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## VOCATIONALLY ORIENTED LANGUAGE TEACHING FROM RUSSIAN LANGUAGE PERSPECTIVE

**Abstract:** *In teaching and learning a language, especially, understanding and communicating in the language of any profession or subject matter requires much affords and education to build linguistic skills. Furthermore, it needs long-standing period of time to acquire and manage of what to accomplish. Besides, learning vocabulary or terminology of that field of study is fundamental and enables us to fully acquire what we want to express in action and put all theoretical knowledge into effect. This paper highlights the main peculiarities of obtaining profession through Russian language and concerns of scientists on the issues focusing on ways of acquisition second language of that field of learning.*

**Key words:** *professional language, terminology, Russian language as a second language.*

**Language:** *English*

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### Introduction

In modern life communication skills become the main component of the professional activity. That is why the language teaching role has been considerably increased. First of all, it concerns Russian language as a second language for engineering students at higher education. The essence of vocationally oriented language teaching is in its integration with special disciplines for the purpose of receiving additional professional knowledge and formation of professionally significant qualities of the personality. Training of specialties in technical colleges consists of formation of communicative abilities which would allow carrying out professional contacts in a foreign language in various spheres and situations. To create the aspiration and ability of the future expert functioning as the strong personality with high linguistic competence not only in his original language, but also in Russian, in professionally significant speech events of different types, in various modes, registers forms, styles, types and genres of professionally focused activity. There are a number of features in teaching methodology oral speech in the

second language that considers the choice of the methods (Scherba, 1957). In period of studying is aimed at developing abilities of functioning in a cross-cultural context” (Rolyak, 2013). Acquiring different culture allows to achieve a considerable progress in an interlingua dialogue. Taking into account the cultural traditions and the world view, as well as the moral values in education helps to optimize the process of teaching a second language (Chakanova, Karypkbaeva, Beisembaeva and Oshakbaeva, 2014).

### In the professional settings

The specialists’ training in technical universities consists of formation of such communicative abilities which would allow carrying out professional contacts in a second language in various spheres and situations. The sphere of communication is understood as set of the uniform communicative situations which are characterized by uniformity of speech incentive and the relations among communication and a situation of communication. Second language communication can happen both in official, and in informal forms, during individual and group contacts, in the form of

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performances at conferences, at discussion of contacts, projects, drawing up business letters. The main idea of second language such as Russian language training in technical universities is the great achievement of the level sufficient for practical use of SL in the future professional activities. The professional focused training provides a professional orientation not only the maintenance of training materials, but also the activity including the methods and receptions forming professional abilities.

The professional orientation of activity demands:

-first, integration of SL discipline with special subjects;

-secondly, it is a task of Russian language trainer to teach the future expert to use the SL as the means of his professional knowledge replenishment and also as the means of the professional skills formation;

- thirdly, it is using of the training forms and methods capable to provide the formation of the future experts' professional skills.

The vocationally oriented language teaching as technical faculties demands new approach to the contents selection. It has to be focused on the last achievements in this or that sphere of human activity, in due time reflect scientific achievements in the spheres which are directly reflected professional interests of trained persons, to give them opportunity for professional growth. Thus, it will be legally to consider the training content in a SL at non-philological faculties is in that the students have to acquire in the course of training, that the quality and proficiency level in SL should answer their inquiries and the purposes, and also the purposes and problems of the training level.

-Communicative skills by all types of speech activity (speaking, listening, writing and reading) on the basis of the general and professional lexicon. An ultimate goal of the vocationally oriented language teaching is the development of a conversation ability, purposefully to communicate professional character on a certain subject.

-Teaching speaking consists of formation of abilities to create various genres of mono texts: the professional character information reporting, report presentation, expanded statements during discussion, both with preliminary preparation, and without it.

-Teaching listening consists of such skills formation as a perception and understanding of the interlocutor statement in a SL generated in a mono form or in the course of dialogue according to a certain real professional sphere.

-Teaching reading consists of the skills formation of a possession of all types of reading publications of different functional styles and genres, including special literature;

- Teaching writing consists of the development of the communicative competence necessary for professional written communication which is shown in abilities of the abstract statement.

According to linguists (Lyudmila V. Vorobjeva, Tatiana L. Vladimirova, Elena M. Filippova: 2015:128) acquisition of education in Second language relates to improvement of the professional competences with the engineering students which enable for target communication in different sittings. As an outcome of training, the student should be able to use the Russian language fluently as a method of communication, be prepared for active communication in engineering processes and be able to record, present, report, discuss and disseminate the results of professional activity. Additionally, the students should be ready to develop regulations, engineering documentation, as well as proposals and measures for implementation of the developed projects. The difficulty is not only in the fact that all these competences are to be developed in a second language, but also in the fact that they should be developed subject to the specificity of petroleum engineering communication in Russia.

## Conclusion

The main aim of conducting this research is to find out acceptable methods in teaching Russian language to engineering in the sphere of petroleum engineering because it is not easy to acquire a good deal of terminology in this expertise and express thoughts by using a number of terms the engineers implement. As we can see that communication is more important than reading or writing in development of that area of field. Communicating in this field can enhance learners' interpersonal and linguistic skills in this language. The content of the programs of teaching Russian as a second language involves mastering of lexico-grammatic minimum development of oral and written communication skills that allow for communication in professional topics (Akishina & Kagan, 2010; Kryuchkova, 2011). Teaching the dialogic communication in petroleum engineering sphere may meet the objectives of the professional education (Belchikov, 1988).

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