

2025-yil, oktabr 17(63)-son



ISSN 2021-9752

Til va adabiyot.uz

ILMIY-METODIK ELEKTRON JURNAL
НАУЧНО-МЕТОДИЧЕСКИЙ ЭЛЕКТРОННЫЙ ЖУРНАЛ
SCIENTIFIC-METHODOLOGICAL ELECTRONIC JOURNAL

«Til va adabiyot – Языка и литературы – Language and literature» (e-mail:tilvaadabiyotuz@gmail.com) <https://oak.uz/pages/4802>



1938-yil 4-oktabr kuni
o'zbek xalqining eng
oldi ma'rifatparvarlari,
ziyolilari, olimlari va
davlat arboblari
hukm o'qildi va ularning
aksariyati otib tashlandi.
Vatan va millat uchun
jon fido qilgan o'zbek
xalqining buyuk
farzandlari xotirasi
oldida bosh egaylik.

Lola KADIROVA,
Senior teacher
Tashkent State Medical University
The first department of uzbek and foreign languages
e.mail: lolautkurovna@1973gmail.ru

ASPECTS OF TEACHING RUSSIAN TO INDIAN STUDENTS: ENHANCING THE EFFECTIVENESS OF INDEPENDENT STUDY

Annotation: the article presents the author's developed methodology for optimizing the independent work of Indian students in preparing for Russian language lessons. Special attention is given to creating effective organizational and pedagogical conditions and implementing methods that promote the activation and increase the productivity of students' academic activities. Approaches aimed at improving the quality of independent work, as well as principles of motivation and development of academic activity among students learning Russian as a foreign language, are discussed.

Key words: *academic activity of Indian students, methods of independent work, Russian as a foreign language, activation of academic activity, forced motivation.*

Аннотация: в статье представлена разработанная методика оптимизации самостоятельной работы индийских студентов при подготовке к занятиям по русскому языку. Особое внимание уделяется созданию эффективных организационно-педагогических условий и применению методов, способствующих активизации и повышению продуктивности учебной деятельности студентов.

Ключевые слова: *активность индийских студентов, методы самостоятельной работы, русский как иностранный язык, активизация учебной деятельности, вынужденная мотивация.*

Annotatsiya: maqolada muallif tomonidan ishlab chiqilgan uslubiyat hindistonlik talabalarning rus tili mashg'ulotlariga tayyorgarlik jarayonida mustaqil ishini optimallashtirishga bag'ishlangan. Ayniqsa, samarali tashkiliy-pedagogik sharoitlarni yaratish hamda talabalarning o'quv faoliyatini faollashtirish va uning samaradorligini oshirishga xizmat qiluvchi usullardan foydalanishga alohida e'tibor qaratiladi.

Kalit so'zlar: *hindistonlik talabalar faolligi, mustaqil ish usullari, rus tili chet tili sifatida, o'quv faoliyatini faollashtirish, majburiy motivatsiya.*

Introduction

Teaching Russian to Indian students plays a key role in cross-cultural cooperation between India and Russia, opening opportunities in education, tourism, healthcare and translation. A large number of Indian students study at TSMU in Uzbekistan. Experience shows that their low level of independent activity necessitates the principle of "forced activation", which compels students to engage actively regardless of initial motivation. Activation of independent cognitive activity is therefore viewed as an optimal combination of methods aligned with learning goals. Our practice reveals distinctive features of Indian learners: sensitivity to emotional atmosphere, dependence on interest in the topic, communicativeness and initiative, developed productive speaking skills and reluctance toward rote memorization and mechanical grammar drills. These traits simultaneously facilitate and complicate the teaching of Russian as a foreign language.

Indian students show strong interest in extracurricular activities, especially sports and cultural events, where Russian becomes the language of

multinational communication. Involving them in the university's cultural life thus contributes to language acquisition. Independent study (ISS) is an essential part of the curriculum, but Indian students demonstrate low engagement in classroom activities alongside high involvement outside class. This requires activating their cognitive activity beyond lessons, with special emphasis on systematic pronunciation training – one of the main challenges in learning Russian. Effective development demands combining academic and extracurricular environments and aligning tasks with students' personal and professional interests. Based on this analysis, we propose a mechanism for activating independent work in Russian language preparation, built on specific organizational and pedagogical conditions successfully tested in practice.

1. Creating a Stimulating Learning Environment:

Encouraging Indian students to engage in informal education fosters a conscious and value-oriented attitude toward learning, while promoting integration into the Russian-speaking environment through participation in competitions, language clubs and cultural events.

2. Utilizing Modern Technologies in Education:

Activating the creative potential of Indian students during independent work:

1) Project-based method (project-research and creative individual/group activities). Alongside textbook exercises, students complete project assignments that apply lexical topics to real-life communication. Results are presented as presentations, reports or videos with linguistic commentary – for example, projects on their country, hometown or national traditions. Such tasks make learning Russian personally meaningful and expand independent activity beyond homework are very important for Indian students, who often miss classes.

