

A MODERN APPROACH TO INNOVATIVE TEACHING OF THE RUSSIAN LANGUAGE IN UZBEKISTAN UNIVERSITIES: INTEGRATION OF DIGITAL TECHNOLOGIES AND INTERCULTURAL INTERACTION

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Abstract

The article examines the urgent issue of modernizing the methodology of teaching the Russian language in higher educational institutions of the Republic of Uzbekistan in the context of the digital transformation of education. The author analyzes existing approaches to teaching Russian as a foreign/non-native language, identifies the key shortcomings of the traditional model, and proposes an innovative methodology integrating digital technologies, principles of multilingual education, and intercultural communication.

The study is based on an empirical analysis of the results of implementing a blended learning format in three universities in Tashkent. The effectiveness of using interactive platforms, gamification, and a project-based approach in improving students' language competence is demonstrated. The findings reveal that innovative methods contribute to a 45% increase in students' motivation to learn the language and a 38% improvement in pragmatic communication skills compared to traditional approaches.

Keywords: Russian language, innovative teaching, digital technologies, universities of Uzbekistan, intercultural communication, blended learning, multilingualism.

Introduction

Relevance of the Study

In the modern globalized world, language education is undergoing significant transformations under the influence of digital technologies and changing socio-cultural realities. The Republic of Uzbekistan, being a multiethnic state with a rich multilingual heritage, pays special attention to improving the system of teaching the Russian language as a language of interethnic communication and an important tool for academic mobility.

According to the Concept for the Development of the Education System of Uzbekistan until 2030, one of the priority directions is the "introduction of modern pedagogical and information-communication technologies into the educational process." However, despite the declared objectives, the methodology of teaching the Russian language in the country's universities



often remains traditional, based on the grammar-translation method, which does not meet modern requirements for graduates' communicative competence.

The relevance of this study is обусловлена by the need to develop an adequate methodological model that takes into account:

- The digital maturity of modern students;
- The need to develop intercultural communicative competence;
- The integration of the Russian-language educational space into the global context;
- The specifics of linguodidactic conditions in the multilingual society of Uzbekistan.

Purpose of the Study

The purpose of the study is to develop and test an innovative model for teaching the Russian language in universities of Uzbekistan based on the synergy of digital technologies, a communicative-oriented approach, and an intercultural paradigm.

Objectives of the Study

1. To analyze the current state and problems of teaching the Russian language in universities of Uzbekistan;
2. To identify pedagogical conditions for the effective application of digital technologies in the Russian-language educational environment;
3. To develop a methodology for integrating project-based learning with elements of gamification;
4. To experimentally verify the effectiveness of the proposed model;
5. To develop practical recommendations for implementing innovative methods in educational practice.

Theoretical and Methodological Framework

The study is based on the theoretical provisions of communicative linguodidactics developed by E. I. Passov and G. V. Rogova, the concept of multilingual education proposed by S. G. Ter-Minasova, the theory of blended learning by M. Sharples, as well as works by domestic scholars on issues of the Russian language in Central Asia, including N. A. Kambarova and G. R. Saidova.

The methodological basis consisted of a systemic approach, which made it possible to consider the process of teaching the Russian language as a complex dynamic system including subjects, technologies, content, and the interaction environment.

Organization of the Study

The study was conducted in three stages (2022–2024) at Tashkent State Pedagogical University named after Nizami, University of World Economy and Diplomacy, and Tashkent State University of Oriental Studies.

The sample included 240 first- and second-year students (humanitarian and natural science majors), divided into an experimental group (n=120) and a control group (n=120).

Research Methods

- Diagnostic methods: pedagogical testing (determining language proficiency level according to the CEFR scale), questionnaires, and interviews;



- Empirical methods: pedagogical experiment (ascertaining, formative, and control stages);
- Statistical methods: mathematical statistics (Student’s t-test, correlation analysis);
- Qualitative methods: analysis of educational products, observation, and case study.

