Н. А. Егоренкова, Д. А. Щукина, О. Н. Бондарева

Русский язык в горнотехническом образовании в 90-е гг. XX в. – начале XXI в.

Актуальность исследования. Русский язык является одним из шести официальных языков Организации Объединённых Наций. Около 300 миллионов человек на планете владеют русским языком, что ставит его на пятое место по степени распространенности. Выпускники технических вузов и, в частности, горнотехнического профиля, осуществляют свою профессиональную деятельность в разных странах мира в национальных и международных корпорациях и компаниях. Это способствует укреплению статуса русского языка как языка профессионального общения. В связи с этим актуализируется необходимость совершенствования методики обучения русскому языку, что находит отражение, в первую очередь, в практике преподавания русского языка как иностранного в технических вузах.

Целью настоящего исследования является анализ и обобщение опыта преподавания различных аспектов русского языка в первом высшем техническом учебном заведении России – Санкт-Петербургском горном университете – в новейшей истории (90-е гг. XX в. – начало XXI в.).

Методология исследования. Исследование осуществлено с опорой на следующие методы: структурно-содержательный анализ нормативных документов, учебно-методической литературы и научных публикаций; историографический подход к осмыслению роли русского языка в подготовке высококвалифицированных кадров для минерально-сырьевого комплекса.

Результаты. Концепция и структура дисциплин, цель которых – изучение различных аспектов культуры русской речи, были введены в учебные планы технических вузов Санкт-Петербурга в конце 90-х годов XX века. Роль кафедры русского языка и литературы Горного университета в разработке Программы по русскому языку и культуре речи для вузов негуманитарного профиля и внедрение ее в образовательный процесс является определяющей. Учебные пособия, созданные с целью изучения новой дисциплины, адресованы как учащимся горнотехнического профиля, так и учащимся других негуманитарных вузов. Представленная современная концепция изучения русского языка в Горном университете связана с традициями преподавания гуманитарных дисциплин в старейшем техническом вузе России. Формируемые коммуникативные компетенции, предусмотренные образовательными стандартами нового поколения, определяют актуальность и значимость описанной научно-методической работы. В связи с тенденцией к гуманитаризации технического образования и потребностью общества в формировании межкультурной коммуникации в образовательный процесс было включено изучение отечественной культуры, которая является неотъемлемой частью преподавания русского языка.

Заключение. Впервые обобщен опыт преподавания русского языка (как родного и как второго) в высшем учебном заведении горнотехнического профиля с 90-е гг. XX в. по начало XXI в. Описана специфика обучения профессионально-ориентированному русскому языку (родному и иностранному) в техническом вузе.

Ключевые слова: инженерное образование, гуманитарные дисциплины, русский язык как иностранный, русский язык и культура речи, лингвострановедение, Санкт-Петербургский горный университет

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The Russian language in mining engineering education in the 1990s – the beginning of the XXI\textsuperscript{th} century

\textit{Relevance of the study.} Russian is one of the six official languages of the United Nations. About 300 million people on the planet speak Russian, and it puts it on the fifth place in terms of prevalence. Technical universities graduates and, in particular, those of mining engineering, carry out their professional activities worldwide in national and international corporations and companies. This fact contributes to strengthening the status of the Russian language as a language of professional communication. The Russian language teaching methods need to be improved in this regard, which is reflected, first of all, in teaching practice of Russian as a foreign language in technical high school.

\textit{The purpose of this study} is to analyze and summarize the experience of teaching various aspects of the Russian language at the first higher technical educational institution in Russia – Saint Petersburg Mining University – in recent history (the 90s of the XX\textsuperscript{th} century – the beginning of the XXI\textsuperscript{th} century).

\textit{Research methodology.} The research is based on the following methods: structural and substantive analysis of normative documents, educational and methodological literature and scientific publications; historiographical approach to understanding the role of the Russian language in the highly qualified professional training for the mineral resource complex.