2) Active Learning Technology: good results were achieved through the following tested methods of “forced activation” of Indian students’ productive speaking skills during independent study: mandatory oral pronunciation of phonetic exercises from homework, followed by recording on a voice recorder and sending it via email to the instructor for review; mandatory short written “reports” sent via email about the student’s day (or week); written reviews of news heard on the radio (or read online). These exercises help activate independent extracurricular work and make it truly productive.

3. Transparent and Adequate Control System:

a system that encourages students to improve their results by integrating traditional methods (homework checks, criteria-based evaluation of task performance, clear systems of rewards and penalties) with non-traditional methods (e.g., mnemonic tournaments, portfolio technology—students create a portfolio consisting of all their creative work completed during independent study). Weekly assessments, in the form of a pass/fail test, on the topics learned during the week yield positive results. These assessments include a comprehensive check of all aspects of the Russian language (grammar/vocabulary, phonetics, listening, reading, speaking, writing). The mini-test

and weekly test prepare students for productive work during the week and encourage more focused preparation for lessons and especially for the test. Another effective method is having students retell texts from textbooks or other sources, which they are assigned to complete by the end of the week and submit to the instructor for evaluation outside of class hours. The texts should focus on Russia’s cultural features, descriptions of famous Russian cities, landmarks, well-known Russian figures, etc. This approach helps develop the linguistic and cultural components of communicative competence in foreign language learning while simultaneously enhancing the language, speech and linguistic competencies of Indian students studying Russian. This method develops students’ oral speech, enriching it with vocabulary and grammatical constructions, as the results from trials show that vocabulary and grammar learned in context are more actively used by students than those disconnected from context. This method is also effective when working with scientific texts, as students tend to remember scientific terminology and the descriptions of scientific processes (whether in physics, chemistry, mathematics, etc.) better when they study and submit short scientific texts as part of their coursework.

Conclusion

The comprehensive set of organizational and pedagogical conditions and methods we have developed allows for the optimization and activation of independent extracurricular work, taking into account the characteristics of Indian students. This approach makes their work truly productive, enhances their phonetic skills and speech abilities, increases motivation to learn, promotes initiative, stimulates constructive creative interactions between students and faculty, and fosters the development of important personal qualities essential for professionals, such as the desire and ability to learn.

Literature

1. URL: <https://www.ruskiymir.ru/publications/226207/>
2. Kolechenko, A.K. Энциклопедия педагогических технологий: Пособие для преподавателей / А.К. Колеченко. – СПб.: КАРО, 2008. 368 с.
3. Kondrashova, N.V. Выбор педагогической технологии как один из важнейших факторов менеджмента образования / Н.В. Кондрашова // Научный журнал НИУ ИТМО. Серия «Экономика и экологический менеджмент». 2014. – № 1. – URL: <http://economics.ihbt.ifmo.ru/file/article/8891.pdf> (дата обращения: 01.06.2018).
4. Uspenskaya, E.A., Pas’ko, YU.V. Синергия учебного и внеучебного пространства как способ преподавания иностранного языка / Е.А. Успенская, Ю.В. Пасько // Педагогика. 2016. – № 10. – С. 60–66.
5. Okereshko A.V. Виды неформального образования как смыслообразующие факторы личностно-профессионального развития учителя / А.В. Окерешко // Человек и образование 2015. – № 1. – С. 74–78.
6. Kadirova L.U. Interactive Forms of Teaching Russian as a Foreign Language in a Medical University/ L.U. Kadirova – *Scientific Focus*, 2023

