BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg
BG PULSE JOURNAL

DEVELOPING STUDENTS' PROFESSIONAL VOCABULARY BY MEANS OF THE RUSSIAN LANGUAGE

Jumaniyazova Mehriban Akhmedovna
Teacher, Department of Uzbek and Foreign Philology, Urgench Innovation University

Abstract: This article examines the development of students' professional vocabulary by means of the Russian language. Professional vocabulary plays an important role in preparing students for effective communication in their future field of work. The study focuses on how Russian language lessons can help students learn, understand, and use professional terms correctly in academic and practical contexts. Special attention is given to vocabulary exercises, reading professional texts, translation tasks, dialogues, and situational activities. These methods help students expand their lexical knowledge, improve their communicative competence, and use professional terminology more confidently.

Key words: professional vocabulary, Russian language, terminology, students, professional communication, language learning, communicative competence.

Introduction

In the modern system of higher education, the formation of students' professional vocabulary is considered one of the important components of professional training. Today, students are expected not only to acquire theoretical knowledge in their chosen field, but also to communicate effectively, understand professional texts, use special terms correctly, and express their ideas clearly in academic and professional situations. In this process, language plays a key role, because professional competence is closely connected with the ability to use appropriate vocabulary in oral and written communication.

The Russian language has great importance in the development of students' professional vocabulary, especially in multilingual educational environments. In many academic and professional fields, Russian is used as a means of communication, a source of scientific information, and a language of professional literature. Through Russian language lessons, students can become familiar with professional terms, understand their meanings, learn how to use them in context, and develop the ability to communicate on topics related to their future profession. Therefore, teaching Russian should not be limited only to grammar and general vocabulary; it should also include professional terminology and field-specific communication.

Professional vocabulary includes words, terms, phrases, and expressions that are used in a particular sphere of activity. For example, students of pedagogy need to know educational and methodological terms, students of medicine need medical terminology, and students of economics need economic concepts. The correct use of such vocabulary helps students understand professional materials, participate in discussions, prepare reports, write academic papers, and communicate with specialists. As a result, professional vocabulary becomes an essential part of students' overall professional competence.

The development of professional vocabulary by means of the Russian language can be organized through different methods and activities. Reading professional texts, working with terminology dictionaries, translating special texts, preparing dialogues, doing vocabulary exercises, and using problem-based tasks can help students master professional words more effectively. These activities allow students to learn new terms not separately, but in real communicative situations. This makes the learning process more practical and meaningful.

Another important aspect of this topic is the connection between language learning and students' future professional needs. When students understand that Russian language lessons are directly related to their future career, their motivation increases. They begin to see the Russian language not only as an academic subject, but also as a useful tool for professional growth. This approach helps to create a more effective learning environment and supports the development of both linguistic and professional skills.

Literature Review

A.N. Shchukin, in his book *Methodology of Teaching Russian as a Foreign Language*, discusses the main theoretical and practical issues of teaching Russian in higher education. The author emphasizes that language teaching should develop not only grammatical knowledge, but also communicative skills that help learners use the language in real academic and professional situations[1]. This idea is directly connected with the formation of students' professional vocabulary, because professional terms are learned more effectively when they are used in context, dialogues, texts, and practical communication. Shchukin's approach shows that vocabulary work should be systematic and purposeful: students should not only memorize new words, but also understand their meaning, grammatical forms, stylistic use, and professional function. Therefore, this source is important for the present study, as it proves that Russian language lessons can become an effective tool for developing students' professional terminology and communicative competence.

N.D. Galskova and N.I. Gez, in their textbook *Theory of Teaching Foreign Languages: Linguodidactics and Methodology*, analyze language teaching from the point of view of linguodidactics and methodology. The authors explain that language learning is closely related to the development of communicative competence, cultural awareness, and the ability to use language according to the situation[2]. Their ideas are useful for studying professional vocabulary because professional communication also requires the correct choice of words, terms, and expressions depending on the field and communicative purpose. According to this approach, vocabulary should be taught through meaningful texts, speech situations, and tasks that reflect learners' future professional needs. Thus, Galskova and Gez's work supports the idea that Russian language teaching should be profession-oriented and should help students master terminology needed for their future academic and professional activity.

