

## ISSUES OF LEARNING THE RUSSIAN LANGUAGE AT A HIGHER EDUCATIONAL INSTITUTION

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**Abstract:** This article discusses the problems encountered in teaching Russian language terms. In addition, the opinions and methods of scientists in this regard are considered.

**Keywords:** Russian language, term, method, idea, technology.

**INTRODUCTION:** At the beginning of the 21st century, the teaching of language disciplines in higher education has undergone a number of significant changes regarding both the organization of the educational process and the goals and methods of teaching, its structure and content. In conditions of high competition in the labor market, the need for specialists who are able to productively carry out professional communication in foreign languages is increasing, which is closely related to global trends in the globalization of science and production. Of course, effective professional communication in a foreign language is impossible without knowledge of terminological vocabulary, since today the communicative functions of terminology are not limited to serving language activities within a certain national community. The terminology of any modern industry is aimed not only at satisfying internal, national professional communication, but also at external, international contacts, and the international function of terminology is increasingly increasing.

### MATERIALS AND METHODS

Modern processes of globalization contribute to the enrichment of the conceptual apparatus of science and production, which causes the need for new lexical units for their nomination and, accordingly, the quantitative and qualitative growth of the terminological fund of developed languages. The development of terminological vocabulary is closely connected with the history of the development of the national language, on the one hand, and the history of the development of science, technology and all material culture, on the other. Thus, the development of the terminological fund of any language is directly related to the concept of "intercultural interaction", which implies the relationship of different cultures.

The scientific principle of humanitarization in teaching professional terminology involves close interaction between teachers of the disciplines of the language cycle in the development of work programs for the courses "Foreign Language (professional orientation)", as well as creative cooperation with teachers of other disciplines of the humanitarian cycle, which is directly related to the following scientific principle - the principle of holistic reflection in the content of the subject under study of the tasks of the student's professional training and the formation of his general culture. This scientific principle, in particular, involves the joint selection of topics and materials proposed for study, expanding the general and professional horizons of students.

### RESULTS AND DISCUSSION

We defined the following scientific principle of studying professional terminology in higher education as the principle of communicative actualization of terminological vocabulary in discourse [4: 76]. Today, one of the most promising areas for studying sectoral terminological vocabulary is cognitive-discursive, which is based on "the definition of language as a cognitive process carried out in communicative activity and provided by special cognitive structures and mechanisms in the human brain" [6: 406]. New terminological vocabulary enters and consolidates in professional discourse as a

result of the cognitive activity of a specialist in a particular industry, which consists in the conceptualization and categorization of new and existing different types of knowledge. The complex nature of cognition is due to the multiplicity of objects of the surrounding world, their characteristic difference, as well as the degree of cognition and isolation in consciousness, which implies the relationship and integration of various cognitive levels. The main ones include three: empirical perception (perceptual-objective activity), conceptual comprehension and interpretative-evaluative comprehension. At the same time, the analog capabilities of human thinking make it possible to effectively integrate new knowledge into an existing system, which is reflected at the verbal level, namely when using terms in professional discourse.

### CONCLUSION

In particular, studies of a number of languages have shown that up to 80% of the terms functioning in them are formed according to compact, stably reproducible models, the number of which ranges from 7 to 10 [1: 152]. It should be noted that the plan of the content of the term is precisely the concept, and not the concept, which at the moment are distinguished by terminologists, despite the fact that the "concept" is certainly a phenomenon of the same nature. The fact that the same terminological lexemes can be used in various special discourses to denote different concepts is explained by the operation of the universal law on the economy of language resources, as well as by the peculiarity of modern industry terminology, which consists in the desire of specialists to build motivated terms with predictable semantics [2 : 115]. Thus, the full meaning of the term can be revealed only in professional discourse, where it is used only in one specific meaning, correlating with only one concept. At the same time, the actualization by a language unit of its syntagmatic properties, based on the meaning of the lexical concretizer, is of particular importance.

The proposed scientific principles for the study of professional terminology in a non-linguistic university should, in our opinion, contribute to the effective assimilation of terminological vocabulary for reading original specialized literature and successful professional communication in a foreign language, which reflects current trends and requirements for teaching in higher education.

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