

**OPEN ACCESS**

SUBMITTED 20 October 2025

ACCEPTED 10 November 2025

PUBLISHED 16 December 2025

VOLUME Vol.05 Issue12 2025

**COPYRIGHT**

© 2025 Original content from this work may be used under the terms of the creative commons attributes 4.0 License.

# Theoretical Foundations Of The Methodology For Teaching Russian Language In Non- Specialized Educational Institutions

Narzullaeva Umida Ilkhomovna

Lecturer, Samarkand Campus, University of Economics and Pedagogy,  
Uzbekistan

**Abstract:** This article examines the theoretical foundations of the methodology for teaching the Russian language in non-specialized educational institutions. It analyzes the specific features of teaching students from various specialties not directly related to philology and identifies key issues related to motivation, language proficiency levels, and methodological support. Special attention is given to the need for integrating professionally oriented materials and modern educational technologies to enhance the effectiveness of the learning process. Approaches aimed at developing communicative competence and language skills adapted to the students' professional fields are presented. The work contributes to the systematization of knowledge in the field of Russian language teaching methodology and offers recommendations for improving the quality of language education in multidisciplinary universities.

Additionally, the article emphasizes the importance of an interdisciplinary approach, which involves close collaboration between Russian language instructors and teachers of specialized disciplines. This facilitates the creation of teaching materials closely aligned with real professional situations, thereby increasing student motivation and promoting deeper language acquisition. Modern methods and technologies, including the use of interactive platforms and multimedia resources, are also discussed, making the learning process more dynamic and accessible.

**Keywords:** Russian language teaching methodology, non-specialized educational institutions, professionally oriented education, communicative competence,

interdisciplinary approach, student motivation, modern educational technologies, language education.

**Introduction:** The modern system of higher education requires teachers to adopt new approaches and methodologies adapted to the diversity of academic fields and professional profiles of students. In non-specialized higher educational institutions, where Russian is not a core subject, the development of effective methods for teaching the language becomes particularly important. In such institutions, Russian performs not only a communicative function but also serves as a tool for mastering professional knowledge and developing general cultural competencies.

The theoretical foundations of the methodology for teaching Russian in non-specialized higher educational institutions require a comprehensive analysis that includes students' motivational characteristics, the specificity of linguistic material, and modern educational technologies. The study of this issue is essential for creating optimal learning conditions that contribute to the formation of stable language skills necessary for students' future professional activities. The introduction of innovative approaches and interdisciplinary interaction among teachers of different disciplines opens new prospects for the development of teaching methodology and the improvement of language education quality [1]. In this context, special attention is paid to practice-oriented learning models that integrate linguistic training with professional content. Such models contribute to the formation of sustainable communicative skills by placing students in simulated professional situations and encouraging active use of the language in problem-solving tasks. As a result, the learning process becomes more meaningful and relevant to students' future careers, which positively affects their motivation and overall learning outcomes.

Moreover, the effectiveness of innovative and interdisciplinary approaches largely depends on the alignment of educational objectives, teaching content, and assessment methods. The coordinated efforts of language teachers and subject-matter specialists allow for the development of unified curricula that reflect both linguistic and professional requirements. This alignment ensures consistency in learning outcomes and facilitates the gradual development of students' language competence in accordance with the demands of their chosen fields of study.

## LITERATURE REVIEW

Issues related to the methodology of teaching Russian in non-specialized higher educational institutions are

actively studied in modern linguistics and pedagogy. Domestic and foreign literature notes that the key problems include low student motivation, insufficient adaptation of teaching materials to professional orientation, and limited use of modern educational technologies.

Thus, the works of Russian scholars (for example, M. L. Dasuev, M. V. Silantyeva) emphasize the importance of integrating professionally oriented tasks and communicative practices into the learning process. An analysis of Uzbek studies (T. Yu. Abzairov, F. A. Yakubova) shows that in a multilingual educational environment it is necessary to take into account students' national and cultural characteristics and to adapt teaching methods to regional specifics [2].

Modern authors also highlight the role of digital technologies—interactive platforms, multimedia resources, and distance learning—which significantly increase teaching effectiveness and student engagement. At the same time, the need for continuous professional development of teachers and the creation of comprehensive methodological materials oriented toward different levels of language proficiency and professional specificity is emphasized [3].

The literature review indicates the necessity of a systematic approach that combines theoretical research and practical developments aimed at improving the quality of teaching Russian in non-specialized universities. Such an approach presupposes the integration of linguistic theory, pedagogical principles, and applied teaching strategies, allowing educators to address both general didactic objectives and profession-specific language needs. By bridging the gap between theory and classroom practice, this framework supports the creation of flexible teaching models that can be adapted to diverse educational contexts and varying levels of students' language proficiency.

