

expand the technically professional world outlook horizons considerably that defines the future expert's further degree of competitiveness.

As the survey showed, learning at an individual pace: it is choosing the rate of learning depending on students' individual needs) is an advantage for 100 percent respondents. The comprehensibility of the organizational, methodological and learning material was graded "nine" by 95 percent surveyed students. Mobility was graded "nine" by 70 percent respondents, "seven" – by 20 percent, "four" – by 8.7 percent, "two" – by 4.3 percent.

Prosocial motivation approach in teaching students with significant professionally-oriented foreign-language activity is a result of foreign-language competence development and it represents the subject embodiment of communicative function of language. Professionally oriented foreign language knowledge in the aspect of foreign-language competence development is socially caused value-oriented act which updating relies on the set of internal and external aspects. It is necessary to refer to the internal aspects: linguistic features of this or that language, regularity of language units development in the concrete language, the rule and norm of the language units use in speeches, the personality's psychological features in the course of the professionally-oriented foreign language development.

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**PECULIARITIES OF THE RUSSIAN LANGUAGE
FUNCTIONING IN THE POLYETHNIC SPACE OF
DAGESTAN**

**ОСОБЕННОСТИ ФУНКЦИОНИРОВАНИЯ
РУССКОГО ЯЗЫКА В ПОЛИЭТНИЧЕСКОМ
ПРОСТРАНСТВЕ ДАГЕСТАНА**

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Keywords: universal language, cultural code, multiethnic space, language policy.

Ключевые слова: универсальный язык, культурный код, полиэтническое пространство, языковая политика.

Abstract. The article reveals two contradictory ideas related to the functioning of one universal language on the example of the Russian language in a multiethnic space. The peculiarities of the interaction of the Russian language and the languages of the peoples of Dagestan through borrowings are revealed. Special attention is paid to the competent language policy of the

country, aimed at the preservation and development of both the Russian language and all the languages of the peoples of Dagestan.

Аннотация. В статье раскрываются две противоречивые идеи, связанные с функционированием одного универсального языка на примере русского языка в полиэтническом пространстве. Раскрываются особенности взаимодействия русского языка и языков народов Дагестана посредством заимствований. Уделяется особое внимание грамотной языковой политике страны, направленной на сохранение и развитие как русского языка, так и всех языков народов Дагестана.

If we all spoke the same language, we would no longer have wars and conflicts. One of the well-known proponents of this idea is Dr. Zamenhof, the inventor of the Esperanto language, who really believed that most conflicts, including armed conflicts, are due to misunderstandings. However, the importance of language as a means of communication and as a factor of identity makes it a convenient propaganda tool for both escalating conflict and resolving it [1]. Another contrary idea is that each individual language has enormous global significance. And if one of the world's languages disappears due to its lack of demand, then humanity loses part of its diverse culture and identity irretrievably. That is, for mutual understanding in a multi-ethnic space, one universal language is necessary, and at the same time, sacrificing linguistic diversity for the sake of one dominant language, we can lose our identity, our cultural code. Babosov E. believes that a cultural code is mentally encoded information, a set of unique features of a people, inherited by them from their ancestors and allowing them to identify a particular culture. The cultural code of any nationality is formed over many centuries. This is influenced by many factors, ranging from climatic conditions and historical events to the economic structure and political features [2]. Thus, our main task is to overcome these contradictions. Find the best ways to solve the problem of two opposing ideas.

A striking example of overcoming these contradictions can be traced in the peculiarities of the functioning of the Russian language in the multi-ethnic space of Dagestan. The Republic of Dagestan is the most multinational region of the Russian Federation. Here, on the territory of about 50 thousand square kilometers and with a population of more than 2.5 million people, live representatives of 30 nationalities with their own languages and dialects [3]. According to Article 11 of the Constitution of Dagestan, the state languages of the republic are Russian and all the languages of the peoples of Dagestan [4]. However, only 14 languages have their own script and official status. Among them are Avar, Aghul, Azerbaijani, Dargin, Kumyk, Lak, Lezgin, Nogai, Rutul, Tabasaran, Tat, Tsakhur and Chechen languages. About 90 % of the country's population communicates in Russian, and less than a third of the total population speaks other individual state languages.

Thus, the Russian language is the main state language uniting all the peoples of Dagestan. It is considered a single national language. Ataev B.M. In his article, he notes that the Russian language has become a "republic-forming" language [3]. This is a kind of key to the universal knowledge of the country's multinational culture. The Russian language has become a second native language and a guarantor of interethnic peace and harmony. The population of the country has the opportunity to get acquainted with and exchange their own multinational culture through the Russian language. This process is two-sided, since the Russian language, in turn, is also enriched with new linguistic units. However, it should be noted that the interaction between Russian and the languages of Dagestan is not the same, since the borrowing of words by the Russian language from the languages of Dagestan is limited to the framework of local Russian speech. An example is regionalisms, which are often found in the literature of Dagestan authors translated into Russian. For example: "Godekan, Jamaat, Tamada, Burka, Beshmet, Dzhigit, Mullah, Imam, Murid, Khinkal, Naib, Pandur, Chukhta, Barakat, Namus, etc., reflect in the translated works of famous Avar writers and poets Rasul Gamzatov, Faza Aliyeva, Musa Magomedov, Adallo and others the specifics of mountain life and everyday life" [5].

In the Republic of Dagestan, the language policy is aimed at preserving and developing both the Russian language and all the languages of the peoples of Dagestan. It includes the study of Russian and native languages in educational institutions. In order to improve the quality of teaching native languages, all kinds of competitions are held to determine the best teacher of the native language, and work is also underway to provide educational organizations with educational and methodological manuals on native languages in accordance with modern requirements [6, p. 3–5]. Taking into account all these factors, it can be concluded that a competent language policy of the country contributes not only to the cohesion of all the peoples of Dagestan, but also to overcoming the contradictions associated with the use of one universal language in a multi-ethnic space. The Russian language, when used correctly, becomes a tool for the revival of other languages of Dagestan.

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**SOME ASPECTS OF INNOVATIVE
PEDAGOGICAL TECHNOLOGIES FOR
PROFESSIONAL TRAINING OF TECHNICAL
UNIVERSITY STUDENTS**

**НЕКОТОРЫЕ АСПЕКТЫ ИННОВАЦИОННЫХ
ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ
ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ
СТУДЕНТОВ ТЕХНИЧЕСКИХ ВУЗОВ**

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Keywords: information and communication technologies; digital and soft skills, foreign language teaching; multimedia technology; digitalisation.

Ключевые слова: информационно-коммуникационные технологии, профессиональные качества и способности, личные качества и возможности, коммуникативные навыки, преподавание иностранных языков, цифровизация.

Abstract. The use of information and communication technologies in teaching of foreign languages is necessary for effective learning. This article describes