Analysis and Results

The analysis of methodological literature shows that the development of students' professional vocabulary should be organized as a systematic and profession-oriented process. In Russian language classes, vocabulary teaching should not be limited to memorizing isolated words. It should include the explanation of terms, their use in context, work with professional texts, translation exercises, and oral communication tasks. A.N. Shchukin notes that teaching Russian as a foreign language in higher education should connect language knowledge with real communicative practice, because students need to use Russian in academic and professional situations [3]. This idea is important for the present research because professional vocabulary becomes effective only when students can apply it in speech, writing, discussion, and text analysis.

The study also shows that professional vocabulary develops better when students work with texts related to their future speciality. For example, pedagogical students may work with texts about teaching methods, lesson planning, assessment, and classroom interaction. During such activities, students identify key terms, translate them, explain their meanings, make sentences, and use them in dialogues. According to N.D. Galskova and N.I. Gez, language teaching should be based on communicative competence, which includes the ability to choose language units correctly

according to the situation and purpose of communication [4]. Therefore, professional vocabulary should be taught through practical tasks that reflect students' future professional needs.

Another important result of the analysis is that communicative exercises play a central role in forming professional lexical competence. When students participate in role plays, discussions, presentations, and problem-based tasks, they do not only remember new terms, but also learn how to use them naturally. E.I. Passov emphasizes that communicative teaching is effective when language is used as a real means of interaction, not only as a subject for mechanical learning [5]. This means that Russian language lessons should create situations where students can use professional words in meaningful communication.

The analysis also proves that textbooks, professional texts, and terminology materials should be selected according to students' field of study. I.L. Bim points out that the content of language teaching must be methodically organized and connected with learning aims, students' needs, and the structure of the subject [6]. From this point of view, the teacher should select professional texts, exercises, and lexical tasks that correspond to students' future profession. Such an approach increases students' motivation and helps them understand the practical value of the Russian language.

As a result, the following findings were identified:

First, professional vocabulary is formed more effectively when Russian language teaching is connected with students' future professional activity. Students understand terms better when they see them in real professional contexts.

Second, reading and analyzing professional texts helps students expand their lexical stock. Through texts, students learn not only separate words, but also word combinations, fixed expressions, and terms used in professional communication.

Third, translation exercises are useful for comparing professional terms in Russian and the students' native language. This helps students understand the exact meaning of terms and avoid incorrect usage.

Fourth, communicative activities such as dialogues, presentations, and discussions help students use professional vocabulary actively. As a result, students become more confident in oral and written professional communication.

Fifth, the Russian language can serve not only as a general academic subject, but also as a means of professional development. When Russian lessons are organized with a professional focus, they contribute to the formation of students' communicative competence and professional readiness.

Thus, the results of the analysis show that developing students' professional vocabulary by means of the Russian language requires an integrated approach. This approach should include professional texts, terminology work, translation, communicative exercises, and tasks connected with students' future speciality. Such methods help students master professional terminology, improve their speech skills, and prepare for effective communication in their future professional field.

Conclusion

In conclusion, the development of students' professional vocabulary by means of the Russian language is an important part of professional and communicative training. Russian language classes should not be limited only to grammar, reading, or general vocabulary. They should also include professional terminology, special texts, translation tasks, dialogues, discussions, and practical exercises connected with students' future field of study.

The analysis shows that professional vocabulary is formed more effectively when students learn terms in context. If students work with texts related to their speciality, they understand not

only the meaning of separate words, but also their function in professional communication. This helps them use professional terms correctly in oral speech, written assignments, presentations, and academic discussions.

Another important conclusion is that communicative tasks have a strong influence on vocabulary development. When students use professional words in dialogues, role plays, problem situations, and presentations, their vocabulary becomes active. They do not simply memorize terms, but learn how to use them in real speech situations.

Thus, the Russian language can serve as an effective means of forming students' professional vocabulary. Profession-oriented Russian language teaching improves students' lexical competence, develops their communicative skills, increases motivation, and prepares them for successful professional activity. Therefore, professional vocabulary development should be organized systematically, purposefully, and in close connection with students' future speciality.

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