

THE THEORETICAL AND PRACTICAL FOUNDATIONS FOR DEVELOPING PROFESSIONAL COMMUNICATIVE AND LEXICAL COMPETENCE IN RUSSIAN AMONG TECHNICAL UNIVERSITY STUDENTS.

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Abstract: This article explores the theoretical and practical foundations for developing professional communicative and lexical competence in Russian language instruction among technical university students. In contemporary higher education, future engineers and technical specialists are expected to operate effectively in multilingual professional environments where Russian remains an important language of scientific communication, technical documentation, and regional cooperation. Therefore, language instruction should not be limited to general linguistic knowledge but must integrate profession-oriented vocabulary and communicative tasks.

Keywords: Professional communicative competence, lexical competence, Russian language instruction, technical university students, practice-oriented approach, terminology acquisition.

Introduction. In the contemporary higher education landscape, the role of language competence in training students of non-philological, especially technical, disciplines for their future professional careers has become increasingly significant. The Russian language today serves not merely as a medium of everyday communication, but also as a crucial instrument for engaging with technical documentation, scientific and engineering literature, operational manuals, and professional interaction within specialized fields.¹ Therefore, in technical higher education institutions, teaching the subject “Russian Language” should primarily focus on developing students’ professional lexical competence (Russian: профессионально-ориентированная лексическая компетенция).

Empirical evidence suggests that while students in technical fields generally assimilate common Russian vocabulary with relative ease, they experience considerable challenges when attempting to actively employ specialized terminology, terminological collocations, and scientific-technical concepts associated with their professional domains (such as *технологический процесс, производственная линия, сырьё, оборудование, режим работы*) in oral communication.² This situation is primarily associated with the insufficient systematic and methodological formation of professional vocabulary in the process of teaching Russian.

¹ Ergasheva X. N. *Texnik oliy ta’limda ta’lim texnologiyalarining funksional klassifikatsiyasi va ularning pedagogik samaradorligi // Экономика и социум. 2025. №6-2 (133).*

² Кудинова Нина Владимировна *Методы работы со студентами технических специальностей по лексике // Интерэкспо Гео-Сибирь. 2012. №6.*



In scholarly and methodological discourse, professional lexical competence is understood as the learner's capacity to understand, retain, and purposefully apply vocabulary and terminology that convey specialized professional concepts in communicative practice (лексическая компетенция, язык специальности). Researchers highlight that lexical competence represents a fundamental element of overall professional communicative competence, since it ensures the effective realization of key language skills, including reading (чтение), writing (письмо), listening comprehension (аудирование), and speaking (говорение)³.

In the context of Russian language instruction at technical higher education institutions, instructional practices frequently demonstrate a predominance of general language content, insufficient incorporation of profession-oriented texts, and a shortage of targeted exercises designed to reinforce specialized terminology. Consequently, even though students may display a certain degree of comprehension when working with texts related to their field of study, they often do not attain the proficiency necessary to articulate independent professional viewpoints or to apply terminological vocabulary effectively in authentic professional contexts. This situation ultimately hinders graduates' smooth integration into real industrial and occupational environments.

The aim of this research is to design a practice-oriented methodological model for developing professional lexical competence in the process of Russian language instruction at technical higher education institutions and to validate its effectiveness through experimental evidence. The study examines pedagogical strategies centered on profession-specific vocabulary, contextualized terminology acquisition, and its active integration into various forms of speech activity.

Research aims. The primary objective of this research is to design and implement a practice-oriented methodological framework for the development of students' professional lexical competence (профессионально-ориентированная лексическая компетенция) within the process of Russian language instruction at technical higher education institutions, as well as to evaluate its effectiveness through experimental validation. Special emphasis is placed on the mechanisms that facilitate the conscious assimilation of terminological vocabulary (терминологическая лексика), profession-specific lexical combinations, and scientific-technical concepts, together with their purposeful and active application in various forms of speech activity in the context of professionally oriented Russian language teaching.

To accomplish this overarching goal, the following research objectives were formulated:

1. To determine the content-related and structural characteristics of professional lexical competence in the instruction of Russian to students of technical disciplines and to examine the theoretical and methodological principles underlying its formation.
2. To carry out an initial diagnostic evaluation (placement or entry assessment) in order to establish the baseline level of students' mastery of professionally oriented lexical units in Russian, including technical terminology, terminological collocations, and general scientific vocabulary (язык специальности, научно-техническая лексика) within speech activity.
3. To design and implement a structured system of practice-based tasks grounded in professionally oriented texts (профессионально-ориентированные тексты) and

³Nigmatovna Y. D. O'zbek tilini o'qitish metodikasi //Buxoro: Durdona. – 2021.



terminological materials relevant to technical fields, integrating them into the instructional process of Russian language teaching.