\textit{Results and discussion.} The concept and structure of disciplines aimed to study various aspects of the culture of Russian speech were introduced into the curricula of technical universities of Saint Petersburg in the late 90s. The role of the Department of the Russian Language and Literature at the Mining University in the development of the Russian language and speech culture program for universities of non-humanitarian profile and its implementation in the educational process is decisive. Textbooks created with the aim of studying a new discipline are addressed both to students of mining engineering profile and students of other non-humanitarian universities. The presented modern concept of studying the Russian language at the Mining University is connected with the traditions of teaching Humanities at the oldest technical higher educational institution in Russia. The communicative competencies being formed by the educational standards of the new generation determine the relevance and significance of the described scientific and methodological work. In connection with the trend towards the humanization of technical education and need of society for the formation of the intercultural communication the study of national culture, an integral part of teaching Russian, was included in the academic process.

\textit{Conclusion.} For the first time the experience of teaching Russian (as a native and as a second language) in a higher educational institution of a mining technical profile from the 1990s up to the beginning of the XXI\textsuperscript{th} century has been summarized. The specifics of teaching the professional Russian language (native and foreign) at a technical university are described.

\textit{Keywords:} engineering education; Humanities; Russian as a foreign language; the Russian language and speech culture, linguistic regional studies; Saint Petersburg Mining University

Introduction

Issues of higher technical education are actively discussed in the international scientific community. It is important for researchers to understand the new requirements for the university education system in relation to the qualifications and competencies of graduates from engineering universities [1]. The problem of compliance of students' training in the field of natural and engineering sciences with employers' expectations is studied in the work of E. Khoo, K. Zegwaard, A. Adam [2]. The research aimed to finding varieties of interesting areas for realizing the potential of students in higher education has a particular interest [3].

In European philological science there are a number of specialized magazines that explore issues in the field of learning and teaching a second language (L2). Thus, the articles of the magazine “Studies in Second Language Learning and Teaching” present experimental studies reflecting the emotional experience of students learning a second language [4]. In particular, scientists name two emotions most often experienced by students – pleasure and anxiety [5]. Moreover, the problems of motivation are studied [6] and ways to increase self-motivation when mastering L2 are described [7]. Special attention in studying L2 is given to active types of speech activity [8]. The object of the research of this article is the experience of teaching the Russian language as a native and as a foreign language (L2) in a technical university.

Teaching of the Russian language at the first technical university of Russia, Saint Petersburg Mining University, was formed in the first years of existence of the educational institution, it was fixed in the regulations (Statutes of 1774 and 1804) [9] and reflected in the curricula and educational literature [10].

Traditionally, teaching Russian in universities today of non-humanitarian profile is carried out in two directions:

1. Russian as a foreign language. The content of the discipline corresponds to the goals proclaimed in the UN Charter on Education, Science and Culture [11];
2. The Russian language and speech culture. In the late 1990s a new academic discipline was developed by a Department of the Russian language and literature of Saint Petersburg Mining University. Today, the issue of the importance of the humanitarian cycle in higher technical education is discussed at the state level and the task of this cycle is “...not only to facilitate the professional career of a graduate, but also to form the personality of a Russian engineer – intellectual, patriotic and socially active, with a broad outlook and high cultural demands” [12].

The federal state educational standards of a new generation of higher education include categories of universal competencies (Teamwork and leadership; Communication; Intercultural interaction, etc.) aimed to the formation of knowledge, skills and abilities in various fields of the future professional. For example, in the field of business communication, the prepares correct and successful activities: future specialist is able to carry out business communication in oral and written forms in the state language of the Russian Federation and a foreign language(s). “The Russian Language and Speech Culture”, “Foreign Language (Russian)”, “Cultural Studies”, etc. Many universal competencies are formed at lectures and practical classes in the Humanities, including “The Russian language and Speech culture”, “Foreign Language (Russian)”, “Cultural Studies”, etc.
All these disciplines are assigned fixed at the Saint Petersburg Mining University at the Department of the Russian Language and Literature.

The purpose of the article is to determine the contribution of Saint Petersburg Mining University to the formation of an updated system of higher technical education in the late 1990s – the beginning of the XXI\textsuperscript{th} century in the field of teaching the Russian language as a foreign language, the culture of Russian speech, linguistics.

