

ENHANCING THE DEVELOPMENT OF PROFESSIONAL AND LANGUAGE COMPETENCE AMONG STUDENTS IN TECHNICAL HIGHER EDUCATION INSTITUTIONS THROUGH RUSSIAN LANGUAGE LESSONS UTILIZING ELECTRONIC LEARNING TOOLS

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Abstract:

The article examines the effectiveness of incorporating electronic dictionaries in Russian language classes for students from diverse national backgrounds in technical universities. The development of professional language competence plays a vital role in the holistic growth of individuals and enhances their competitiveness in the job market. The integration of electronic dictionaries during classes significantly streamlines the process of handling professional terms and unfamiliar vocabulary.

Keywords: effectiveness, professional language competence, bilingual electronic dictionaries, formation, development, professional terms, technical translation, access, traditional, qualification.

Introduction

In the modern world, amidst the advancement of information technologies, the quality of education stands as one of the most crucial factors influencing a country's socio-cultural development. This is precisely why the drafts of the Action Strategy for the Five Priority Areas of Development in the Republic of Uzbekistan for the years 2022-2026 place special emphasis on the continual improvement of higher education, the cultivation of intellectual culture, and the training of highly skilled personnel proficient in foreign languages. The Concept for the Development of Science until 2030 also addresses the task of enhancing the competitiveness of personnel in technical universities at national and international levels [1].

The strengthening of socio-cultural, trade, and economic ties among CIS countries, along with increased media activity and the republic's participation in numerous international and interstate organizations, contributes to the elevated status of the Russian language as a means



of communication. Consequently, there is an ongoing need to update the requirements for improving the language proficiency of students from national groups studying in technical universities.

In the current landscape, the goals and objectives of higher education are closely intertwined with new information technologies. The Russian language, like other subjects, is extensively utilized through various multimedia technologies. The issue of developing language and translation competence among students specializing in non-philological fields and belonging to national groups is especially relevant today. The cultivation of professional language competence contributes to the holistic professional development of individuals. When teaching the Russian language to national groups, one of the main objectives is to instruct students in both oral and written speech, as well as enable their understanding and interpretation of professional terms. Students in these groups often face challenges in terms of phonetics, grammar, and vocabulary. Bilingual and explanatory electronic dictionaries prove to be valuable aids in alleviating these difficulties [1, 2, 4].

Literature review.

The use of electronic dictionaries in language education has been a topic of interest among researchers and educators. Several studies have explored the benefits and challenges associated with integrating electronic dictionaries into language learning environments. In the context of teaching the Russian language to national groups at technical universities, the use of electronic dictionaries has gained particular attention due to the specific language issues and vocabulary challenges faced by students [2, 4, 5].

One of the key advantages of electronic dictionaries highlighted in the literature is the speed and convenience of information search. Electronic dictionaries allow for faster word searches compared to traditional paper dictionaries, enabling students to quickly access the meanings and translations of words and phrases [2, 3, 6]. This aspect is particularly valuable in technical translation, where students often encounter difficulties in translating specialized vocabulary. Furthermore, electronic dictionaries provide a visual representation of word sounds, aiding students in understanding correct pronunciation. Many electronic dictionaries offer word pronunciation functionality, allowing students to listen to the correct pronunciation of words and phrases, thereby improving their oral language skills [2, 4, 5].

The ability to update and expand information about words is another significant advantage of electronic dictionaries. Traditional paper dictionaries often become outdated as language evolves, whereas electronic dictionaries can be regularly updated with new words, meanings, and usage examples, ensuring that students have access to the most current and relevant information [2, 3, 6].

The flexibility and interactivity offered by electronic dictionaries are also noteworthy. Students can engage in discussions about dictionary entries and even contribute as authors, fostering an interactive learning environment. Additionally, electronic dictionaries provide access to hypertext through links, allowing students to explore related information and expand their understanding of words and concepts [4].

Despite the numerous benefits of electronic dictionaries, it is essential to acknowledge the potential limitations and challenges. Automatic translation systems, which are often integrated



into electronic dictionaries, have improved over time but still may not always provide high-quality and accurate translations. Teachers play a crucial role in educating students about the limitations of automatic translation and guiding them in using electronic dictionaries effectively [4, 5, 6].

Moreover, it is important to note that while electronic dictionaries can facilitate the language learning process, caution must be exercised. Relying solely on electronic translators during exams, tests, or assessments is considered unacceptable, as it replaces students' own knowledge with computer-generated translations. The goal of language education is to develop students' language skills and proficiency, and simply obtaining ready-made translations does not promote this objective [1, 4, 5].

Discussion.

The development of professional language competence among students from national groups in Russian language classes at technical universities is accompanied by a multitude of difficulties. Students encounter various difficulties when translating specialized vocabulary, particularly in technical translation. However, it has been observed that students demonstrate enthusiasm for incorporating various information technologies into Russian language classes. Working with vocabulary and reference materials is one of the most popular forms of instruction in teaching the Russian language [2, 4, 5].

