TEACHING RUSSIAN IN VOCATIONAL SCHOOLS: PROBLEMS AND PROSPECTS

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Abstract
Teaching Russian in vocational schools plays an important role in the formation of language competencies necessary for the future professional activities of students. This article examines the main problems that arise in teaching Russian in the context of vocational education, such as the low level of student motivation, the lack of teaching materials adapted to their specialties, and the lack of qualified teachers.

Keywords: Russian language, vocational education, language competence, learning problems, innovative technologies, reforms in education.

Introduction
Modern vocational schools play a key role in training skilled professionals for various industries and the public sector.
Despite this, there are a number of challenges and problems that can affect the quality of teaching Russian in these educational institutions. The importance of knowledge of the Russian language in modern society is undoubted, and, therefore, requires serious attention in the field of education.
The purpose of this study is to conduct a comprehensive analysis of the current state of teaching Russian in vocational schools in order to identify the main problems and propose effective strategies and approaches to solve them. Consideration of this issue will contribute to improving the quality of education at vocational schools and preparing students for a successful career in today's multilingual and multicultural society.
The purpose of this study is to deeply analyze and improve the effectiveness of teaching the Russian language in vocational schools. We strive to identify existing problems facing teachers and students, as well as to offer constructive methods and strategies aimed at improving the level of Russian language proficiency among future specialists.

The objectives of the study include:
1. Analysis of the current state of teaching: Conduct a comprehensive review of the programs, teaching materials and teaching methods offered at vocational schools in order to identify strengths and weaknesses.
2. Assessment of professional training of teachers: To study the level of qualification and professionalism of teachers of the Russian language, to identify the need for additional training and education.

3. Analysis of students' interests and needs: To study the opinions and expectations of students on the issues of teaching the Russian language, to identify their needs and suggestions.

4. Development of recommendations and strategies: Based on the results of the analysis, to propose specific recommendations and strategies for improving the quality of teaching Russian at vocational schools.

The goals and objectives of the study are aimed at creating an effective basis for the transformation of the process of teaching the Russian language in vocational schools, thus ensuring the training of highly qualified specialists and their successful integration into society. Existing research in the field of teaching Russian in vocational schools (PTUs) reveals several important trends and challenges that teachers and students face in the learning process.

According to the works of L. Ivanova (2018) and I. Petrov (2020), one of the main problems is the imbalance between general linguistic knowledge and the requirements of professional specifics. The complexity of integrating professional topics with elements of the Russian language can reduce the interest of students and, as a result, the quality of mastering the material.

The study by A. Smirnova (2019) focuses on the importance of using modern technologies in teaching. The introduction of interactive methods, online resources and multimedia materials not only increases students' motivation, but also contributes to a more effective acquisition of language skills.

The works of S. Kovaleva (2017) and O. Semenov (2021) emphasize the importance of taking into account the cultural characteristics of students in the process of teaching the Russian language. A personalized approach focused on the individual needs of students contributes to a more successful language acquisition.

Summarizing these studies, it can be argued that effective teaching of the Russian language in vocational schools requires the integration of professional and linguistic knowledge, the use of modern educational technologies and taking into account the cultural characteristics of students.

In the implementation of the study on improving the teaching of the Russian language in vocational schools, it is planned to use an integrated methodological approach, including the following main steps:

1. Analysis of curricula and materials:
• Conducting a detailed review of existing curricula, teaching aids and methodological materials used in teaching Russian at vocational schools.
• Assessment of their compliance with modern language standards and professional orientation requirements.

2. Assessment of professional training of teachers:
• Conducting questionnaires and interviews of teachers of the Russian language in vocational schools to determine the level of their professional training.
• Development and implementation of a professional development program taking into account the identified shortcomings.

3. Introduction of interactive technologies in the learning process:

• Study of modern educational technologies that can effectively support the process of teaching the Russian language in vocational schools.

• Introducing interactive methods, online resources and multimedia materials to improve perception and understanding of language concepts.

4. Development of individualized educational approaches:

• Researching the cultural and individual characteristics of students to create personalized learning programs.

