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Paper

PAPER

METHODOLOGICAL RECOMMENDATIONS AND TECHNOLOGIES FOR THE FORMATION OF PROFESSIONAL COMPETENCE IN RUSSIAN FOR STUDENTS OF ECONOMICS AT HIGHER EDUCATION INSTITUTIONS

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Abstract

The article is devoted to the issues of forming professional competence in Russian among students of economics under the conditions of globalization and the transformation of education systems. It examines the main aspects of the competence-based approach to teaching the Russian language. The possibilities for expanding students' educational and professional mobility[2] in the context of the integration of Uzbekistan's education system into the Bologna[1] process are analysed. In the article, special attention is paid to the problems of forming professional skills together with interdisciplinary communication within a modern competence-based teaching model, and the importance of language training is emphasized from the point of view of contemporary professional challenges — international career, international exchange of experience and professional integration. The article underlines the necessity of developing students' cognitive independence and professional competences; this serves as a foundation for students' successful socialization and effective careers in a globalized world.

Key words: professional competence in Russian, interdisciplinary communication, economic education.

The relevance of the research is determined by the necessity of adapting education systems to contemporary socio-cultural and economic transformations; these transformations are based on the globalization of Uzbekistan and its integration into the international educational community through the Bologna process.

The aim of the research is to analyse and

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develop methodological approaches for forming professional competence in Russian for students of economics at higher education institutions; in doing so, special attention is paid to the development of interdisciplinary communication and to compliance with the requirements of the globalized labour market and educational standards. Research tasks:— to analyse the impact of global transformations on the development of the education system, adaptation to modern economic conditions, and the demand for competences;

— to identify the composition of language skills and key competence-related skills that are necessary for successful professional work in the activity of an economist;

Bologna[1] – an initiative adopted in 1999 to harmonize European higher education. Its main components are: a three-cycle structure (bachelor–master–doctor), the ECTS credit system, the Diploma Supplement, quality assurance, and student/scholar mobility.

Mobility[2] – the expansion of opportunities for free cross-border exchange in education and in the labour market.

— to develop and analyse an educational programme for teaching Russian to students in the field of economics;

— to assess the effectiveness of professionally oriented teaching of the Russian language in non-philological faculties.

The scientific novelty of the research is the synthesis of a set of multidisciplinary methodological strategies aimed at developing professional competence in Russian among students in economic fields.These strategies are interpreted through the prism of macro-globalization and educational transformations.

The theoretical significance of the research consists in analysing the sociolinguistic determinants of forming professional competence in Russian for students in economic fields, as well as in examining its role and importance in the development of the skill of working in the conditions of international cooperation and exchange of experience, and of stock-exchange and financial markets.

The practical significance of the research is manifested in the development of teaching aids, methodological recommendations and textbooks aimed at improving the educational process focused on forming communication skills in Russian among students of economics.

This, in turn, serves to ensure that students acquire the competences necessary for integration into the international professional community and for their professional growth.

Under modern conditions, the global changes taking place in the education system require ensuring the openness and flexibility of education, as well as expanding international cooperation.

This, in turn, increases students' educational and professional mobility and helps their integration into international academic and labour markets. As a result, it broadens specialists' career trajectories and gives an impulse to increasing the global mobility of human capital [1, 9].

The necessity of effective professional planning, compliance with global standards and support for competitiveness under the conditions of contemporary socio-cultural dynamics requires the introduction of innovative pedagogical practices in the teaching of foreign languages.

Under the conditions of globalization and accelerating technological transformations, new professional challenges are emerging in the teaching of foreign languages (including Russian).

In this context, it is necessary to single out a new composition of competences; it is precisely these competences that form the basis of the professional model of the future specialist.

These clarifications are not limited only to terminological definitions, but must also find their expression in the real educational process depending on transformational scenarios and technological solutions; as a result, a new social self-awareness and professional subjectivity are formed.

From this point of view, not only in linguistics, but also in the field of economics, attention to teaching a foreign language, in particular Russian, on the basis of a professionally oriented approach is increasing. This approach is becoming an integral part of the competence-based teaching model.

In particular, special attention is being paid to the introduction of integrated technologies that serve to develop international communication. Emphasis is being placed on forming students' ability to cooperate in a multicultural and multilingual professional environment; in this, the Russian

language is viewed not only as a service tool, but also as an environment that defines the meaning of communication.