## Materials and methods

The need to raise the level of speech culture of future technical intellectuals require a deep and comprehensive study of the long-term experience of the staff of the Department of the Russian Language and Literature in Saint Petersburg Mining University from the time of the foundation of the Department to present days. The research is based on a historiographical approach to understanding the role of the Russian language as an academic subject included in the humanitarian cycle in highly qualified professional training for the mineral resource complex.

Educational and methodological literature is an important material that allows us to study the methodological features of teaching the Russian language in a technical university. The Russian Language as a foreign language textbooks were selected for the analysis of structure and content: an intensive Russian language course for foreign interns, a textbook for foreign graduate students of a technical university, as well as an educational set of manuals on aspects of the subject “The Russian language and speech culture”: the modern Russian literary language norms, scientific style for universities of non-humanitarian profile, rhetorical workshop, fundamentals of business communication. While working with teaching materials, a set of methods related to the structural and content analysis of the text of the textbook was used: highlighting the range of issues related to speech knowledge, comparative analysis of texts, identification of coincidences and differences in the transmission of basic information. Scientific articles on history, history of education, engineering education, and specialized periodicals included in international scientometric databases were used: International Journal of Cognitive Research in Science, Technology and Education (IJCRSEE), Australian Journal of Engineering Education, learning a second language of instruction and teaching, European Journal of Modern Education.

## Research results

**Teaching Russian as a foreign language at Saint Petersburg Mining University**

Expansion of international contacts of the Soviet Union in the 50-60's of the XX\textsuperscript{th} century, the growing influence of the Russian language on the international arena served as the basis for the organization of the Department of the Russian Language and Literature at Leningrad Mining Institute (LGI) in 1956. In the following decades, the state's international contacts expanded, and, as a result, the number of foreign students at LGI had increased (about 500 people from 60 countries of the world). The Russian language and culture teaching aroused the interest of the United nations interns as well.

In the 80-90s the Russian language became a necessary means of training highly qualified specialists in the mining and geological industry for foreign countries. This required the development and improvement of the methodology of teaching Russian as a foreign
language for both general and professional purposes. The Russian Language Department of the Mining Institute had contributed to the solution of many methodological problems of teaching Russian to foreign students. For example, due to suggestion of students from developing countries, an elective course was organized to study the methodology of teaching the Russian language as a foreign language at the elementary stage; a program, educational and examination materials were developed; a diploma was issued to foreign students based on the results of training.

Nowadays Saint Petersburg Mining University prepare students in the Russian language as a foreign language in the following traditional forms: preparatory Department, training at the main faculties (discipline from the basic section in courses 1-2, elective in courses 3-4), master’s degree, postgraduate studies.

The Russian Language Department of the technical university organized short-term courses for interns-philologists who studied only the Russian language during the year, trainees of non-humanitarian specialties, as well as future engineers of the included form of training.

The lessons with interns-philologists from South Korea, who came for studies during the summer holidays or for two semesters was an interesting experience. The methodology of teaching to these students was based on a communicative grammar relied on the works of G.A. Zolotova [13]. Intensive course “Dialogue” on the Russian language [14] has been developed at the Department of the Russian Language and Literature to improve the work with interns-philologists, which activates training of all types of speech activity.

The manual corresponds to the modern level of teaching the Russian language as a foreign language and state standards for proficiency in Russian as a foreign language and prepares students for the exam for obtaining a state-issued certificate of the first certification level. The structure of the manual is developed according to the theme principle; promotes the development of communication skills relevant to cultural, educational and everyday situations, for example: “Your character”, “Your holiday”, “You are in St. Petersburg”, etc. The presentation of educational material in the manual is conditioned by the principles of the development of communication and dialogism among foreign philologists. Dialogues and texts accompanied by game and creative tasks aimed to developing speaking skills and conducting discussions on modern social and cultural topics; various headings form the skills of producing speech works and participating in spontaneous dialogues. Thus, the heading “A bundle for memory” contains communicatively significant speech constructions and lexical material that expands the vocabulary of foreigners. The headings that include linguistic and cultural material have special interest (“Do you know that ...”, “That's what people say”, “Let's sing, friends”). The cross-cutting heading “We are going, we are going, we are going”, on the one hand, introduces linguistic and cultural information about Russian cities, their history and modern life, and, on the other hand, updates grammatical material that is difficult to assimilate (for example, verbs of movement). Final tasks of each lesson assume a summarizing of the studied material, it is suggested to write an essay. The final lesson of the manual is simultaneously a training test for all types of speech activity: reading, writing, listening and speaking.