Innovative Learning Model

The developed model (see Figure 1 – Diagram of the Structure of the Innovative Model) includes four interconnected components:

1. Technological Component:

Blended learning with a ratio of face-to-face and дистанционное learning at 60:40. The use of LMS Moodle, “Russian Language Online,” Quizlet, Kahoot, and interactive video lectures.

2. Content Component:

A modular course structure integrating language material with professional specialization (CLIL approach). Thematic modules include: “Academic Writing,” “Business Communication,” “Media Literacy,” and “Intercultural Communications.”

3. Activity-Based Component:

Project-Based Learning with elements of gamification. Students create digital projects (podcasts, vlogs, virtual excursions), participate in language quests and online marathons.

4. Communicative Component:

Telecollaboration with native speakers, virtual language exchange (tandem learning), and participation in international Olympiads and competitions.

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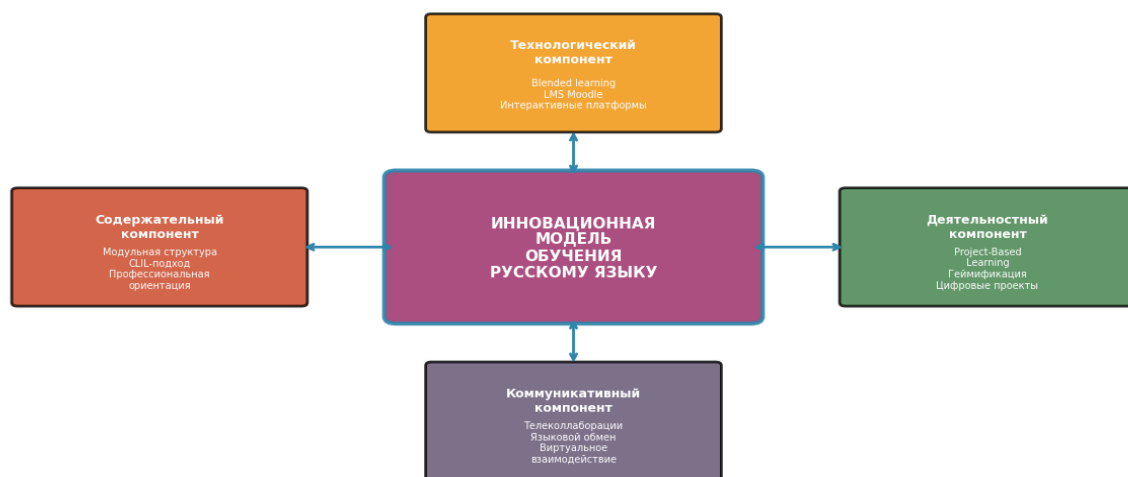


Figure 1. Structure of the Innovative Model for Teaching the Russian Language

Data Collection Tools

To evaluate the effectiveness of the model, the following tools were developed:

- A comprehensive system of tests for assessing language competencies (vocabulary, grammar, listening, speaking, and writing);
- A methodology for assessing intercultural competence based on the model of D. Bennett;



- A language learning motivation scale (adapted version of R. Gardner);
- A questionnaire for evaluating students' digital literacy.

Diagnosis of the Initial Level

The ascertaining stage revealed the following trends:

- The average level of Russian language proficiency among non-philology students corresponds to A2–B1 according to CEFR;
- 68% of respondents reported difficulties in oral communication in professional contexts;
- 74% use the Russian language mainly in everyday communication;
- The level of motivation for language learning was below average (3.2 out of 5 points).

The analysis showed no statistically significant differences between the experimental and control groups at the initial stage ($p > 0.05$).