Another important aspect is the integration of skills of professional communication in Russian and the use of foreign experience and scientific information, which is a necessary condition for the research that needs to be carried out in this field.

In the theoretical paradigms that illuminate the modern problems of higher professional education, certain studies devoted to teaching Russian in Uzbekistan on the basis of a professional-competence approach occupy a special place.

As examples, one can consider the following: Kamalova Dilafruz — "Improving the methodological-didactic support of teaching Russian as a foreign language", Kahramanova R.Y. — "Using Professionally-Directed Texts in Russian... in non-linguistic HEIs of Uzbekistan", Irgashev O. — "Developing Professionally Oriented Communicative Competence in Future Economists", Khudoynazarova Z.S. — "Innovative approaches to developing communicative competence among students".

A number of such studies are devoted to the methodological experience of competence-based teaching of Russian in Uzbekistan and to discussions of professional orientation, and they demonstrate the diversity of approaches in this field.

My research, however, is aimed precisely at proposing new methodological technologies in teaching Russian to students in the field of economics in harmony with the requirements of the Bologna process in Uzbekistan, and enriches the integration of subjects, field-based teaching and assessment criteria initiated in these sources with tasks based on the formation of professional skills, a glossary, classes, topics and tasks aimed at being informed about international experience and developing international cooperation, and at increasing professional mobility.

Within the integrative vector of socio-cultural analysis, competences are regarded as socially conditioned constructs; they are fixed in curricula and standards and are directly connected with didactic practices in such educational areas as "Grammar and literature of the Russian language" and "Russian in the professional sphere".

Their aim is to master a system of specialized knowledge and to firmly acquire

communicative abilities and skills that are necessary in professional and economic communication.

In the educational process, along with the grammar of the Russian language, language norms and vivid examples of Russian literature, the student also masters the understanding and analysis of economic texts, as well as the main aspects and skills of professional communication in economic activity. As the main issues of the research, the following are put forward:

1. The principled priority of the communicative-cognitive approach is asserted; in it, the interrelation of the components of communicative competence is emphasized, and communication is regarded as a process in the context of dynamically functioning social and linguistic phenomena.

2. Practice-oriented training based on professional standards includes a complex system of competences; in it, all aspects connected with the social-communicative practice of language use are regarded as important.

The aim of the approach is to form a targeted communicative competence that corresponds to labour market requirements and can act effectively in various social-linguistic environments.

3. It is necessary to preserve the didactic mechanism of interdisciplinary integration; this makes it possible to achieve a higher level of educational aims, to integrate educational material in terms of content and to organize pedagogical activity in a structural way [3, p. 40].

4. Special attention is paid to activating the process of students' motivational perception; this is aimed at forming stable motivation and a positive attitude towards learning Russian.

5. The formation of communicative independence and initiative of the subjects of educational activity (students) is envisaged; this includes the development of the ability to solve educational tasks independently both inside and outside the classroom, to work collaboratively, and to engage in self-regulation and disciplined actions.

The communicative-cognitive approach is theoretically substantiated within the framework of the modern methodological paradigm.

The paradigm requires the active participation of the subject of knowledge in educational situations

with socially significant, multicultural content in which "person–person" interaction dominates in the educational process. In such situations, personal cognitive resources are employed and directed towards fulfilling specific communicative tasks; as a result, the student acquires the interdisciplinary competence necessary for oral and written communication in Russian.

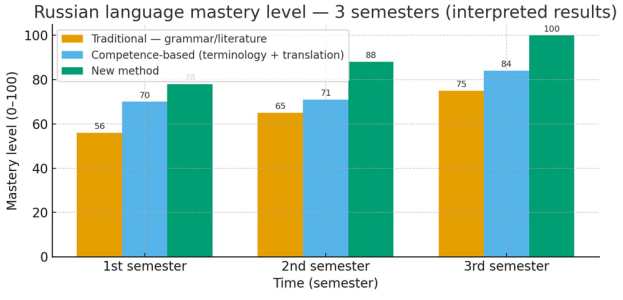
In the modern sociolinguistic paradigm, the integrative vector of educational discourse is regarded as a synthesis of methodological strategies.