Since the late 1980s the Department of the Russian Language and Literature has actively cooperated with international student organizations, first of all with the Council of International Educational Exchanges, as well as with the leading universities of the world. Traditionally, the participants of these programs have been assigned the name “interns”. Thus, college and university students from Vermont, Boston University and Bowling-Green
University were trained as interns in short-term courses. The longest and most effective work was held with the groups of Rhodes College (Memphis). A special program was developed for them, providing a large number of trips (sightseeing excursion, suburbs and closely located old Russian cities). Two-day trips to Veliky Novgorod and Moscow were especially popular among interns, they got acquainted with the architecture of ancient Russian cities, its history and culture. Staff members of technical Departments were involved in the development of educational materials on regional geography. Thus, Professor A.I. Arsentiev, a mining engineer, a professional in the design and operation of quarries, a member of the Union of Artists of the USSR, prepared a series of etchings that served as an illustration for the upcoming excursions of interns to ancient Russian cities. Teachers of the Department of the Russian Language and Literature taught some classes that expanded the linguistic and cultural competence of American students in English. The Mining Institute has been cooperating with the University of Milan, invited students of different occupations for the summer program for almost twenty years. The Department developed new forms of individual and independent work for interns with quite traditional aspects of learning.

Students of mining, geological, oil and gas profiles from European and Asian universities have been studying at Saint Petersburg Mining University under the double degree program over the past 10 years.

Among them there are, for example, Freiberg Mining Academy (Germany), Higher Mining School in Nancy (France), Ostrava Technical University (Czech Republic), Chinese Petroleum University (Huadong), Madrid University of Technology (Spain). This contingent of students is included in the academic, scientific and cultural life of students of the Mining University, therefore, in relation to these students, an unofficial nomination “integrated education” is used. The knowledge of Russian as a foreign language for students of the integrated form of education is focused on the perception of educational information in the form of workshop, colloquiums, participation in scientific conferences and extracurricular educational activities. This format of learning contributes to the support of cross-border mobility of students for educational purposes [15].

The educational and scientific substyle within the framework of studying the language of the occupation plays a special role and have particular importance in the first technical university of Russia. Well-known modern linguists, as M.P. Kotyurova, are engaged in studying genre and stylistic features of the scientific style of speech [16]. Teaching of this aspect is contained in programs for all levels and areas of studying process: there is a subject “Scientific speech style” (76 hours, exam) in the preparatory course, graduate students have two subjects: “Foreign language (Russian)” (candidate exam) and “Professionally oriented foreign language (Russian)” (90 hours, exam). The need for a narrowly focused textbook for foreign graduate students was realized in the manual “Professionally oriented foreign language (Russian)” developed by the staff of the Department [17]. The main purpose of the manual is the formation of foreign graduate students' language and speech competence in the field of scientific and professional communication. The manual consists of two parts. The first part contains of theoretical and practical materials (corresponding to the curriculum of the discipline “Professionally oriented foreign language (Russian)”). The linguistic and structural-semantic features of the scientific style of speech at the level of the sentence and text are examined in this part. The second part of the manual allows you to prepare graduate students for the candidate exam in Russian as a foreign language (corresponding to the program of the discipline “Foreign language (Russian)” (candidate exam). The manual includes tasks of a rhetorical nature (for example, participation in a
Professional scientific speech is dominated by written genres: monographs, articles, annotations and others. They perform the function of fixing and storing collective scientific knowledge about the world. Some of them are required in the academic and scientific practice of 1st and 2nd year students of technical universities [19]. Scientific knowledge doesn’t depend on the peculiarities of a particular language, that’s why the scientific picture of the world is objective, supranational in nature, therefore, lecturers of the Department can rely on experience and observations of researchers in other European languages. Thus, the issue of improving the skills of conducting a dialogue on professional topics in a foreign language is discussed in the article of Yu.V. Homan [20]. The work of the lecturers of the Department of Foreign Languages describe the use of the case study method as an effective tool in teaching English to students studying environmental engineering [21]. It is important to use the materials of online editions of modern popular scientific publications, for example, magazines “Science and Life”, “Popular Mechanics” while studying the features of the scientific speech style [22].

