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IMPROVING THE SYSTEM OF TEACHING THE RUSSIAN LANGUAGE IN TECHNICAL HIGHER EDUCATION INSTITUTIONS THROUGH THE USE OF NON-TRADITIONAL METHODS

Sharipova Gulshan Zafar kizi
Teacher, Asia International University,
E-mail: **prep.gshz@gmail.com**

Abstract: This article addresses the issues of improving the process of teaching the Russian language in technical higher education institutions. The limited effectiveness of traditional teaching approaches is analyzed, and the efficiency of non-traditional, innovative, and interactive teaching methods is substantiated. The research findings demonstrate that the application of non-traditional methods contributes to the development of students' language competence, professional communication skills, and independent thinking abilities.

Keywords: Russian language, technical higher education, non-traditional methods, interactive learning, professionally oriented education.

Introduction. At present, the teaching of foreign languages, particularly the Russian language, plays a significant role in the professional training of students in technical higher education institutions. The Russian language is widely used in technical documentation, scientific literature, industrial technologies, and international cooperation.

However, in many higher education institutions, Russian language instruction is still predominantly based on traditional methods focused on memorizing grammatical rules and translation exercises. This approach reduces the effectiveness of language acquisition for technical students, limiting their ability to use the language practically and professionally.

Therefore, improving the quality of education through the implementation of non-traditional teaching methods in Russian language instruction has become a pressing issue.

Methods. This study employed a mixed-methods research design, combining qualitative and quantitative approaches to evaluate the effectiveness of non-traditional teaching methods in Russian language instruction at technical universities.

Research Design. **The research was conducted in three sequential stages:**

1. Diagnostic stage – assessment of students' initial Russian language proficiency and learning motivation.
2. Experimental stage – implementation of non-traditional teaching methods.
3. Evaluation stage – analysis of learning outcomes and comparison with traditional instruction.

Participants. **The study involved** second-year undergraduate students **from technical specialties (engineering, automation, information technology).**

- Experimental group: taught using non-traditional methods

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- Control group: taught using traditional grammar-translation methods

Teaching Methods Applied. **The experimental group was instructed using the following** non-traditional methods**:**

- Problem-Based Learning (PBL) – students solved professionally oriented linguistic problems.
- Project-Based Learning – preparation of technical presentations and reports in Russian.
- Role-playing and simulation – modeling professional communication situations.
- Technical text analysis – working with manuals, standards, and research abstracts.
- Digital and multimedia tools – videos, interactive platforms, and online glossaries.
- Collaborative learning – pair and group-based tasks.

Data Collection Tools

- Language proficiency tests (pre-test and post-test)
- Questionnaires measuring learning motivation
- Classroom observation protocols
- Analysis of students' written and oral assignments

Data Analysis. **Quantitative data were processed using percentage comparison, while qualitative data were analyzed through descriptive and interpretive analysis.**

