

Teaching Russian As A Foreign Language in Higher Education Institutions of Uzbekistan

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Abstract: This article examines the relevance of implementing innovative methods in the process of teaching Russian to Uzbek philology students specializing in Russian language and literature. It emphasizes that the functional principle of instruction becomes the central element in Russian language education, while communicative competence of students is prioritized. The paper highlights the ongoing search for new approaches, formats, and innovative teaching methods, where the directive model is being replaced by an interactive, student-centered approach that has proven to be more productive.

Keywords: Teaching methodology, education, innovation, individualized, grammar, communicative competence.

Introduction: One of the core principles in the modern methodology of teaching Russian as a foreign language (RFL) is considering the students' future professional specialization. The topic of professionally oriented RFL instruction has become especially relevant due to the expansion of cooperation between CIS countries. On January 26, 2022, the President of Uzbekistan, Shavkat Mirziyoyev, held a meeting focused on the development strategy of New Uzbekistan for 2022–2026 and its implementation. Among the key priorities proposed were "For the Honor and Dignity of the Individual" and "A State for the People." Based on citizens' suggestions, the development strategy emphasized the importance of mastering the languages of partner countries. Uzbekistan is actively fostering cooperation with Russia, and the strategy pays special attention to agricultural development.

The purpose of this article is to promote the integration of agricultural terminology in Russian into student education, taking into account their future professional specialization. Proficiency in the Russian language is a vital foundation for students — future agricultural engineers — as it helps them become well-rounded and competent professionals. Knowledge of Russian enables young specialists to actively engage in science and production. Enhancing RFL teaching methodology will contribute to improved language training, professional readiness, and communicative

competence of future specialists in professional contexts [1].

It is the aspiration of every student, and of anyone learning a foreign language, to be able to speak correctly and express their thoughts clearly in the target language. Teaching any academic subject requires responsibilities and efforts from both the instructor and the learner. The instructor must select appropriate methodologies and tasks for different types of activities, choose learning materials according to students' proficiency levels, and more. Learners must demonstrate effort, diligence, and responsibility. Unlike other subjects, language learning involves expressing thoughts and feelings, which are not confined to the classroom but accompany the learner everywhere. This implies the importance of mastering not only a foreign language but also one's native language. "While the development of one's native language begins with spontaneous speech and culminates in awareness of linguistic forms, learning a foreign language begins with conscious mastery and ends in spontaneous communication" [2, p. 58].

Additionally, proficiency in a foreign language enhances students' career prospects, enabling participation in international projects and success in global agricultural endeavors [5]. A native language is acquired alongside social experience. In higher education, Russian language programs focus on

deepening students' understanding of grammar, phonetics, and vocabulary, placing increasing emphasis on language systems — especially grammar. Major challenges still include a lack of active oral practice for each student. RFL instruction should be based on the development of speaking skills through oral exercises, rather than purely theoretical study. Students must not only learn the basics of Russian, but also be able to communicate effectively and meaningfully in both professional and everyday settings.

Teaching Russian as a foreign language is currently carried out in the context of global changes in education. Goals, learner needs, and instructional conditions have all shifted. A move from quantitative to qualitative changes has taken place: the mass approach to language learning has evolved into a more individualized one, with students determining not only the linguistic, but also the cultural aspects of their learning process [3, p. 115].

The main objective of foreign language teaching today is not merely to teach the language system (i.e., linguistic competence), but to develop communicative competence — the ability to carry out verbal communication in the target language in various spheres. Communicative competence is based on a set of linguistic knowledge, speaking skills, and practical abilities developed in class [4, p. 154]. Emphasis is placed on independent learning, including theoretical reading, using educational web resources, self-checks through questions and tests, and completing practical tasks. Nevertheless, 50% of learning success depends on the students themselves — their persistence, diligence, and initiative. No matter how inspiring a class is, it cannot last longer than an hour and a half; after class, students are left alone with their efforts and imagination. Therefore, they are advised to follow the well-known saying: “Repetition is the mother of learning.” The more students review and deepen their understanding of the material, the better they will retain it.

This is especially relevant in the context of increasing labor market competition in Uzbekistan, where local specialists must match the competence of graduates from foreign institutions. Contemporary methods of teaching Russian in Uzbek universities recognize that lexical difficulties stem both from the nature of Russian vocabulary and from differences with the students' native languages. Since Russian words are not learned in isolation but in relation to others, students benefit from comparative and contextual learning, which eases acquisition. Special attention should be paid to word semantics to ensure correct understanding and usage in speech. The instructor's live communication, direct engagement with students, and consistent feedback

provide undeniable advantages. No matter how many technological tools are used, the teacher remains the central figure in the learning process and must speak clearly and accurately without grammatical or stylistic errors.

Integrating agricultural terminology into RFL classes can significantly improve Uzbek students' comprehension of study materials, foster independent and systematic knowledge development, and encourage them to read professional literature and use terminology dictionaries. Future agricultural specialists must not only understand Russian and navigate academic or reference texts, but also apply specialized terms correctly in professional subjects. Mastering terminology under the guidance of RFL instructors will help students independently expand their professional vocabulary and confidently use it in their future careers.

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