This vector is closely linked with didactic practice, increases the role of the research component in professional training, orients students towards social and professional mobility, and, taking into account the complex analysis of sociolinguistic and interdisciplinary determinants and the interaction of communicative situations, envisages the formation of "complex competences".

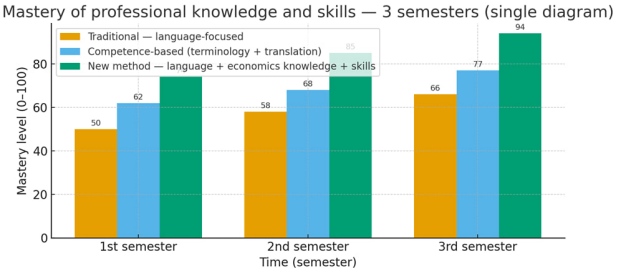
In the context of linguistic discourse, the content of knowledge in teaching in Russian is highly specialized: it includes such components as terminology, cognitive-pragmatic modelling and the genre-style characteristics of economic texts.

This knowledge forms the ability to analyse economic texts, to make use of foreign sources, to communicate in international economic activity, and to carry out pragmatically oriented speech behaviour in future professional activity [4, p. 52].

During classroom sessions, practical work in the subject "Russian language" expands various skills of information-analytical activity: oral monologic and dialogic speech, written work, the preparation of reports and annotations, basic skills of working with economic information, etc. In this, an active educational position is formed, which is connected with both theoretical knowledge and communicative, pragmatic skills.



The above diagrams present the analysis



of the research results obtained regarding the mastery of the Russian language and professional knowledge. In the course of the research, students acquire skills of independently searching for new knowledge, systematizing it and carrying out reflective evaluation on the basis of the harmonious development of physiological, socio-cultural and professional-personal preparation.

The process proceeds through self-management mechanisms: the interaction between the system of knowledge and the system of skills is strengthened, and as a result language and profession become closely interconnected in an interdisciplinary context.

This, in turn, gives an impulse to a deeper understanding of professional content in the unity of the language system and communicative needs, and to the construction of an individual learning trajectory.

As an educational result, independent creative activity (presentations, posters, mini-projects and mini-studies) appears; they serve not only to master knowledge, but also to apply and transform it in practice.

Among other learning activities are the preparation of texts of the "report" type (report, lecture, essay, interview and others), writing theses and compiling review-presentations.

The formation of the presentation phase gives rise to the need for analytical-interpretative skills, as well as for scientific-philosophical reconstruction; this supports the competence-based approach and strengthens the gnoseological (related to the theory of knowledge) foundation of the content of education.

The complex methodological approach supports stable cognitive activity, creates the possibility of independently presenting final results and helps the subject to manifest self-expression in the educational information-learning environment.

This approach requires large-scale qualitative

changes in didactic construction, the introduction of an experimental component into the educational process and the enrichment of the linguo-cultural basis of teaching. [5, c.19].

An educational programme in the subject "Russian language (professional orientation)" has been developed for students in the field "60410100 — Economics"; it is aimed at developing skills of interdisciplinary communication.

The aim of the course is to develop students' communicative competence in their professional activity under the conditions of globalization. The programme is divided into up to 12 modules, in each of which important aspects of economics and professional language communication are covered. Educational situations cover the economy of Uzbekistan, foreign economic activity, the business environment, the activity of enterprises, marketing strategies, communications, the financial system, banking practice, the stock market, the institutional structure of the world economy, the labour market, the legal system and business correspondence.

The topics help to perceive more deeply the interaction between language and profession in the globalizing economic space.

Thus, the modern educational paradigm turns the Russian language into an integral part of professional training; it requires the development of a new set of competences.

These form a clearly defined contour of the professional "portrait" and determine the competence-based model of future professional activity. It is important that the content of teaching Russian in economic education should be aimed at a deeper understanding of real professional reality, should strengthen preparedness for intercultural communication and should meet the requirements of the modern labour market.

In conclusion, it should be noted that the proposed approach serves as a methodological basis for the further improvement of the methodology of teaching Russian; it envisages redesigning educational courses, clarifying the composition of competences, updating assessment tools and introducing practical methods aimed at increasing students' educational-professional mobility.

Such an approach stabilizes learning outcomes and serves to building a successful career for students in the international labour market.

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