

# EFFECTIVE METHODS OF TEACHING RUSSIAN FOR THE FORMATION OF LINGUO-SOCIO-CULTURAL COMPETENCE IN THE CONTEXT OF BILINGUALISM IN UZBEKISTAN

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**Abstract:** This work is devoted to the study of effective methods of teaching Russian as a foreign language in technical universities of Uzbekistan. The main focus is on the formation of students' linguistic and socio-cultural competence in the context of bilingualism. The article analyzes traditional and innovative teaching methods, examines the possibilities of integrating Russian language into professional training, as well as the importance of using information technologies and creating a language environment. The purpose of the research is to develop recommendations for optimizing the process of teaching Russian in technical universities, taking into account the specifics of the educational institution and the needs of students.

**Keywords:** bilingualism, linguistic and socio-cultural concept, Uzbekistan, language policy, intercultural communication, education.

## **Introduction.**

Linguosociocultural competence is a person's ability to effectively interact in the intercultural space using linguistic and cultural knowledge. In the conditions of bilingualism characteristic of Uzbekistan, where Uzbek and Russian languages are widely used, the formation of such competence becomes particularly relevant.

Bilingualism in Uzbekistan has deep historical roots connected with centuries-old cultural ties. Since ancient times, the peoples of Uzbekistan and Russia have been friends, communicated, exchanged experiences in various industries, conducted joint trade, and traveled to other countries for leisure and tours. We start learning the Russian language, their culture and customs from school, get acquainted with the works of Russian writers and poets, send and exchange teachers, students to study and improve their qualifications at universities in Russia and other countries. Mass media contribute to the dissemination of linguistic and cultural norms, shaping students' linguistic consciousness and worldview. In newspapers, magazines, radio, and television, we use Russian and Uzbek. The interaction of representatives of different cultures and language groups contributes to the development of tolerance and intercultural competence. We respect and support all peoples and nations, their customs and traditions. To form linguosociocultural competence, we use texts, audio and video materials reflecting the peculiarities of culture and language in lessons that help create a true language environment. We organize intercultural projects, the participation of which is aimed at studying the customs and traditions of other peoples. This knowledge

helps avoid communicative misunderstandings during communication and build effective interpersonal relationships among representatives of different nationalities. Discussions on various topics, debates, discussions, presentations contribute to the development of communication skills and teamwork skills. Using technologies: Online platforms, mobile applications, and virtual reality allow for the creation of interactive learning environments. Creating projects and their implementation by students reinforces the acquired knowledge and skills.

Using authentic texts, audio and video materials in teaching: these are newspaper articles, literary works, songs, television programs, audiobooks, video clips with native speakers, films in the language being studied, dialogues, monologues contribute to the development of students' linguosocio-cultural competence. We develop intercultural communication in classes with students through role-playing games, debates, discussions that contribute to the development of intercultural communication skills. Role-playing games in Russian language lessons at technical universities can be a great way to improve students' communication skills, develop their creativity, and increase interest in language learning. Here are some role-playing ideas that can be helpful:

1. Business meeting: Students are divided into groups, each representing the company. They should prepare a presentation of their product or service and hold a business meeting, discussing the terms of cooperation, prices, and benefits.
2. Interview: One student acts as an employer, and the other as an applicant. The applicant must answer questions about their skills and experience, and the employer must evaluate the answers and decide on hiring.
3. Scientific conference: Students prepare brief reports on topics related to their specialty. They present their research and answer questions from the audience, which helps develop public speaking skills.
4. Life situations: Creating scenarios based on real situations, such as purchasing equipment, communicating with clients, or resolving conflicts. Students can play these situations, which helps them learn to use language in practical contexts.
5. Product advertising: Students develop advertising campaigns for fictitious products or services. They should create slogans, promotional materials, and present their campaign to other groups.
6. Role-playing games in literature: If there is a study of Russian literature in the program, students can play scenes from works, analyzing characters and their motivation.
7. Expert opinion: Students choose a topic (for example, new technologies) and act as experts, discussing the pros and cons of different approaches or solutions.
8. Cross-cultural dialogues: Students can engage in dialogues between representatives of different cultures, discussing differences in approaches to work, learning, and communication.