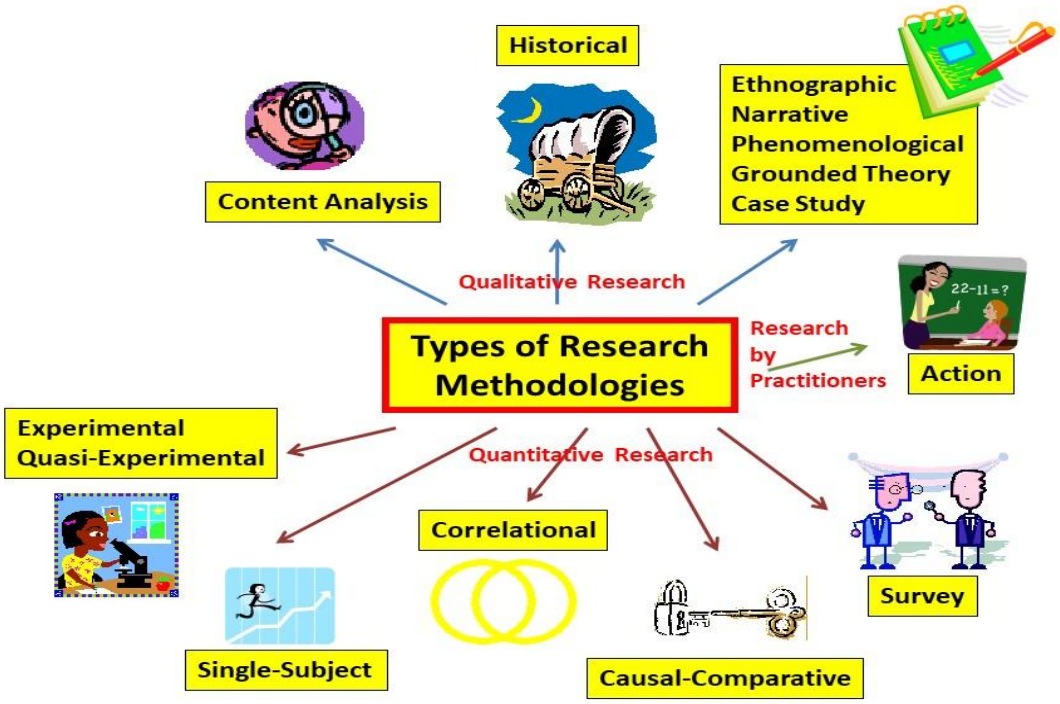

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Figure 1. Types of research methodologies

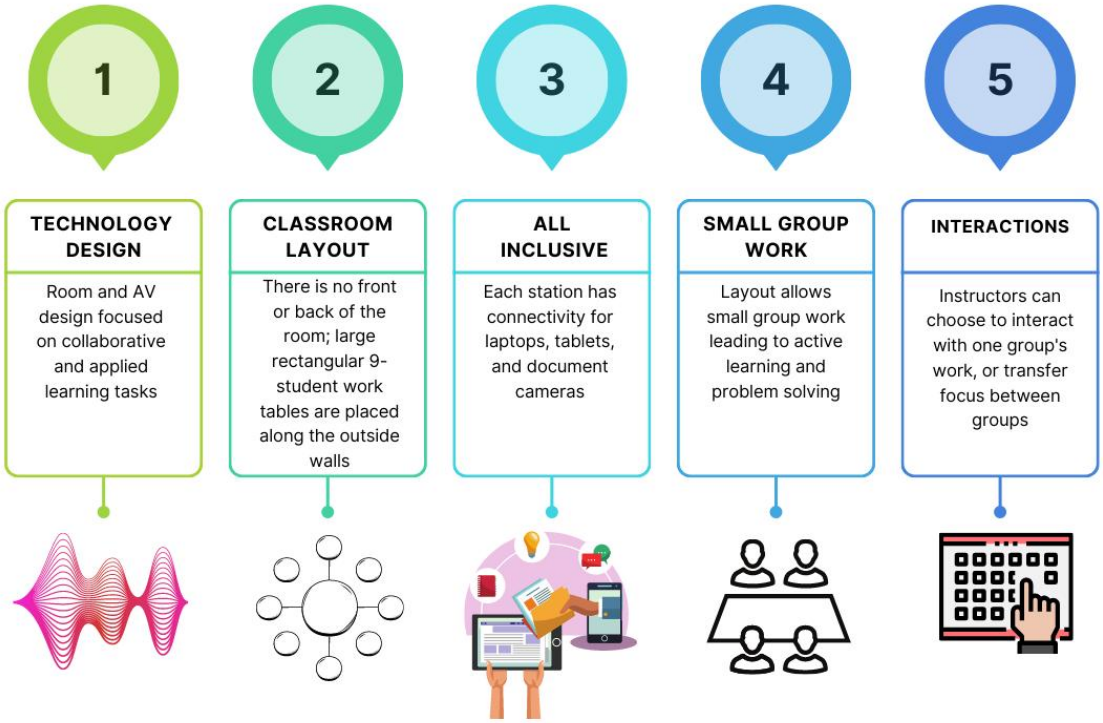

Figure 2. Key Components of a Collaborative and Interactive Learning Environment

Results. The findings demonstrate a significant improvement in students' language competence when non-traditional methods were applied.

Language Proficiency Improvement. Post-test results showed that students in the experimental group achieved higher scores in:

- technical vocabulary acquisition,
- reading comprehension of professional texts,
- oral communication skills,
- written technical reporting.