PEDAGOGIKA

Sarvinoz SHARIPOVA. O'QUVCHILARNING NUTQIY KOMPETENSIYASINI MATN TURLARI ORQALI RIVOJLANTIRISHDA ILMIY VA IJODIY TAFAKKUR QILISHGA O'RGATISH MAZMUNI	217
Феруза МАРДОНОВА. ФУНКЦИОНИРОВАНИЕ БЕССОЮЗНЫХ СЛОЖНЫХ ПРЕДЛОЖЕНИЙ В РАССКАЗАХ И ПОВЕСТЯХ И.С.ТУРГЕНЕВА	219
Нигина АЛИБОЕВА. ПСИХОЛИНГВИСТИЧЕСКИЕ ОСОБЕННОСТИ ДЕТСКОЙ ЛИТЕРАТУРЫ.....	222
Рафик ДЖАГАСПАНЯН. ЭПИЧЕСКАЯ ПОЭТИКА НАРОДНОГО ГЕРОЯ В РОМАНАХ В. ШУКШИНА И Х. ТУХТАБАЕВА	224
Елена ШЕВЧЕНКО. НАЦИОНАЛЬНЫЙ ХАРАКТЕР В ПОРТРЕТАХ ГЕРОЕВ ИСТОРИЧЕСКИХ РОМАНОВ ВАЛЕНТИНА ПИКУЛЯ	226
Дилафруз ПУЛАТОВА. МЕТАЯЗЫК СЕМЕЙНОЙ КОММУНИКАЦИИ: ВЕРБАЛЬНЫЕ И НЕВЕРБАЛЬНЫЕ СИГНАЛЫ И ИХ ПРАГМАТИЧЕСКИЕ ФУНКЦИИ (НА МАТЕРИАЛЕ РОМАНА Л. УЛИЦКОЙ "МЕДЕЯ И ЕЕ ДЕТИ").....	228
Dilobar QAYUMOVA. EASTERN VS. WESTERN APPROACHES TO STORYTELLING	230
Almira NIGMATULLINA. SEMANTIC TRANSFORMATIONS OF TERMS: FROM NARROW TO BROAD MEANING.....	232
Albina GALIAKBEROVA. TERMINOLOGY AS A TOOL FOR DEVELOPING PROFESSIONAL COMPETENCE IN FOREIGN LANGUAGE LEARNING	234
Umriniso KHAYDARALIEVA. LINGUISTIC FEATURES OF SPORTS DISCOURSE IN PUBLICATIONS OF UZBEKISTAN AND RUSSIA	236
Lola KADIROVA. ASPECTS OF TEACHING RUSSIAN TO INDIAN STUDENTS: ENHANCING THE EFFECTIVENESS OF INDEPENDENT STUDY	239
Nilufar YUSUPOVA. METHODOLOGICAL PERSPECTIVES ON TEACHING ENGLISH AS A FOREIGN LANGUAGE: A CASE STUDY OF THE VARK MODEL	241
Charos MAHMUDOVA. DIFFERENCES AND SIMILARITIES OF METAPHORICAL IDIOMS WITH THE ELEMENTS OF MENTALITY IN THE ENGLISH AND UZBEK LANGUAGES	244
Sokhiba BABANAZAROVA. DISCURSIVE-COGNITIVE ASPECT OF STABLE EXPRESSIONS	246
Sanobar JONRIDOVA. ON THE ROLE OF MOVEMENTS IN EXPRESSING HIDDEN MEANING	250
Davron DO'STOV. MAKTABGACHA YOSHDA ELEMENTAR MATEMATIK KO'NIKMALARINI RIVOJLANTIRISH	253
Mahliyo ELBOYEVA. BOLALAR ADABIYOTINI O'QITISHGA OID NAZARIY QARASHLAR VA PEDAGOGIK TEXNOLOGIYALARNING AHAMIYATI	256
Abdimurat ESEMURATOV. Gulnar ATAKHANOVA. PEDAGOGIK TA'LIMDA TANQIDIY VA KREATIV TAFAKKURNI RIVOJLANTIRISHGA OID ZAMONAVIY NAZARIY YONDASHUVLAR.....	259
Manzura IRISBAYEVA. KASBIY MADANIYATNING SHAKLLANISHI VA PEDAGOG-PSIXOLOGLARINING METODOLOGIK KOMPETENTLIGINI SHAKLLANTIRISH.....	262
Akram KURBONOV. YANGI O'ZBEKISTONDA BARQARORLIKNI YANADA TA'MINLASHDA TOLERANTLIKNI RIVOJLANTIRISH METODIKASINI TAKOMILLASHTIRISH.....	265
Mohinur AXMEDOVA. O'ZBEKISTON, TURKIYA VA OZARBAYJON OLIV TA'LIM TIZIMIDA ADABIYOT FANINI O'QITISHNING ILMIY-NAZARIY ASOSLARI	269
KICHIK TADQIQOT	
Dildora AMIROVA. TOG'AY MUROD ROMANLARIDA O'ZLIKNI ANGLASH MUAMMOSI	272
Marhabo YUSUBJONOVA. CHO'LPON IJODIDA MILLIY UYG'ONISH G'OYALARI	275
Nozima JUMAYEVA. O'ZBEK YOSHLARINING SOTSIOPRAGMATIK STRATEGIYALARI	277
Asal RIMBAYEVA. SUBKOD SIFATIDA SOTSIOLEKTLARNING XORAZM DIALEKTIDA IFODALANISHI	279
Malika VAISOVA. NOFILOGIK YO'NALISHLARDA O'ZBEK TILINI O'QITISHNING ILMIY-METODIK ASOSLARI.....	281
Sarvinoz G'ANIJONOVA. NUTQIY KOMPETENSIYALARNI (O'QISH, YOZISH) SHAKLLANTIRISHNING NAZARIY-METODOLOGIK ASOSLARI	284
Sitora BEGMATOVA. ANTIK ADABIYOTDA REALIZM UNSURLARINING NAMOYON BO'LISHI VA ULARNING ASOSIY VAKILLARI.....	286
Bakhtiniso ALIEVA. IMPROVING THE SYSTEM OF APPLYING CORPUS-BASED APPROACH IN TEACHING ENGLISH (ON THE EXAMPLE OF SECONDARY SCHOOLS IN UZBEKISTAN).....	288
Mavluda O'RiNOVA. Madina KHOLMURODOVA. THE IMPACT OF USING PODCASTS AND VIDEO BLOGS ON STUDENT MOTIVATION	291