

Teaching Russian Language in Uzbek Universities

Turaeva Shahida Egamberdievna
Karshi Engineering and Economic Institute

Abstract

Monitoring interest in learning the Russian language is one of the main activities to support and promote the Russian language. The relevance of the article is due to the insufficient number of modern studies devoted to the position of the Russian language in the academic educational space. The purpose of the study is to trace the dynamics of studying Russian as a foreign language at Uzbek universities over the past five years and identify the priority factors that led to the choice of Russian for study. The results obtained indicate positive dynamics both at the state level: there is a smooth increase in educational quotas in the departments of Russian language and literature, and at the individual level: student responses demonstrate a positive attitude towards the Russian language and culture.

Keywords: Russian as a foreign language, Uzbekistan, universities, dynamics of interest in studying Russian as a foreign language, reasons for choosing Russian as a foreign language.

INTRODUCTION

Monitoring interest in learning the Russian language is one of the main activities to support and promote the Russian language. The relevance of the article is due to the insufficient number of modern studies devoted to the position of the Russian language in the academic educational space. The aim of the study is to trace the dynamics of the study of Russian as a foreign language (RFL) in Uzbek universities over the past five years and to identify the priority factors that led to the choice of the Russian language for study. The results obtained indicate positive dynamics both at the state level: there is a smooth increase in educational quotas at the departments of the Russian language and literature, and at the individual level: the students' answers demonstrate a positive attitude towards the Russian language and culture. The most important factors determining the choice of students are associated with instrumental motivation.

Learning a foreign language, including Russian as a foreign language, is a long and labor-intensive process, the goal of which is to acquire communication skills. At the same time, general linguistic competence is inextricably linked with the formation of sociocultural competence, based on students' knowledge of the national and cultural characteristics of the social and speech behavior of native speakers, including customs, etiquette, social stereotypes, history and culture, as well as the development of the ability to use acquired knowledge in the process of communication.

The peculiarities of the formation of such competence "lie in the specific focus of language classes, which are conducted in the context of a dialogue of cultures, taking into account differences in the sociocultural perception of the world and thus contribute to the achievement of intercultural understanding between people and the formation of a "secondary linguistic personality."



The Russian language is one of the generally recognized world languages, being the official or working language of the largest international organizations: the UN, UNESCO, WHO, CSTO, OSCE, etc. The belonging of the Russian language and culture to universal human values of global significance is beyond doubt.

Traditionally, the spread of the Russian language in Uzbekistan is considered by researchers in the context of historical events and relationships between countries. The clash of geopolitical interests and the proximity of the Russian-Uzbek borders led to an increase in the role of the Russian language in the military sphere.

Timely determination of students' motives for learning the Russian language is of key importance in the development of educational programs and the formation of methodological concepts. In this regard, it is necessary to expand research in the field of dynamics of studying the Russian language in Uzbekistan, trends in its development, and assessment of student motivation.

To achieve the purpose of the study, a complex of theoretical and practical methods was used. Theoretical: analysis of scientific articles published in peer-reviewed journals over the past 10 years, and background information presented on the websites of Russian official departments. Practical: online survey, method of statistical data analysis.

The Russian language is actively used by respondents when using indirect sources of speech: Internet content and social media platforms. However, there is relatively low activity in such types of speech activities as speaking and reading.

Summarizing what has been said, we can note the positive dynamics of interest in learning the Russian language in Uzbekistan both at the state level and at the individual level.

The relationship between studying the Russian language and career prospects is determined by the requirements of the labor market, which is influenced by Russian-Uzbekian

References

1. Babushkin A.P. Concepts of different types in vocabulary and phraseology and methods for identifying them // Methodological problems of cognitive linguistics. Voronezh, 2001.
2. Zinovieva E.I. The concept of "concept" in domestic linguistics: main approaches and directions of research // Bulletin of St. Petersburg State University. Ser. 2, 1993. Issue. 2. No. 10.
3. Ignatieva O.P. The role of communicative competence in rethinking the theory of error // Linguocultural and linguistic cultural aspects of the theory and methodology of teaching the Russian language: material. international scientific-practical conf. Tula, 2009.

