ORIGINAL ARTICLE

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE

ISSN: 2692-515-x, Impact Factor: 9.23

American Academic publishers, volume 6, issue 01,2026

Journal: https://www.academicpublishers.org/journals/index.php/ijai

METHODOLOGY OF TEACHING THE RUSSIAN LANGUAGE IN THE SYSTEM OF EVENING EDUCATION FOR STUDENTS OF NON-LINGUISTIC SPECIALTIES

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Abstract

The article examines theoretical and practical aspects of teaching the Russian language within the system of evening education for students of non-linguistic specialties. Particular attention is paid to the specific characteristics of adult learners, the goals and objectives of instruction, the selection of teaching materials, teaching methods and forms, as well as the application of modern pedagogical technologies. Based on an analysis of contemporary methodological approaches, the necessity of a communicative and practice-oriented focus of instruction and the use of professionally oriented tasks to enhance the effectiveness of language acquisition is substantiated. Recommendations are provided for organizing the educational process with consideration of limited classroom time and the motivational characteristics of evening students.

Keywords: evening education; Russian language; non-linguistic specialties; teaching methodology; communicative competence; professionally oriented instruction; adult learners.

1. Introduction

Modern higher education is aimed at training competitive specialists who possess not only professional knowledge but also a high level of communicative culture. In this context, the Russian language in non-linguistic higher education institutions performs an important function in developing both universal and professional competencies of students.

A specific category of learners is represented by evening students who usually combine their studies with professional employment. This form of education imposes special requirements on the organization of the educational process, the selection of content, and the choice of teaching methods. Limited classroom hours, increased fatigue after the working day, and varying levels of language proficiency necessitate a reconsideration of traditional approaches to teaching Russian.

The relevance of this study is determined by the need to develop an effective methodology for teaching the Russian language that is oriented toward the practical needs of students of non-linguistic specialties enrolled in evening education programs.

2. Theoretical Foundations of Teaching Russian in Non-Linguistic Higher Education

The methodology of teaching Russian in non-linguistic higher education institutions is based on the principles of the competence-based, communicative, and activity-oriented approaches. The learner is viewed as the central subject of the educational process, while learning outcomes are determined by the level of communicative competence formed.

For students of non-linguistic specialties, Russian functions not as an object of linguistic analysis but as a means of professional and social communication. This implies:

- a reduction in the volume of abstract theoretical material;
- an emphasis on the practical orientation of instruction;
- selection of language material in accordance with students' future professional activities.

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In the context of evening education, these principles acquire particular importance, as students are primarily focused on the applied use of acquired knowledge.

3. Psychological and Pedagogical Characteristics of Evening Students

The contingent of evening students is characterized by several specific features that must be considered when organizing Russian language instruction.

The key characteristics include:

- adult age and a well-formed worldview;
- professional experience that can be effectively integrated into the learning process;
- limited time resources;
- heterogeneous levels of language proficiency;
- increased fatigue after working hours.

On the one hand, these factors complicate the educational process; on the other hand, they create favorable conditions for conscious and motivated learning. Adult learners usually have a clear understanding of their learning goals and expect tangible practical outcomes.

4. Goals and Objectives of Teaching Russian to Students of Non-Linguistic Specialties

The main goal of teaching Russian in evening groups of non-linguistic specialties is the formation of functional communicative competence necessary for successful professional activity and business communication.

In accordance with this goal, the following objectives are identified:

- development of oral and written communication skills;
- formation of business communication culture;
- mastery of the norms of modern standard Russian;
- development of skills for working with professionally oriented texts;
- formation of autonomous language learning skills.

Priority is given to those types of speech activities that are most relevant to students' professional needs.

5. Content and Selection of Teaching Materials

The selection of teaching content for evening Russian language courses should be based on the principles of functionality, practical relevance, and professional orientation.

Special attention should be given to the following types of materials:

- texts of official-business and scientific-publicistic styles;
- professional vocabulary and terminology;
- samples of business documents (applications, résumés, memoranda, reports);
- standard speech patterns used in business communication.

This approach enables the integration of language learning with students' professional training.

6. Teaching Methods and Forms in Evening Education

The effectiveness of teaching Russian in evening groups largely depends on the rational selection of teaching methods.

The most effective methods include:

Communicative-Activity Method

This method involves active student participation in speech activities through discussion of professional situations, completion of communicative tasks, and simulation of dialogues.

Problem-Based Learning

This method is based on the analysis of linguistic and communicative situations that require independent problem-solving, contributing to the development of analytical thinking.

Practice-Oriented Instruction

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This approach involves tasks that closely simulate real professional communication contexts.

Independent Learning

Given limited classroom time, independent work plays a key role and includes working with texts, tests, and digital resources.

7. Use of Modern Pedagogical Technologies

Modern pedagogical technologies make it possible to intensify the process of teaching Russian in the evening education format.

The most effective technologies include:

- information and communication technologies (ICT);
- elements of distance and blended learning;
- multimedia presentations;
- electronic learning courses and online assessment tools.

The use of these technologies contributes to individualized instruction and increased student motivation.

8. Assessment of Learning Outcomes

The system of assessment in evening groups should be flexible and oriented toward practical results. Preference should be given to:

- continuous assessment;
- test-based evaluation;
- practical assignments;
- student portfolios.

Such an approach allows for an objective assessment of the level of communicative competence achieved.

9. Conclusion

The methodology of teaching the Russian language in the system of evening education for students of non-linguistic specialties should be designed with consideration of the specific characteristics of the learner population and the conditions of the educational process. A practice-oriented focus, a communicative approach, the use of modern pedagogical technologies, and the development of autonomous learning skills are key factors in ensuring instructional effectiveness.

Future research perspectives are associated with the development of specialized teaching and learning materials and adapted Russian language programs for evening education in non-linguistic higher education institutions.

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