The features of the journalistic speech style in teaching foreign students of St. Petersburg Mining University are successfully implemented in texts about history of St. Petersburg and the modern diversity of cultural manifestations of the city’s life. The text of the dictionary introduction “Piter” can be an example, developed and published by the scientific team of philologists and culturologists of the Mining University in 2022 [23].

Therefore, various forms of educational and methodical work of Department’s teachers at the Mining University continue to develop the established methodology of work with foreign students in all directions: the use of knowledge of communicative-oriented grammar, active knowledge of all types of speech activity in everyday life, full inclusion in educational and scientific activities, effective adaptation in the Russian multicultural environment.

**Teaching Russian language and speech culture**

In the 1990s society realized the need of increasing the level of speech culture, and it has reflected in the new state standard brought to the educational process in technical universities in Russia. Realizing the importance and difficulty of improving the language training of the future technical intellectuals, 12 non-humanitarian universities of St. Petersburg united to solve scientific and methodological problems. This work was headed by The Department of the Russian Language and Literature of the Mining University. The creative team led by the head of the Department, Professor I.G. Proskuryakova worked on the compilation of the Program of a new academic discipline “the Russian language and culture of speech” for a number of years. Its draft was published in 2001 as an appendix to the journal “The World of the Russian Word” [24, pp. 34-35]. The program defined the goals and objectives of the new discipline, which was designed to form the linguistic personality of a modern student through improving the mastery of the norms in oral and written speech (orthological aspect); through the formation of successful communicative skills (rhetorical aspect). All this should lead to increasing general speech culture of the future professional [25]. Acquaintance with lexicographic sources of a normative nature (orthoepic, accentological, explanatory, phraseological, terminological, etc. dictionaries) has a special value for students of non-humanitarian universities that expands the active vocabulary of students. The variety of
stylistic possibilities of the Russian language is revealed in the sections devoted to scientific and business speech. Oratory as art of public speech has an important place in the Program.

Contribution of the Russian Language and Literature Department of the Mining University to the development of the concept of the Program on the Russian language and speech culture was determined by the dominant role of Rhetoric as a science of public speech culture. Studying the experience of teaching Humanities in the first technical higher educational institution in Russia allowed the professors of the Department to actualize the scientific and methodological ideas of I.S. Rizhsky in the educational process. He taught Rhetoric as a course at St. Petersburg Mining College at the end of the XVIIIth century. According to V.V. Kudryashova, “the place of classical Rhetoric, which was the basis of humanitarian education in the past (along with grammar and logic), has now been taken by the discipline “the Russian language and speech culture”, which is designed to solve the task of educating a linguistic personality that meets the requirements of modern society” [26, p. 44].

The set of textbooks was developed in accordance with the discipline program for methodological support of the educational process. The discipline program includes norms of modern Russian literary language; scientific and business functional styles of speech; rhetoric. When compiling textbooks, the authors relied on the works of such well-known specialists as R.I. Avanesov, L.A. Verbatskaya, I.A. Sternin and many others.

The authors of textbooks and methodological developments also took into account the scientific achievements of the Department’s professors at different stages of work. In particular, O.E. Bespalova's article discusses linguistic means of expression [27]. I.V. Maltsev examines the methodology of working with foreign language vocabulary in studying speech culture [28]. The introduction of the discipline “Culture of Russian scientific and business speech” to the educational process required its methodological understanding [29]. An important element of the linguistic and cultural discourse is the construction of the cultural identity of the inhabitants of mining regions [30].

<table>
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<th>№ п/п</th>
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<td>3.</td>
<td>2006</td>
<td>The Russian language and the culture of speech: a workshop on rhetoric. Parts 1, 2</td>
<td>Raising the level of speech culture and communicative competence of specialists of different profiles, educating the personality of a modern speaker who consciously refers to his native language as an instrument of management and organization of professional activity</td>
<td>V.V. Kudryashova, N.A. Egorenkova, N.A. Pavlova, O.G. Zgurskaya, I.V. Trofimova, O.E. Bespalova, T.M. Sinelnikova, E.V. Frolova, M.N. Lavrova</td>
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The educational complex summarizes previous experience in the language material description and uses new forms to present educational content addressed to non-philological students. Each textbook contains theoretical and practical parts and offers modern forms of control and various creative tasks.

