

**ORGANIZATION OF INDEPENDENT WORK OF STUDENTS IN RUSSIAN
LANGUAGE AT NON-PHILOLOGICAL FACULTIES**

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Abstract: This article examines current issues in organizing and providing methodological support for independent work of students in non-philological specialties in the discipline "Russian Language and Speech Culture." The main difficulties faced by students in technical, economic, and other fields, as well as teachers, are analyzed. A system of effective forms and methods of independent work is proposed, aimed at forming practical communicative and professionally significant competencies. Special attention is given to the use of digital educational technologies, principles of content selection, and assessment criteria. The article is intended for teachers of Russian language in higher education institutions and can be used to improve curricula.

Keywords: independent work, Russian language, non-philological specialties, professional communication, speech culture, digital educational technologies, motivation, individual educational path, assessment criteria, competency-based approach.

Introduction

In the context of modern higher education, oriented toward a competency-based approach, the role of students' independent work (SIW) is significantly increasing. This is especially relevant for disciplines such as "Russian Language and Speech Culture" at non-philological faculties, where minimal hours are allocated for classroom sessions. Independent work ceases to be a secondary supplement to lectures and seminars, and becomes the main tool for forming and improving communication skills necessary for a future specialist's successful professional activity.

The purpose of this article is to identify the specifics of organizing SIW in Russian language for students in non-philological fields of study and to propose an effective model for its construction, combining traditional and innovative forms of control and motivation.

I. Specifics and Goals of Independent Work in Russian Language for Non-Philologists

Students of non-philological faculties (technical, economic, legal, medical, etc.) often have a utilitarian view of the Russian language as a school subject, not seeing its direct connection with their future profession. This is the main psychological-pedagogical problem.

Key goals of SIW in Russian language for this audience:

1. Elimination of gaps in knowledge of norms of modern literary Russian language (orthographic, punctuation, orthoepic, lexical, grammatical).
2. Formation of professional communication skills: ability to compose documents, write term papers, course papers and final qualification works, prepare oral public speeches and presentations in their specialty.
3. Development of editing and self-control skills when working with one's own and others' texts.
4. Enhancement of general speech culture and ability for effective communication in different situations.

Thus, the content of independent work must be maximally practice-oriented and integrated into the professional context of the specific specialty.

II. Principles of Organizing Effective Independent Work

For SIW not to turn into a formality, its organization must be based on a number of principles:

- **Principle of conscious necessity:** The student must clearly understand why they are performing a particular task. Not "learn the rule," but "learn to avoid errors in business documentation."
- **Principle of professional orientation:** Tasks must model real professional situations. For lawyers – composing procedural documents, for economists – writing analytical notes, for engineers – describing a technical object or process.
- **Principle of differentiation and individualization:** It is necessary to consider the different initial levels of student preparation. It is advisable to use diagnostic entrance tests and based on them offer multilevel tasks or individual educational paths (for example, one student works on spelling, another – on complex syntactic constructions).
- **Principle of systematicity and manageability:** Independent work must be evenly distributed throughout the semester, included in the schedule, and under constant teacher supervision.
- **Principle of using modern technologies:** Digital tools significantly expand the possibilities for organizing and monitoring SIW.

III. Forms and Methods of Independent Work

A wide range of SIW forms allows making the process diverse and effective. They can be divided into several groups:

1. Traditional (reproductive and practical) forms:

- **Work with educational literature:** Note-taking, creating diagrams, tables, plans on topics.
- **Performing training exercises:** On spelling, punctuation, stylistics. It is important that they are not detached from context, but include vocabulary from the specialty.
- **Preparation of oral reports and presentations** on linguistic topics related to professional communication ("Speech etiquette in the professional environment," "Features of the language of my specialty").
- **Writing term papers and essays** on topics bordering between linguistics and future profession (for example, "The role of metaphor in scientific-technical text").

2. Creative and exploratory forms:

- **Educational research projects:** For example, "Linguistic analysis of professionally oriented texts," "Compilation of a glossary of professional terms," "Study of speech errors in student works in the specialty."
- **Creating a portfolio:** The student collects in an electronic or paper folder all their work: completed exercises, written texts, presentation abstracts, self-diagnostic results. The portfolio clearly demonstrates progress.
- **Case assignments:** Analysis of ready-made texts (for example, fragments of past years' theses) to find and correct speech, logical, and stylistic errors.

3. Forms using digital technologies:

- **Work with online platforms and LMS (Learning Management Systems):** Moodle, Google Classroom, etc. They allow posting materials, conducting automated tests, surveys, organizing forums for discussion.
- **Use of interactive services:** Quizlet (for studying terms), LearningApps.org (for creating interactive exercises), MindMeister (for building mind maps).
- **Maintaining educational blogs or groups on social networks,** where students publish their notes on professional topics, practicing written communication skills.

IV. Control and Assessment of Independent Work

Without a well-established SIW control system, it loses its effectiveness. It is necessary to use various forms:

1. **Current control:** Checking workbooks, notes, oral questioning on theoretical material, reviewing portfolios.

2. **Milestone control:** Conducting tests, online testing, colloquia upon completion of major topics.

3. **Final control:** Defense of projects, portfolio presentation, pass/fail examination or exam that includes tasks worked on during SIW.

Assessment criteria should be clear to the student from the very beginning and may include: literacy, meaningfulness, logic of presentation, originality, correspondence to professional context, timeliness of completion.

V. The Role of the Teacher in Organizing SIW

In this model, the teacher acts not as a controller, but as a consultant, tutor, and motivator. Their tasks:

- Develop a complex of methodological materials for SIW (guidelines, algorithms, sample task completions).
- Provide students with necessary resources (lists of literature, links to verified internet sources, online dictionaries and text corpora).
- Conduct individual and group consultations.
- Create positive motivation by showing the practical significance of the skills being formed.

Conclusion. Effectively organized independent work in Russian language for students of non-philological faculties is a powerful means of forming their professional communicative competence. The success of this work is achieved through its clear organization, professional orientation, use of diverse forms and methods, integration of digital technologies, and construction of a transparent control system. This approach allows not only to increase the level of literacy and speech culture of future specialists, but also to form in them a conscious attitude toward language as the most important tool of their professional and personal success.

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