Average performance improvement:

- Experimental group: +20–25%
- Control group: +8–10%

Student Engagement and Motivation. Observational data and questionnaires revealed that:

- students became more active during lessons,
- participation in discussions increased,
- anxiety related to speaking Russian decreased,
- independent learning skills improved.

Development of Professional Competencies. Non-traditional methods facilitated the development of:

- professional communication competence,

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- teamwork and collaboration skills,
- critical thinking and problem-solving abilities,
- self-assessment and reflective learning.

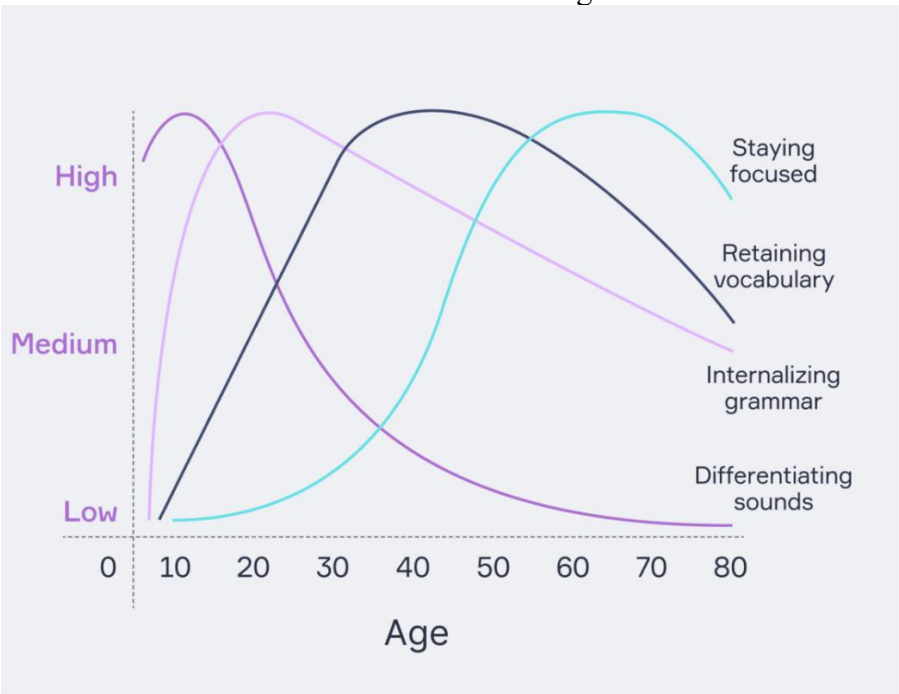

Figure 3. Typical Effectiveness

Discussion. The results confirm that non-traditional teaching methods are more effective than traditional approaches in teaching Russian to students of technical universities.

Pedagogical Implications. The integration of professionally oriented tasks bridges the gap between language learning and engineering education, making Russian a functional tool rather than an academic subject.

Theoretical Interpretation. From a constructivist perspective, learning becomes more effective when students actively construct knowledge through interaction, collaboration, and real-world problem solving. Non-traditional methods support this by shifting the focus from teacher-centered instruction to learner-centered engagement.

Comparison with Traditional Methods. Traditional grammar-focused teaching:

- limits communicative practice,
- reduces learner motivation,
- fails to address professional language needs.

In contrast, non-traditional methods:

- enhance communicative competence,
- increase relevance to future professional activities,
- promote lifelong learning skills.

Limitations and Future Research. Despite positive outcomes, the study was limited by:

- a relatively small sample size,
- short experimental duration.

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Future research should focus on long-term implementation, integration of AI-based language tools, and cross-disciplinary collaboration between language and engineering departments.

