

ГУМАНИТАРНЫЕ НАУКИ



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The Problem of Selecting the Material for Teaching Foreign Students the Language of the Specialty

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Abstract

The article focuses on the problem of selecting the material for teaching foreign students the language of their specialty, which is a key aspect in their preparation for professional activity. The relevance of this topic is induced by the need to adapt teaching materials to the specific requirements of different professional fields, as well as to the linguistic and cultural characteristics of students. The selection of the necessary material has been analysed with respect to its compliance with educational objectives, level of complexity, authenticity and relevance. The psychological and pedagogical aspects affecting students' motivation and their success in learning the language of their specialty have also been considered. Additionally, the basic requirements and objectives of modern textbooks have been discussed.

Keywords: language of specialty, Russian as a foreign language, selection of material, teaching aid, teaching methodology, communicative method, initial stage of education

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Проблема отбора материала для обучения иностранных студентов языку специальности

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Аннотация

Проблема отбора материала для обучения иностранных студентов языку специальности является ключевым аспектом подготовки этих студентов к их будущей профессиональной деятельности. Актуальность данной темы определяется необходимостью адаптации учебных материалов в соответствии со специфическими требованиями различных профессиональных областей, а также с учётом языковых и культурных особенностей учащихся. В работе проводится анализ процесса отбора материалов, включая их соответствие учебным целям, уровень сложности, аутентичность и актуальность. Также рассматриваются психолого-педагогические аспекты, оказывающие влияние на мотивацию студентов и их успехи в изучении языка специальности. В дополнение к этому обсуждаются основные требования и цели, которые предъявляются к современным учебным пособиям.

Ключевые слова: язык специальности, русский язык как иностранный, отбор материала, учебно-методическое пособие, методика преподавания, коммуникативный метод, начальный этап обучения

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Results. Currently, the leading approach in teaching RFL (Russian as a foreign language) is the communicative one. The communicative teaching method of RFL is highly appreciated by both a teacher and those who study. Most students, when studying RFL, literally “follow a teacher”, thereby they are limited by the volume and quality of the material they receive in the classroom. Communicative method implies active position of a student, the principle of 50% to 50% is always important for any communication. [1]

When speaking about the prospects for the development of RFL teaching methodology, two areas for modern scientific and methodological research can be distinguished. The first is related to psycholinguistic studies of the patterns of speech perception and generation, while the second is related to the systematic description of a language as a dynamic phenomenon. The importance of conducting research in these areas is explained by the fact that in the teaching methodology of RFL, the emphasis is traditionally placed on the activities of the first subject of pedagogical communication, i.e. on the activities of a teacher. The activity of the second subject, a student, in assimilating the new material is no less important, but it has not been studied enough yet. The methodology of teaching Russian as a foreign language is a young discipline, therefore it is impossible to analyse its achievements without understanding the historical background that influenced the features of modern teaching methods of the Russian language.

New methodological concepts are being created in the teaching methodology of Russian as a foreign language, new approaches to the perception and understanding speech are being developed, new speech tactics are being identified, the psychological and linguistic specifics of communication in a non-native language are being clarified, the role of nationally determined features in language learning is being determined, cultures of different countries and nationalities and systems of contacting foreign languages are being compared for linguistic and didactic purposes. This allows us to identify new directions for using communication technologies. There are also game-based RFL learning technologies that occupy a special place in the process of learning Russian as a foreign language. For example, a situational game increases motivation for efficient language learning.

Pedagogical factors should also be taken into account in the study process. Among them, there are such phenomena and patterns that are studied by general pedagogics, as, for example, the connection between education and upbringing [2].

Teachers of RFL in technical universities began to create the first manuals on the scientific style of speech, which included mostly authentic reading texts taken from the educational and scientific literature on technical disciplines. In the 1960s, textbooks on specialized disciplines began to use a method of "continuous labelling" of language material in file cabinets, which, after statistical and comparative analysis, became the basis for the programs, general dictionaries and textbooks on the Russian language for foreign students of non-philological majors. At the current stage of development of Russian as a foreign language teaching methodology, due to the self-efforts of Russian scholars, a functional and communicative linguodidactic model of the language is just beginning to form, thereby creating a linguistic foundation for teaching foreign students educational, professional and scientific communication.