Theoretical material is presented in a form of tables for each section, the manual beginning includes a diagnostic test of 100 questions on the program of a secondary school, and the “Workshop on the Russian language and culture of speech” is completed with five tests according to the sections of the manual. All tests are accompanied by keys, which allow students to control the level of learning of the studied material independently.

Scientific and popular scientific texts in various subjects are offered for practice work in the “Manual on scientific style of speech for universities of non-humanitarian profile”. It takes into account the sublanguages of the students. Working with texts involves analyzing the structure of the text and features of terminological vocabulary, as well as specific cliches of secondary genres of scientific style, essential for the educational process (essay, abstract, review).

Special attention is paid to the strategy and tactics of developing public speech, the art of argumentation and composition, means of expression and speech technique in the “Rhetoric Workshop”. Works of students of the Mining University are used as an illustrative material. Offering theoretical material, the authors turn to the experience of antique and Russian rhetoricians, for example, they show students the ancient rhetorical canon; actualize modern rhetorical concepts: the Russian rhetorical ideal, types of speakers, types and genres of oratory.

Such forms of work as the organization of discussions on issues related to the professional competencies of students of a technical university meet the requirements of the time. For example, the heroic pages of the development of the riches of the Arctic by Russian geologists and mining engineers are actively discussed [31].

The authors examine the linguistic features of the official business speech style, analyze the structure of written and oral genres in the “Fundamentals of Business Communication”. There are also issues of communication in the professional sphere: corporative culture of organizations, leadership problems, intercultural communication. One of the chapters is devoted to the history of Russian business culture and entrepreneurship. Modern scientific publications increasingly emphasize the importance of determining the level of professional competencies of engineers in the extraction of mineral resources, which is directly related
to the need of forming foundations of the corporate culture of future specialists and entrepreneurs [32].

Speech-related subjects as “Culture of Russian scientific and business speech”, “Culture of speech and business communication”, “Ethics and Etiquette of business communication” were developed and introduced for new specialties at the Mining University. The need of Departments to develop the idea of humanitarization of the educational process has created conditions for the inclusion of “Cultural studies” in the educational process as a discipline about the history of world and national culture. “Cultural studies” is distinguished by its reliance on specific cultural and historical material, which not only supports the theoretical position, but also is a valuable object of study itself” [33, p. 363]. During the course students learn functions of culture, its significance for the development of human society and the formation of the personality; an idea of the diversity of cultural norms and values is formed – the basis of tolerant behavior in multicultural and multi-confessional environment; the students also get an idea of the contribution of Russian culture to the treasury of world culture.

**Scientific work of the Department of Russian Language and Literature**

Developing the ideas of rhetorical education, the Department of the Russian Language and Literature of the Mining University cooperates actively with the Russian Association of Researchers and professors of Rhetoric, headed by Professor V.I. Annushkin, takes part in conferences held by the Association. Thus, the Association held the IXth International Scientific and Methodological Conference “Rhetoric in the system of communicative disciplines” at the Mining University in 2005. According to the results of the work, the 160th volume of the “Notes of the Mining Institute” was published in two parts, in which articles of 152 participants of the Conference were published. In 2009 the XIIIth International Scientific and Methodological Conference “Rhetoric and culture of communication in the public and educational space” (Moscow) was attended by Prof. D.A. Shchukin (“Professionally oriented rhetoric in the system of training specialists of a technical university”) and Associate Professor N.A. Egorenkova (“I.S. Rizhsky and the traditions of teaching humanities at the Mining Institute”). The IV International Scientific Conference (Astrakhan) was attended by three professors of the Department (Prof. D.A. Shchukina, Associate Professor N.A. Egorenkova, Tutor O.N. Bondareva). Many controversial issues of rhetorical education were discussed during the Conference. Cooperation still continues, the XXV International Scientific Conference on Rhetoric was held in February 2022 (Moscow).

