ENHANCING STUDENTS' COMMUNICATIVE COMPETENCE THROUGH RUSSIAN LANGUAGE INSTRUCTION IN UZBEKISTAN'S PEDAGOGICAL UNIVERSITIES

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ABSTRACT

The article examines the need to introduce innovative communication technologies into the pedagogical process of higher education institutions in the Republic of Uzbekistan. On the one hand, this necessity is supported through normative and legal documents; on the other, it demonstrates the importance of developing communicative competence in students for solving future professional tasks—specifically, teaching Russian in Uzbekistan's schools. The authors emphasize that ongoing socio-economic changes in modern society impose on professional education the responsibility to form essential professional competencies in university graduates. Among these, communicative competence plays a crucial role in the personal and professional profile of future teachers, ensuring productive interaction among all participants in the educational process. The use of non-standard forms of instruction—particularly the integration of academic disciplines aimed at improving students' communicative competence on independent and creative bases—is grounded in active interaction between subjects of the educational process.

Keywords: communicative competence, competence-based approach, communication technologies, pedagogical university students, integrated classes, Russian language.

Introduction

The need to expand diverse contacts between Uzbekistan and Russia is characterized by growing mutual interest in socio-political areas that directly influence the educational system. Ensuring such contacts requires overcoming language barriers and accepting the national cultures and traditions of friendly nations. A key challenge for the modern higher education system of Uzbekistan is preparing future teachers specifically for teaching Russian in general education schools.

This issue is highlighted in the statement by T.K.Narbaeva: "Uzbekistan is ready to take an active part in implementing joint programs and activities aimed at carefully preserving the spiritual value of the Russian language." According to the Senate

spokesperson, over 10,000 general education institutions currently function in Uzbekistan, where Russian is included in the mandatory curriculum, and 10% of these schools offer instruction in Russian. Narbaeva also cited President Sh.M.Mirziyoyev, who noted that "the great Russian culture has always been and will remain an integral part of the spiritual life of Uzbek society, and language, as is well known, is an inseparable part of any culture." (Usarov et al., 2024).

In this context, the need for students—future teachers—to study Russian increases, since they will eventually instruct the younger generation responsible for ensuring continued international cooperation.

Methods

An analysis of scientific literature shows a growing number of studies addressing theoretical and methodological foundations of pedagogical and information-communication technologies aimed at developing students' communicative competence within integrated learning environments (Usarov, 2022).

According to S.B.Boronova, the current process of teaching Russian as a non-native language in pedagogical universities reveals several contradictions. One of these lies in the readiness of university instructors to implement innovations while lacking theoretical foundations and technologies for independent and creative student activity in studying Russian. Boronova identifies the productive method as an effective innovative technology for teaching (Boronova, 2017, p.112).

Researchers widely agree on the need to apply competence-based and learner-centered approaches in selecting innovative methodological and didactic technologies that build communicative competence in future teachers during integrated instruction (Choriev et al., 2021). They also note insufficient development and testing of innovative technologies that motivate students to master communicative competence in the process of learning Russian.

For this study, communicative competence is understood as automatic speech-thinking actions (linguistic competence) and personal qualities oriented toward establishing effective communication (including action-regulatory, emotional-evaluative, and informational-descriptive competencies).

Modern psychological and pedagogical studies stress the need to introduce communication technologies into Uzbekistan's educational environment (Usarov, 2022). To form communicative competence during Russian language classes, the following methods were selected as most effective: project work, discussions, conferences, role-playing, and solving pedagogical situations.

Research Design

To assess the effectiveness of communication technologies in teaching Russian, the authors conducted a study involving 320 students from the Termez, Gulistan,

Kokand, and Shakhrisabz State Pedagogical Institutes. Indicators of communicative competence development were measured based on personal and professional qualities.

The following communication technologies were implemented:

1. STUDENT ACHIEVEMENT "LANGUAGE PORTFOLIO"

A working folder used to monitor the dynamics of students' speech and communicative skills and to track their self-assessment throughout the learning period.

2. MODULAR LEARNING

Characterized by pre-planned student activities and occasional use of distance learning elements, facilitating a differentiated instructional approach.

3. PROJECT-BASED LEARNING

Involves in-depth study of a chosen topic, independent search for information, and presentation of project results.

4. BLOCK LEARNING TECHNOLOGY

Presents large volumes of material in visual-graphic form (matrices), with gradual complication of tasks. Highly effective for independent and creative student activity.

5. INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

The use of ICT significantly enriches the educational process through multimedia materials, electronic content, online resources, and digital tools. ICT enhances the development of speech skills and professional competencies that are difficult to achieve through traditional methods.

Results

A control assessment was carried out after introducing communication technologies into the educational process. Table 1 presents comparative results of communicative competence development at the initial (diagnostic) and final stages.

№	Personal and Linguistic Competence Indicators	Initial Stage (%)	Final Stage (%)
1	Productive communication in unregulated (free) activity	8	32
2	Comparison of different means of representing concepts	22	46
3	Active participation in communication when solving educational tasks	34	68
4	Ability to work in a team, assuming various social roles	16	42
5	Referential establishment of identity / transformation of linguistic means	12	40
6	Transforming a text depending on communicative objectives	6	28
7	Reflection (adequate self-assessment)	5	58

The results demonstrate that the selected innovative communication technologies are both necessary and sufficient for forming communicative competence among pedagogical university students in Uzbekistan.

Discussion

Before the intervention, both personal and professional indicators of communicative competence were generally low. The highest initial indicator—35%—was "active participation in communication when solving educational tasks," which is expected because students typically express themselves more readily in structured classroom settings under teacher guidance. In free communication outside class, they more often use their native Uzbek language.

After implementing communication technologies, substantial improvements were observed across all components, indicating increased independent activity, reflective skills, linguistic flexibility, and professional communication abilities.

Conclusion

The research confirms that the effective formation of communicative competence among students in Russian language classes depends largely on the use of innovative communication technologies. At the same time, new technologies should not contradict traditional instructional forms. The optimal approach lies in a skillful combination of innovation, valuable pedagogical experience, and creative methodology, which collectively ensure the most productive learning outcomes.

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