When selecting language material for teaching at the initial stage, the principle of conscious learning, the principle of taking into account the native language, the complex-concentric principle and the situational-thematic principle are taken into account. A special feature of the initial stage of learning is that during this period the basics of correct speech are learned, and a solid foundation is created for further language learning. In the theoretical part, it is necessary to provide simple and understandable material for practical application. In practice, at the initial stage, it is necessary to use as many training exercises as possible, present lexical and grammatical material in visual form, and what is the most important, conduct the lesson in Russian, especially in the absence of a natural language environment. Given the principle of approximation, that is, ignoring mistakes, a teacher may well ignore small mistakes of a student, if they do not disrupt communication.

For example, the textbook "Getting to know each other is easy, it's hard to break up" by V.I. Annushkin, A.A. Akishin and T.L. Zharkov [3] is suitable for familiarization with both the Russian language and situations where this language is necessary for students. This manual includes eight sections with relevant topics, it does not contain written exercises, the exercises are designed to involve a student into communication, and getting into communication is the goal that the authors address from the very beginning. Texts, dialogues, and poems are written in such a way that students can both memorize them and recall them when performing exercises. Thanks to such texts, students develop both speech and memory. In addition, the manual contains recommendations for a novice RCT teacher in the form of comments and games that help to make classes interesting and efficient.

A modern textbook for international students should meet the following objectives:

- to ensure the interactivity of the information and educational environment;
- to create conditions for students to develop their own competence in a convenient mode through pedagogical, information and organizational technologies;
- to design and create an information and educational environment for the possibility of distance learning;
- to sensitize the learning process and cognitive activity of students when learning online and offline;
- to support the process of using the acquired theoretical knowledge in practice

The main requirements for textbooks on RFL were identified as follows: scientific nature, systematic approach, accessibility, using modern techniques, including the principle of one difficulty, as well as continuity – each subsequent step of a student depends on the quality of assimilation of the previous material. In addition, a textbook should provide the possibility of combining control and self-control. It should contain a large number of illustrative material that contributes to better understanding of tasks and exercises.

The analysis of modern teaching tutorials has shown that currently there is no such a textbook that would include the necessary language information. It can be assumed that one of the main problems in teaching Russian as a foreign language is the selection of language material. Because currently it is difficult to find a Russian as a foreign language textbook for the certain area of professional activity, such as civil engineering area. Moreover, it is not easy to find a manual that would fully meet modern requirements. To avoid such difficulties, it is recommended to use self-developed teaching material for Russian as a foreign language classes. The course curriculum should be used as a basis, and include the topics relevant for a particular specialty (in our case — topics, studied by students of the civil engineering majors). The material should fully correspond to the degree of competence of the students, their level of knowledge should be slightly ahead of the content of the teaching material. An important role is also assigned to the selection of language material. Here, on the contrary, the level of material should outpace the knowledge of students, since the texts are educational in nature and they should expand students' knowledge on a particular topic. Based on this language material, the students can be taught various types of reading.

The approximate list of topics studied within the discipline “Foreign language in professional area” includes: construction, problems of modern construction, Russian for business communication, rules of building construction, the current state of building construction, construction economics.

The topics are relevant, and by the third year of study, students learn these topics as the main ones. To fully master communication competence, students should be able to communicate on construction-related topics in Russian, be able to write business letters and arrange them in the correct order. Working with the texts on civil engineering topics is a priority, on the basis of these texts, students develop a linguistic picture of the world, therefore, working with the texts is primarily determined by formation of reading competence.

After the problem with the selection of language material is solved, it is necessary to select certain technologies and methods for the implementation of the material in the study process. The following principles can be taken into account:

- introduction to the specialty as one of the most important principles, it is impossible to teach a professional language without mastering the specialty. It is important to note that the introduction to the specialty should be gradual;
- introduction of study material should go from simple to complex;
- practical skills and abilities should be mastered;
- motivational support of the educational process should be provided;
- various forms of learning should be used: collective, individual;
- joint work of a teacher and a student should be foreseen [4].

Conclusion. The problem of selecting the material for teaching foreign students the language of their specialty is multifaceted and requires a careful approach from both teachers and methodologists. In the context of globalization and integration of educational processes, it is important to take into account not only the linguistic, but also the cultural characteristics of students, as well as the specifics of their future professional activities. Efficient selection of study materials that meet modern requirements contributes to the formation of the necessary competencies and skills, which, in turn, increases the level of success of students in learning the language of their specialty. Thus, to achieve high results in teaching foreign languages in the context of professional training, it is necessary to update constantly and adapt study materials, taking into account changes in the professional field and, accordingly, the needs of students. This will not only improve the quality of education, but also prepare students for successful professional activity in an international environment.

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