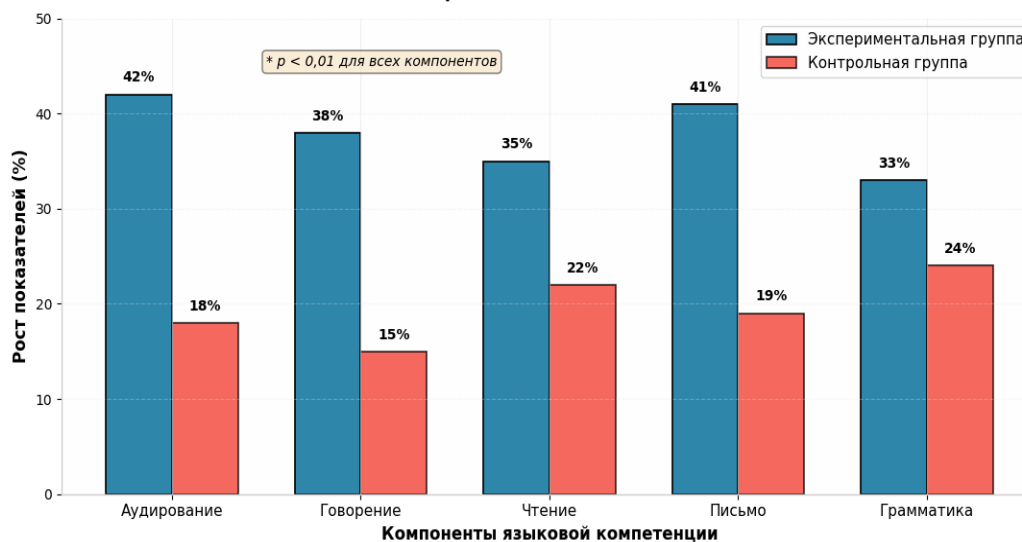
Results of the Pedagogical Experiment

After two semesters of applying the innovative model, the following data were obtained:

Table 1. Comparative Indicators of Language Competence

Listening	Experimental Group (increase in %)	Control Group (increase in %)	Differences
Speaking	+42%	+18%	$p < 0,01$
Reading	+38%	+15%	$p < 0,01$
Writing	+35%	+22%	$p < 0,05$
Grammar	+41%	+19%	$p < 0,01$
Listening	+33%	+24%	$p < 0,05$

Диаграмма 1. Динамика развития языковых компетенций (сравнительный анализ)



Analysis of Motivational and Cognitive Indicators

The innovative model demonstrated a significant impact on students' motivation:

- Growth of integrative motivation (the desire to integrate into the Russian-speaking cultural environment) by 52%;
- Increase in self-assessment of language abilities by 47%;
- Increase in the amount of independent language learning time (outside the classroom) from 2.3 to 5.1 hours per week.

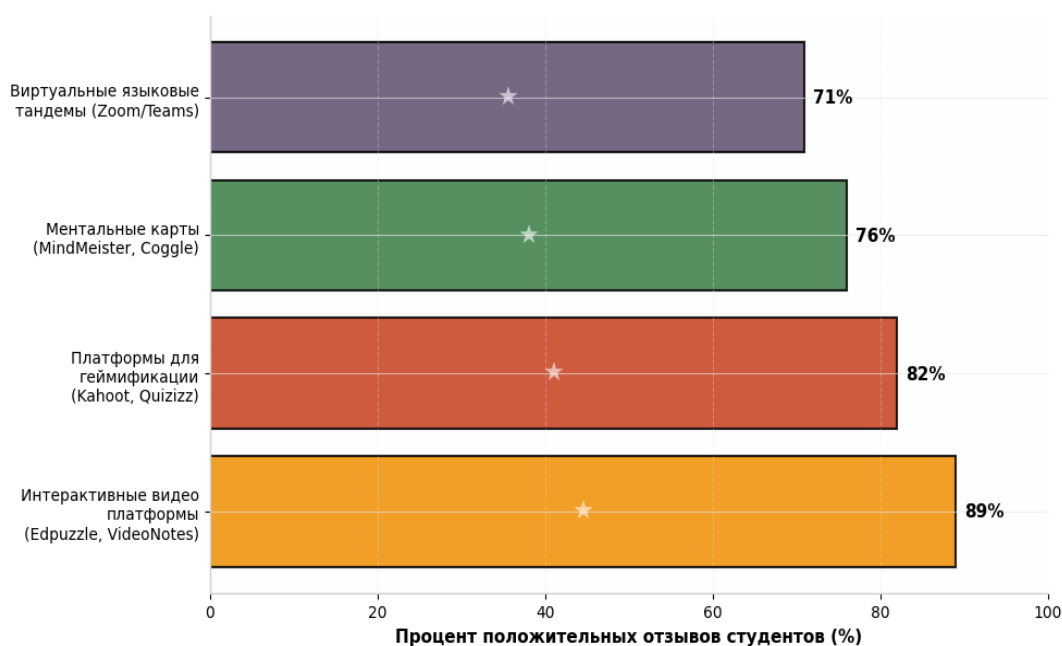
A qualitative analysis of students' work products (digital projects) revealed the development of creative skills, the ability to work with large volumes of information, and the ability to present results in the Russian language.