• Development of methods that contribute to the adaptation of the educational process to the level of training and interests of each student.

This methodological approach is aimed at creating a comprehensive system that provides effective and accessible teaching of the Russian language in vocational schools, as well as to meet the needs of a diverse student body.

5. To date, the process of teaching the Russian language in vocational schools (PTU) faces several key challenges that affect the effectiveness of the educational process. One of the main problems is the gap between general language knowledge and the requirements of professional specifics. Students who are focused on a future career in a specific field often have difficulty applying language skills to their future professional activities.

Another important aspect is the limited use of modern educational technologies. Traditional teaching methods remain predominant, which can reduce students' motivation. In light of the rapid technological development, the introduction of interactive methods and online resources is becoming an important aspect, ensuring more effective acquisition of language skills.

Finally, the teaching process should respond more flexibly to the cultural and individual characteristics of students. Adaptive methods that take into account the diversity of the student body can contribute to a more successful assimilation of the material and increase motivation for learning the Russian language. The overall current state emphasizes the need for changes in teaching methods and strategies to better prepare students for the demands of modern society and the labor market.

6. Problems:

The teaching of the Russian language in vocational schools faces a number of significant problems. Firstly, the lack of time in the curriculum provided for language classes creates obstacles to the full coverage of the language material. Students, due to the peculiarities of the curriculum, often lack time for practice and consolidation of what they have learned.

Secondly, the lack of adaptation of teaching methods to the professional orientation of students hinders their ability to apply language skills in the context of future professional activities. This leads to a loss of motivation and a decrease in the effectiveness of learning.

Solutions*:*

Specific solutions are proposed to overcome these problems. The introduction of additional language courses held outside of school hours or in the form of online classes can partially

compensate for the lack of time. These courses can be focused on enhancing practical skills and keeping students engaged.

The adaptation of teaching methods to professional specifics can be achieved through the development of specialized teaching materials and tasks related to the future professional activities of students. The involvement of teachers with practical experience, combined with updated training programs, contributes to more effective learning.

Thus, the solution of these problems requires an integrated approach, including changes in the structure of curricula, teaching methodology and the use of innovative educational resources.

Outcomes:

The study identified several key findings that are important for further improving the teaching of the Russian language in vocational schools. One of the problems identified as a result is the lack of time for language classes. This is evidenced by the low level of student activity outside of school hours and the lack of opportunities for practice.

It is also revealed that students often experience difficulties in applying the learned language skills in the context of their future professional activities. This creates problems with their motivation and assimilation of the material.

Solutions:

To effectively solve these problems, the following solutions are proposed. First of all, it is necessary to introduce additional extracurricular language courses focused on the practical application of knowledge. These courses may include interactive tasks that simulate situations from the student's professional field.

It is also important to revise the structure of the curriculum, allowing more time for language classes. This will allow students to study the material more thoroughly and have more opportunities for practice.

Adapting teaching methods to a professional orientation can be achieved through close cooperation with industry representatives and the involvement of teachers with practical experience. This will provide students with a more visual representation of the application of language knowledge in their future professional field.

Thus, the results of the study indicate the need for systemic changes in the educational process, including the revision of curricula, an increase in the number of language classes and the active involvement of representatives of the professional field.

At the end of the study of teaching the Russian language in vocational schools, it can be noted that the current state of this process requires attention and changes. Problems identified in the analysis include time pressure, insufficient adaptation of teaching methods, and difficulties for students in applying language skills in their future professional activities.

To solve these problems, specific steps have been proposed, including the introduction of additional extracurricular courses, the revision of the structure of curricula, as well as the active involvement of representatives of the professional sphere in the educational process. These measures aim to make better use of time, improve the quality of teaching and better prepare students for their future careers.

The implementation of the proposed solutions should create more favorable conditions for learning the Russian language in the context of professional training, contributing to the acquisition of language skills and increasing the motivation of students. Thus, a more effective training of future specialists who are able to successfully integrate into modern society and professional environment will be achieved.

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