate texts in their specialty from Russian (and others) into Uzbek and vice versa.

Teaching students to freely express their thoughts and conduct conversations on professional topics was, until recently, a secondary task. However, the changes and reforms of recent years have led to the understanding that the activities of educational institutions that prepare modern specialists, not limited only to the framework of one country, and there was a need to communicate with colleagues not only from near but far abroad, both in a foreign language and in Russian. Communication in the professional sphere implies not only fluency in any language within the limits of possible social contacts, but also fluency in professional vocabulary, which a student can master in the process of reading literature in the specialty. Russian professional vocabulary is laid down in higher education institutions, therefore, it is in these educational institutions that they

should develop and implement the most effective methods in the field of teaching Russian professional vocabulary to students when teaching reading. And it seems that a more effective way to improve the educational process at the university is to optimize the methodology for the formation of professionally oriented lexical competence.

It should also be noted that "professionally oriented lexical competence" is presented to us as students' knowledge of professionally oriented lexical units and the ability to use them in various typical situations of professional communication. In this case, lexical skills are understood as such fixed operations, which correspond to automated actions with lexical material in the process of receptive or reproductive speech. [3, p.151]

Various types of speech activity here should be considered as speech skills, in this case, the speech reading ability. The research conducted in the field of methods of formation of professional lexical competence in Russian when teaching reading should bring us closer to solving the issue of training specialists with a high level of professional culture. The relevance of this area of methodology is due to the fact that the requirements for specialists in technical universities are constantly increasing; the emerging need to improve the methodology of formation of lexical competence in learning the Russian language, including when teaching reading based on existing material, using new directions in the methodology of teaching languages; the need to develop such a set of exercises that would be aimed at increasing the level of mastery of professional vocabulary in teaching reading; the need to develop new methods of teaching vocabulary for special purposes, which would contribute to improving the efficiency of memorizing lexical material by students in the reading process.

Summing up the above, we can say that when working with literature in the specialty, the student's level of memorization of professional vocabulary will increase, and, consequently, the process of forming students' professional lexical competence will be more effective based on how many lexical units students have learned in the process of reading, as well as the time that will be spent on their memorization.

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