The traditional platform for the exchange of innovative and methodological scientific ideas became the conference “Actual problems of humanitarian knowledge in a technical university”, held by the Department of the Russian Language and Literature of the Mining University once in two years since 2003. During this time the traditional theme of breakout sessions has developed, covering the entire range of humanitarian subjects taught in technical universities:

1. Modern language situation and issues of speech culture.
2. Innovative technologies in practice of teaching humanities at a technical university.
3. Problems of interaction and development of the Russian language and culture in modern Russia.
4. Russian literature in the modern educational field.
5. Rhetoric as a study about effective speech in the conditions of the modern information community.
6. The traditional and the new in the practice of teaching Russian as a foreign language.
7. Sociocultural trends nowadays.

This topic attracts teachers of speech and other humanitarian disciplines who work in different cities and countries and prepare to participate in the Conference. In 2021, the VIIIth Conference was held, which was attended by 137 people from 11 cities of the Russian Federation (including professors from 12 universities of St. Petersburg), as well as from Gliwice (Poland), Memphis and Houston (USA). The work in a section with a new theme — “The image of the city: linguistic and cultural aspects” was proposed for the first time at this Conference. It revealed the problems of a new research in the work of the Department.

A student section was working within the framework of the Conference, where student scientific reports were presented, based on the results of the research work. The reports were also published in the collection of scientific papers published as the results of the Conference.

According to the established tradition, the reports of the plenary session of the Conference are dedicated to one topic: speech culture in professional communication; problems of linguoecology, etc. The place of philological knowledge in the professional education of technical university students was discussed in 2021.

**Organization and conduct of classes for teachers of humanities**

In 2005 St. Petersburg State Mining Institute (Technical University) was included in the list of universities that were entrusted with the mission of organizing professional development of the educating staff. It was set by the Order of the Federal Agency for Education of the Ministry of Education and Science of the Russian Federation (Order No. 379, December 21, 2004) “about professional development in 2005 of the educating staff of State higher professional Education under the jurisdiction of the Federal Agency of Education”.

The Russian Language and Literature Department staff developed the program “The Russian language and speech culture. Rhetoric”, addressed to professors of the new, post-perestroika university discipline of the humanities cycle “The Russian language and culture of speech”, where some experience was accumulated. The program had a methodical purpose.

Being adapted to the needs of interns and new requirements of the Ministry, the content of the Program has been repeatedly modified. As a result, in 2010 the name of the Program was formulated: “Speech competence of a scientific and pedagogical staff member of a technical university: Russian speech culture and professionally oriented rhetoric”. This program presented the concept of forming the rhetorical skills of students of technical universities, future production managers, as well as improving the skills in the field of academic eloquence of the professors of technical universities. The title of the latest edition of the Program (2011) is “Innovative approaches to the development and implementation of educational modules: academic rhetoric as the basis of the communicative competence of scientific and pedagogical staff of technical universities”. Special attention was paid to the organization of the educational process in the context of the reform in higher professional education system. It means the transition bachelors and masters.

In distinct times teachers from different cities came to improve their skills. Consequently, 69 people from Moscow, Novosibirsk, Yekaterinburg, Tomsk, Kostroma, Magnitogorsk, Petersburg, Tver, Ulyanovsk, Ryazan, Chelyabinsk, Irkutsk, Volzhsky, Vladikavkaz, Belgorod, Yaroslavl, Samara, Volgograd, Kursk, Kazan, Yuzhno-Sakhalinsk and others in 2011 studied the training course at the Mining University:
The organization of a dialogue between the lecturer and the audience, the mutual exchange of experience between the listeners and the organizers of the Program is the central idea. Scientific eloquence with pedagogical elements prevailed in the classes with the students of the training courses. Classical genres of academic eloquence included a lecture, a report, a message, an oral abstract. All these genres are presented in Programs developed by a team of authors.

The training activities are also quite traditional: a lecture lesson, a workshop, a round table, attestation papers defense, individual consultations. However, the priority idea of cooperation demanded the inclusion of a final discussion of the topic (10-15 minutes), where listeners took an active part.