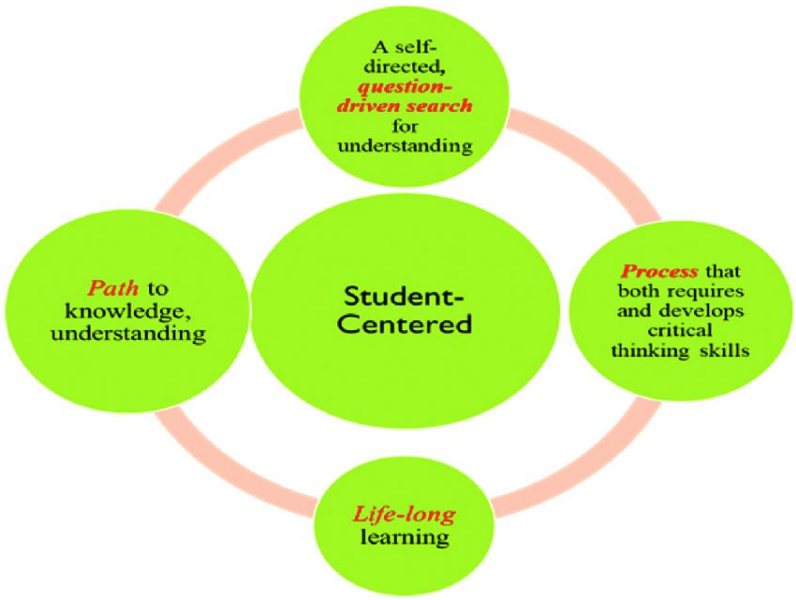

Figure 4. Student-Centered Learning Model and Its Core Components

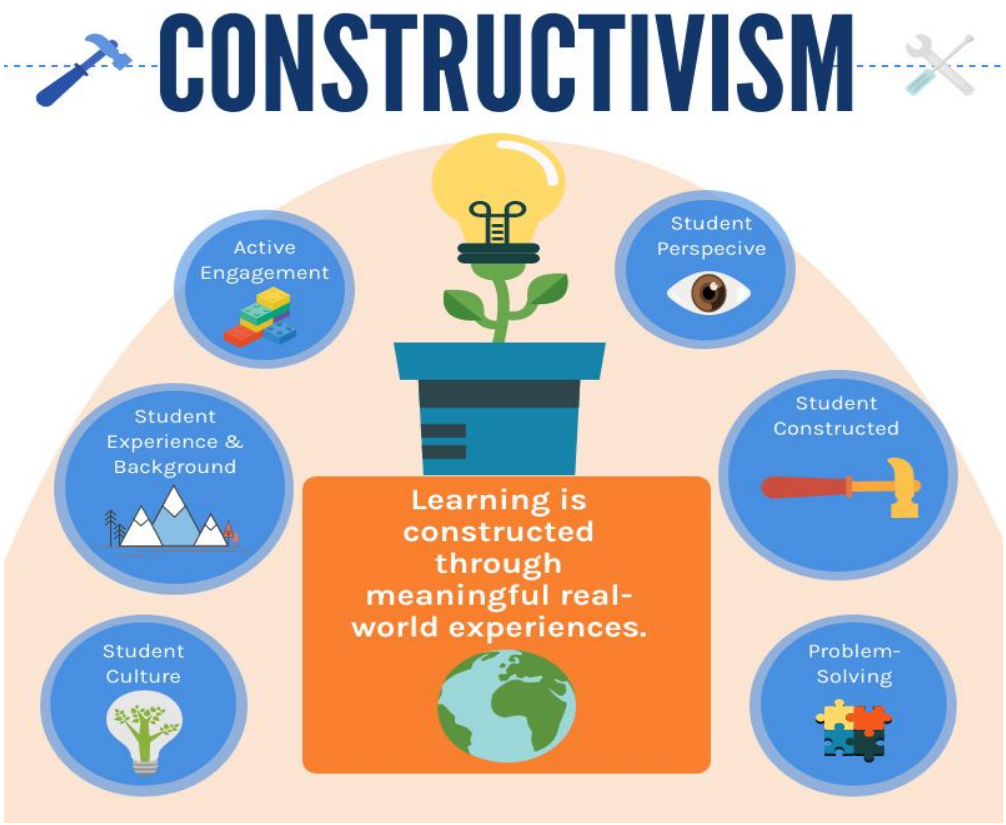

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Figure 5. Constructivist Learning Theory and Its Key Principles

Conclusion. In conclusion, teaching the Russian language in technical higher education institutions through non-traditional methods significantly enhances the quality of education. This approach plays an important role in preparing students for professional activities, developing their language competence, and ensuring the effective organization of the educational process.

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