The use of electronic learning tools, specifically electronic dictionaries during classes and for independent work, enhances students' ability to utilize diverse sources of information. It assists in translating and interpreting word meanings and professional terms, while also fostering the qualification capabilities of future specialists. With advancements in computer technologies, a new branch of lexicography has emerged known as electronic lexicography, which focuses on creating electronic dictionaries. These dictionaries can be accessed through computers as regular software applications or downloaded onto phones and various gadgets. An electronic dictionary serves as a universal and convenient tool for accessing various information. It provides multiple translation options for the searched unit, word, or phrase in different areas simultaneously, simplifying the search process compared to using multiple paper dictionaries. The use of electronic dictionaries in place of paper ones significantly simplifies text-related tasks [2,3,6].

Electronic dictionaries offer several significant advantages over their paper counterparts. One positive aspect is time-saving, as electronic dictionaries enable faster word searches compared to traditional dictionaries. Mobility is another factor favoring electronic dictionaries, as they can be conveniently carried and used in class and during travel. Using electronic dictionaries eliminates the need to carry additional bulky items. Furthermore, electronic dictionaries are durable and do not tear or wear out [2, 3, 6].

Additionally, students are inclined to use electronic technology and possess skills in extracting information from electronic media. Many electronic dictionaries have word pronunciation functionality, enabling students to quickly understand correct pronunciation. Currently, a wide range of bilingual electronic dictionaries is available, along with electronic versions of traditional dictionaries. These electronic versions are also compatible with mobile devices. The proliferation of electronic dictionaries and computer-based learning programs inevitably



impacts teaching methods and the role of teachers. The primary task for teachers is to guide students in utilizing reliable and verified sources. Presently, students face no difficulties in working with electronic equipment and have broad access to various electronic dictionaries. Undoubtedly, the use of electronic dictionaries in Russian language classes offers numerous benefits. They not only simplify the search for lexical units but also deepen and diversify the teaching of the Russian language. Traditional dictionaries often fail to provide all the uses of a word or expression in a language, and they quickly become outdated as language evolves. According to O.S. Rublyova, the advantages of electronic dictionaries include:

In a large volume of vocabulary, electronic dictionaries offer several advantages, including the speed and convenience of information search, visual representation of word sounds, the ability to update and expand word information, the flexibility of structuring articles through search, comprehensive word meanings, interactivity (enabling discussions and authorship), and access to hypertext through links [4]. It is worth noting that in the context of teaching the Russian language to national groups, electronic dictionaries serve multiple purposes, aiming to enhance and optimize the language learning process. They contribute to speed, efficiency, accuracy, mobility, accessibility (mass availability), relevance, and flexibility.

However, it is important to acknowledge several significant negative aspects associated with the use of electronic dictionaries and translators. While automatic translation systems are continuously improving, they do not always provide high-quality and adequate translations. It is the teacher's responsibility to explain to students that automatic translation systems can yield results of varying quality and reliability [4, 5, 6]. Moreover, teachers may allow students to use such systems during assignments to demonstrate the features, advantages, and disadvantages of working with automatic translation systems. However, it is unacceptable to rely on electronic translators during exams, tests, or assessments, as it replaces the student's own knowledge with a more or less successful computer-generated translation. The ability to obtain a ready-made translation of a text using an electronic dictionary can be considered a negative factor in educational settings. In this scenario, the facilitation of work eliminates the need for essential mental operations in the translation process, and the translation activity is simply replaced by a finished product. Electronic translation is currently not flawless enough to provide impeccably accurate translations, and inaccuracies and errors can lead to a distortion of meaning [1, 4, 5].

Conclusion

The achievement of a complex goal such as the formation and development of professional language competence among students at technical universities relies on the knowledge they acquire and the skills they develop in communicative competence. These skills enable successful adaptation to diverse living conditions and competitiveness in the job market. To accomplish this, it is crucial to utilize all available means, including both traditional (books) and electronic resources. Electronic dictionaries, in particular, serve as universal and convenient tools for presenting various information. They provide multiple translation options for the searched unit, word, or phrase in different areas simultaneously, simplifying the search process compared to using multiple paper dictionaries. Proper utilization of electronic



dictionaries can significantly enhance the effectiveness of both teachers and students in accomplishing their tasks.

Today, it can be confidently stated that the use of information and communication technologies (ICT) and English for Specific Purposes (ESP) in the process of teaching the Russian language empowers teachers to provide feedback, fostering interactive dialogue, creating conditions for maximum consideration of individual educational opportunities and students' needs, offering a broad range of content, forms, pace, and training levels, and unleashing the creative potential of each student [1, 2, 6].

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