During individual consultations issues related to the tasks of the participants’ Departments and prospects for cooperation were discussed.

Within the framework of the round table “Speech culture as an obligatory component of the communicative competence of a scientific and pedagogical staff of a technical university”, the participants of the Program talked about the educational, scientific and methodological activities of the staff they represented, exchanged experience in organizing extracurricular work to promote national cultural values.

The defense of attestation papers was conducted in the form of a scientific mini-conference, with a plenary session and work in sections. The specialization of the sections was determined by the occupation of the listeners: the section of philologists and the section of non-philologists. A prerequisite for students of all programs was participation in a mini-conference. It was both a rhetorical workshop and the defense of attestation papers. In the latest Program, this final lesson was called a rhetorical workshop.

During the existence of the Advanced Training Program more than 600 people have been learned at the Department of the Russian Language and Literature of St. Petersburg Mining University.

Results discussion

The achieved results represent an attempt to theoretical comprehend of social processes that have generated the need to include a new subject “The Russian language and speech culture” in the curriculum of technical universities. It has become an innovation in the late 90s – early 2000s in the Russian Higher Technical School. Improving the native speech skills of future engineers is not discussed in scientific and methodological discourse abroad. The structure description of a new discipline and its methodological support, the analysis of experience in teaching speech culture and its dissemination in universities of non-humanitarian profile determines the practical significance of the results.

Test tasks are used as forms of intermediate and final control. They are actively used in foreign and Russian universities in the field of teaching Russian as a foreign language in preparatory Department, main courses, master's degree and postgraduate studies [34]. However, the ultimate goal of the training required the involvement of text tasks that controlled the skills of mastering the genres of written and oral scientific speech (report, abstract, dialogue with the supervisor). We consider it is possible to add a list of necessary speech skills in training professionals for foreign countries [35] with the skill of compressing texts of various styles.
Russian lecturers of foreign languages use the capabilities of digital platforms and tools to reproduce the speech environment [36]. In our opinion, it is advisable to maximize the possibility of real speech interaction in various situations when teaching Russian to future engineers.

As a result of decades of working experience, a multipurpose system of training programs has been developed in addition to the main training courses. They are addressed to a wide range of multipurpose audiences: short-term courses for philology interns, interns of non-humanitarian specialties, foreign students of integrated form of study (group and individual forms). These training programs reflected the diverse needs of foreign students from Europe, Asia and America, expanding the scope of the Russian language: scientific speech mining profile, oral and written business communication, linguistics (based on the cultural history of St. Petersburg and Russia). In general, these programs relate with the recently popular method of subject-language integrated learning [37], while the second language (Russian) is used as a tool for mastering an engineering specialty. The accumulated experience of scientific and methodological work of the Department staff was regularly discussed with colleagues of Russian and foreign universities at international scientific conferences and sessions at advanced training courses held at St. Petersburg Mining University since the early 2000s.

**Conclusion**

Thus, the generalized experience of the multidimensional activity of staff of the Department of the Russian Language and Literature at Saint Petersburg Mining University, on the one hand, demonstrates continuity in teaching humanities in the oldest technical university in Russia, and, on the other hand, contributes to the development and improvement of the process of humanitarization of technical education. Based on this experience, the staff of the Department successfully implements the tasks assigned to higher educational institutions of technical profile in documents of the Ministry of Education and Science of Russia.

Analyzing the needs of the state in the training of engineering professionals, the Department continues to improve the system of humanities and speech sciences, the content of work programs developed at the Department. For example, the idea of a two-stage scheme of teaching speech disciplines is still relevant. The discipline “The Russian language and culture of speech” is proposed to be read for bachelors during course 1, in which the emphasis is on the normative aspect of speech, oral speech culture as well as the features of educational and scientific communication. At the next stage of training (master’s degree or senior courses of specialization, students will continue to improve their speech skills in the field of business communications, for example, within the framework of the discipline “Culture of Russian scientific and business speech”, “Ethics and etiquette of business communication”, “Culture of speech and business communication”, which are developed at the Department and are read to students of different professions in discretion of the graduating departments. However, these universal knowledge and skills should be available to all students at Saint Petersburg Mining University, as it is provided to the methodologists of the Department.
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