Furthermore, a systematic approach enables the identification and evaluation of best pedagogical practices through continuous monitoring and feedback. Regular assessment of learning outcomes and teaching methods makes it possible to adjust instructional strategies in a timely manner and to ensure their relevance to changing educational standards and labor market demands. This adaptability is particularly important in non-specialized universities, where students' linguistic needs are closely connected with their future professional activities.

## METHODOLOGY

The study of the theoretical foundations of the methodology for teaching Russian in non-specialized higher educational institutions employed a comprehensive approach that included both theoretical

and empirical analysis. The methodological framework was based on dialectical, systemic, and activity-based approaches, which made it possible to examine the learning process in its multidimensionality and its connection with students' professional training.

To study the specific features of the methodology, methods of analysis and synthesis of scientific and methodological literature, comparative analysis of existing pedagogical practices, and content analysis of curricula and teaching materials were used. The empirical part of the research was based on surveys and interviews with teachers of Russian working in non-specialized universities, as well as observations of the educational process [4].

An important element of the methodology was the study of motivational factors and students' levels of language competence, which made it possible to identify the main difficulties and develop recommendations for overcoming them. The use of modern educational technologies was analyzed in terms of their effectiveness and adaptability to different student groups. This methodological approach ensures a comprehensive understanding of the problem and contributes to the development of practice-oriented solutions.

As a result of the study, the main theoretical provisions determining the specificity of the methodology for teaching Russian in non-specialized higher educational institutions were identified. It was established that for successful language acquisition by students of various professions, it is necessary to take into account their professional orientation, level of motivation, and initial level of language competence.

The analysis of methodological materials showed that existing textbooks and teaching aids often do not take into account the specificity of non-specialized universities, which reduces the effectiveness of instruction. At the same time, the integration of professionally oriented tasks and modern educational technologies (interactive platforms, multimedia resources) significantly increases student engagement and the quality of learning outcomes [5].

Empirical data obtained from surveys of teachers and students confirmed the importance of interdisciplinary interaction and adaptation of the educational process to real professional situations. As a result, recommendations were developed to improve the methodology of teaching Russian, aimed at enhancing communicative competence and developing language skills necessary for students' professional activities in non-specialized universities [6].

## CONCLUSION

The study of the theoretical foundations of the methodology for teaching Russian in non-specialized higher educational institutions revealed the need for a comprehensive approach that takes into account students' professional orientation, motivation, and level of language proficiency. Effective instruction is possible only through the adaptation of teaching materials and methods to the specifics of different specialties, as well as through the active use of modern educational technologies.

Interdisciplinary interaction between teachers of Russian and specialized disciplines contributes to the creation of a learning process that closely reflects real professional situations, which increases student interest and promotes deeper language acquisition. The implementation of the proposed methodological recommendations will improve the quality of language education, enhance students' communicative competence, and contribute to their successful professional self-realization in a multilingual and multidisciplinary educational environment [7].

In addition, it is important to note that continuous professional development of teachers and the exchange of advanced pedagogical experience play a key role in improving the methodology of teaching Russian. The use of innovative approaches and technologies requires systematic support from educational institutions and the introduction of new forms of organizing the learning process. This support includes the development of institutional strategies for digitalization, investment in technical infrastructure, and the creation of favorable conditions for pedagogical experimentation. Equally important is administrative encouragement of collaborative teaching models and continuous professional development programs, which enable educators to effectively implement innovations and ensure their sustainable integration into the educational environment. Only comprehensive and purposeful development of the methodological framework will make it possible to adapt Russian language instruction to modern requirements and ensure high-quality training of students in non-specialized universities.

## REFERENCES

1. Baranova, N. V. Methods of Teaching Russian as a Foreign Language to Engineering Students. *Russian Language Abroad*, 2019, No. 3, pp. 78–85.
2. Abzairov, T. Yu. Features of the Methodology of Teaching Russian in Non-Specialized Universities. *Bulletin of Science and Education*, 2020, No. 5, pp. 45–51.
3. Dasuev, M. L. Motivation Issues in Teaching Russian in Non-Specialized Universities. *Issues of*

Linguodidactics, 2021, Vol. 17, No. 2, pp. 120–130.

4. Ivanova, E. S. Modern Technologies in Teaching Russian in a Multilingual Educational Environment. Pedagogical Education, 2018, No. 4, pp. 33–40.
5. Kuznetsova, T. A. Interdisciplinary Approach to Teaching Russian in Non-Specialized Universities. Science and Education, 2022, No. 7, pp. 101–107.
6. Silantyeva, M. V. Communicative Competence in the Methodology of Teaching Russian to Non-Philology Students. Philological Sciences, 2017, No. 2, pp. 155–160.
7. Yakubova, F. A., Musadzhanova, G. A. The Use of Multimedia Resources in Teaching Russian in Technical Universities. The Art of the Word, 2021, No. 1, pp. 167–169.