4. To foster the development of students' professional lexical competence through a set of targeted lexical exercises (лексические упражнения) focused on the acquisition, reinforcement, and contextual use of terminological vocabulary, incorporating text analysis, translation activities, comparative tasks, and communicative problem-solving assignments.

Methodology. To assess the effectiveness of developing students' professional lexical competence within Russian language instruction at technical higher education institutions, the research applied a combination of pedagogical experiment, systematic observation, diagnostic assessment procedures, and comparative analytical methods⁴. The research methodology was developed based on practice-oriented methodological approaches recommended in scientific literature and was adapted to real educational conditions.

Diagnostic (Initial) Stage. At the preliminary phase of the research, a baseline assessment was carried out to identify the existing level of students' professional lexical competence. The diagnostic procedures comprised a set of tests and written assignments designed to evaluate learners' understanding and practical application of Russian technical terminology and terminological collocations relevant to their field of specialization (such as *технологический процесс, оборудование, сырьё, производственная линия, режим работы*). The findings revealed that students demonstrated a limited level of mastery in professional vocabulary, indicating an insufficient development of the knowledge and skills required for effective use of specialized lexical units.

Data Analysis Methods. The empirical data obtained in the course of the study were examined through the application of both quantitative and qualitative analytical procedures. A comparative analysis of students' baseline and final performance was conducted using percentage-based indicators to measure progress in the development of professional lexical competence. Furthermore, systematic observational records were employed to evaluate the precision, appropriateness, and frequency of students' use of specialized terminology in various forms of speech activity. The results of the analysis confirmed the effectiveness of the practice-oriented methodological framework designed to enhance students' professional lexical competence.

Results. The findings of the pedagogical experiment carried out within the framework of this research provide substantial evidence supporting the effectiveness of the practice-oriented methodological approach designed to develop professional lexical competence among students of technical disciplines. A comparative evaluation of the baseline and final assessment outcomes revealed notable positive dynamics in students' mastery of profession-specific terminology in Russian (профессиональная лексика, язык специальности).

Comparative Analysis of Baseline and Final Performance Indicators. The diagnostic (entry) testing results indicated that a significant proportion of students encountered considerable challenges in both the comprehension and active application of Russian technical terminology and terminological collocations within speech activity. Specifically, the level of accurate understanding and contextual usage of such terms as

⁴ Ponomarenko Y. V. et al. Pedagogical research methods of training in higher educational establishments: A comparative analysis //International electronic journal of mathematics education. – 2016. – Т. 11. – №. 9.

технологический процесс, оборудование, производственная линия, and сырьё was assessed as relatively low at the initial stage of the study.

Discussion. The results obtained in the course of this research clearly indicate the substantial effectiveness of the practice-oriented methodological approach implemented in professionally oriented Russian language instruction for students of technical disciplines. The marked differences identified between the baseline and final assessment outcomes provide convincing evidence that systematic, context-driven, and communicatively focused instruction of professional vocabulary (*профессиональная лексика, язык специальности*) exerts a direct and measurable influence on the development of students' lexical competence.

A detailed analysis of the findings suggests that the notable improvement in students' ability to comprehend terminology and interpret profession-specific texts can largely be attributed to the integration of professionally oriented texts (*профессионально-ориентированные тексты*) into the instructional process. The use of authentic professional materials enabled learners to perceive the functional and semantic roles of terminological units within real communicative situations. This approach facilitated not only surface-level memorization but also deeper semantic processing and contextual internalization of specialized vocabulary.

These results underscore the methodological priority of contextualized instruction in fostering lexical competence and confirm the necessity of integrating profession-based textual materials into Russian language teaching for technical students.

Overall, the discussed results indicate that the practice-oriented methodological approach aimed at forming professional lexical competence enriches the content of Russian language instruction, strengthens its professional orientation, and contributes to improving students' professional communicative readiness. This approach can therefore be regarded as methodologically sound and перспективе-oriented for implementation in the practice of teaching Russian in technical higher education institutions.

Conclusion. This study scientifically substantiated the relevance of the problem of forming students' professional lexical competence during Russian language instruction in technical higher education institutions and confirmed the effectiveness of the practice-oriented methodological approach applied in this field. The results of the conducted pedagogical experiment demonstrated that professionally oriented Russian language instruction (*язык специальности*) has a positive impact on the development of students' ability to consciously acquire terminological vocabulary and actively use it in speech activity.

The present study confirms that the development of professional lexical competence in Russian language instruction for students of technical specialties requires a systematic, practice-oriented, and context-based methodological framework. The results of the pedagogical experiment demonstrate that the integration of professionally oriented texts, targeted lexical exercises, and communicative tasks significantly enhances students' mastery of specialized terminology and their ability to apply it in speech activity.

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