

INNOVATIVE METHODOLOGIES IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE IN PROFESSIONAL TECHNICAL SCHOOLS

Tolibova Feruza Darobovna

Russian Language Teacher, Technical School No. 1, Buka District, Tashkent Region

* * * * *

Abstract: This article explores modern, innovative pedagogical approaches to teaching the Russian language within professional technical schools (technikums) in Uzbekistan. Given the increasing demand for specialized labor and regional integration, technical students require highly specialized communicative competencies. The author analyzes contextual difficulties in language acquisition and proposes integrated methodologies combining communicative language teaching, task-based professional learning, and digital technologies. Practical recommendations are provided for technical school educators to optimize linguistic performance and student motivation.

Keywords: Russian as a foreign language, professional education, technical school, communicative competence, pedagogical innovations, contextual terminology, student engagement.

Introduction

In the era of rapid socio-economic globalization and international labor integration, professional education in Uzbekistan undergoes systemic modernization. Technical schools (technikums) play a decisive role in supplying highly qualified, practical technical experts to industries. Within this academic paradigm, acquiring Russian as a medium of inter-state and technical communication has evolved from a secondary humanities requirement into a core professional competency. For graduates of technical colleges, specialized vocabulary and professional fluency determine their career prospects and long-term professional development.

However, conventional instructional methodologies often fail to capture the interest of modern vocational students. Rote memorization of classical grammar structures without professional context creates a disconnect between classroom learning and future practical application. Consequently, there is an urgent need to introduce structured, innovative methodologies designed specifically for technical education systems.

Specifics of Language Instruction in Technical Education

Teaching Russian in a technical school setting carries unique characteristics that differentiate it significantly from standard secondary school education. Students are primarily focused on mastering their professional trades—whether engineering, agriculture, logistics, or digital technologies. Therefore, hours dedicated to language learning must directly correlate with their professional goals.

The primary educational challenges identified in standard regional institutions include:

- Insufficient foundational language background across heterogeneous student groups.
- Lack of specialized, professionally-oriented textbooks that focus strictly on technical terminologies instead of general fiction or abstract philosophy.
- Low motivation among technical students who view linguistic disciplines as detached from their physical trade.

Innovative Frameworks for the Modern Classroom

To overcome these institutional barriers, Russian language instructors must move away from archaic chalk-and-talk lecturing towards interactive student-centered modules. Several strategies have proven exceptionally successful:

1. Professionally Oriented Communicative Language Teaching (CLT)

Language acquisition shouldn't focus on theoretical mechanics but on immediate utility. Every grammar lesson should be integrated into a practical workplace scenario. For example, instead of generic verb conjugations, students simulate a technical dialogue: a technician describing machine errors, filling out maintenance sheets, or conducting workplace safety briefings in Russian.

2. Case Studies and Simulated Technical Frameworks

Classrooms can transform into simulated operational hubs. Students are split into small teams and given a technical breakdown manual or a service ticket written in Russian. Their assignment is to decode the terminology, isolate the core technical challenge, and deliver an oral or written structural report outlining solutions. This method promotes cognitive problem-solving concurrently with language development.

3. Blended Learning and Digital Integration

Modern vocational students respond well to multimedia visual stimulation. Utilizing digital tools such as interactive vocabularies, specialized mobile apps, and video tutorials showcasing engineering or technical processes helps bridge the abstract language gap. Short multimedia clips followed by comprehension quizzes allow students to absorb the phonetics and visual context of operational terminology simultaneously.

Case Study: Technical School No. 1, Buka District

In implementing these methodologies at Technical School No. 1 in the Buka District, targeted structural interventions were made. Specifically, technical dictionaries were co-created by language faculty and technical masters. Grammar modules were systematically structured around mechanical processes, industrial safety guidelines, and modern computerized tools. For instance, assessment models were shifted from arbitrary grammar transformations to actual presentations where students demonstrated how to use technical tools entirely in Russian.

Strategic Results: Following a semester-long pilot of this contextualized curriculum, student classroom participation grew exponentially. Student surveys demonstrated a 40% increase in intrinsic professional motivation, with over 75% of technical participants expressing confidence in navigating industrial technical manuals written in Russian.

Conclusion

The modernization of professional technical instruction requires an equivalent paradigm shift in foreign language methodology. For technical school students, the Russian language is fundamentally an essential professional tool for vocational growth rather than just an academic subject. By fusing communicative frameworks with concrete vocational concepts and digital interactivity, teachers can cultivate highly capable, competitive, and linguistically competent technical specialists ready to enter the contemporary regional workforce.

References

1. Passov, E. I. (2010). The Communicative Method of Teaching Foreign Language Speaking. Moscow: Prosveshchenie.
2. Zimnyaya, I. A. (2004). Key Competencies as a New Paradigm of Education Result. Higher Education in Russia, (5), 34-42.
3. Shchukin, A. N. (2018). Methods of Teaching Russian as a Foreign Language. Moscow: Russian Language Courses.