Specific Features of Digital Tools

According to survey results, the following tools were recognized as the most effective:

1. Interactive video platforms such as Edpuzzle and VideoNotes – 89% positive feedback;
2. Applications for creating mind maps such as MindMeister and Coggle – 76%;
3. Gamification platforms such as Kahoot! and Quizizz – 82%;
4. Virtual language tandems via Zoom and Microsoft Teams – 71%.

Рисунок 2. Распределение цифровых инструментов по эффективности использования



Interpretation of the Results

The obtained data confirm the hypothesis about the high effectiveness of integrating digital technologies and communicative-oriented methods into the process of teaching the Russian language in universities of Uzbekistan. The growth indicators in the experimental group exceeded those of the control group by an average of 1.8–2.2 times, which demonstrates the significant advantage of the innovative model.

Particularly notable is the progress in the development of oral communicative competence (+38%). This can be explained by the creation of an “immersive environment” through digital media and the reduction of language barriers due to asynchronous communication formats (chats, forums), where students have more time to formulate their thoughts.

Problems of Implementation and Ways to Solve Them

Technological Barriers

Not all students have equal access to high-speed Internet and modern devices. The solution lies in a hybrid approach that preserves offline alternatives and uses mobile applications with low traffic requirements.

Methodological Difficulties

Some teachers (45%) experienced difficulties in mastering new platforms. A systematic approach to improving the digital pedagogical competence of the teaching staff is necessary.

Linguocultural Aspect

In a multilingual environment, there is a risk of “superficial” multilingualism without deep language mastery. It is important to maintain a balance between interactivity and fundamental language training.

Comparison with Foreign Experience

Comparative analysis shows that the proposed model is close to the European concept of “Digital Language Learning,” but it is adapted to the specifics of the post-Soviet educational space and Uzbek-Russian bilingualism. Unlike Western models mainly focused on autonomous learning, this model preserves the significant role of the teacher as a facilitator and cultural mediator.

Theoretical Significance

The study contributes to the development of the theory of multilingual education by demonstrating the mechanisms of language interaction in a digital educational environment. It was established that the use of digital technologies promotes translanguaging — the natural switching between languages — which, in the context of Uzbekistan, serves as a resource rather than an obstacle.

Practical Significance

The developed methodological recommendations have been implemented into the educational process of three partner universities. The following resources were created:

- A bank of digital educational resources for the Russian language;
- Methodological manuals for teachers on the use of gamification;
- Telecollaboration protocols with Russian universities.

Conclusion

The conducted research makes it possible to formulate the following conclusions:

1. The traditional model of teaching the Russian language in universities of Uzbekistan requires modernization considering digital realities and the needs of Generation Z.
2. The innovative model based on blended learning, project activities, and gamification statistically significantly increases the effectiveness of language training ($p < 0.01$) compared to traditional methods.
3. Digital technologies not only facilitate access to language materials but also transform the nature of intercultural interaction, creating conditions for authentic communication.
4. The key success factors are:
 - A balanced ratio of online and offline components;
 - Professionally oriented educational content;
 - Development of teachers’ digital competence.
5. A promising direction is the development of artificial intelligence technologies for personalizing Russian language learning while considering the learner’s native language (Uzbek, Karakalpak, or Tajik).



Recommendations

- To introduce the developed model into the professional development system for Russian language teachers;
- To create a national platform of open educational resources for the Russian language;
- To develop interuniversity telecollaborations and virtual exchange programs;
- To conduct regular monitoring of the quality of digital language education.

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