These role-playing games not only make lessons more interactive and engaging but also help students develop language skills, self-confidence, and teamwork skills.

### **Result.**

Using technology: Creating projects and their implementation by students reinforces the acquired knowledge and skills. There are many online platforms for learning Russian that offer various formats and approaches to learning. Here are some of them:

1. Duolingo: A popular language learning app, including Russian. It offers interactive lessons and exercises for reading, writing, listening, and speaking.

2. Babbel: A platform with Russian language courses focused on speaking skills and practical use of the language in everyday life.
3. Busuu: This application allows you to learn Russian through courses, as well as communicate with native speakers for practice.
4. LingQ: A platform that offers materials for reading and listening in Russian, as well as enabling the study of words and phrases in context.
5. Memrise: An application that uses memorization and repetition methodology to learn words and phrases in Russian.
6. RussianLessons.Net: A free resource with lessons, grammar, dictionaries, and exercises for Russian language learners.
7. RT.com (Russia Today): On the website, you can find sections for those learning Russian, including video lessons and exercises.
8. Coursera and edX: These platforms offer Russian language courses from universities and educational institutions. Courses can range from beginner to advanced level.
9. italki: A platform for searching for Russian language teachers for individual lessons via video link. This is a great way to get personalized training.
10. Tandem: An app for language exchange where you can find Russian speakers for communication and practice.

Each of these platforms has its own characteristics and learning approaches, so it's worth trying several of them to find the most suitable one for yourself.

The main focus is on developing speaking and listening skills in real-life situations, the ability and readiness to communicate in a foreign language with native speakers, as well as introducing students to the culture of the country where the language is being studied, better awareness of their own country's culture, and the ability to represent it in the communication process. Use of authentic texts, audio and video materials reflecting the peculiarities of culture and language. Staging real communication situations to practice language and cultural skills.

It is important to systematically study the history, traditions, customs, and values of the language being studied. Comparing one's own culture with the culture of the country being studied to identify similarities and differences. Collaboration with native speakers on projects related to culture and history. Studying proverbs, sayings, fairy tales, and epics helps to understand the culture and traditions of other peoples.

Communication with native speakers: organizing meetings, language tandems, online chats.

Visiting cultural events: theaters, museums, exhibitions, concerts.

Travels: Trips to the countries where the language is being studied to immerse oneself in the language environment.

Taking into account individual characteristics: Each student has their own learning pace and interests.

Differentiated tasks: selecting tasks that correspond to each student's level of preparation and interests.

Linguistic competence includes knowledge of language grammar, lexicon, phonetics, and semantics, as well as the ability to apply this knowledge in various communicative situations.

Bilingualism can serve as a powerful tool for expanding linguistic competence. Students can use their knowledge of both languages for mutual enrichment, which contributes to a deeper understanding of language structures and cultural contexts.

Using methods that combine both languages in the learning process. For example, you can conduct classes in one language, but introduce elements of the second language to clarify or expand the topic. Students can work on projects that require the use of both languages, which facilitates the practical application of knowledge. Studying the cultural aspects related to each language helps students better understand the context of its use. Teaching reading and writing in both languages contributes to the development of analytical and critical skills. Practice of speaking and listening helps improve pronunciation and listening comprehension.

It is important to regularly assess students' progress in both language competencies and provide feedback. This can include tests, oral exams, and projects. Creating a bilingual learning environment where students can freely use both languages contributes to increasing confidence and motivation. Interactive platforms, language learning applications, and online resources can significantly facilitate the learning process and provide access to additional materials.

### **Conclusion.**

The formation of linguosociocultural competence in bilingualism is a complex and multifaceted process that requires a comprehensive approach. Joint efforts of educational institutions, the media, public organizations, and the state will create favorable conditions for the development of intercultural communication and integration into the global community.

Effective Russian language teaching requires a combination of traditional and innovative methods, such as project activities, using ICT, creating a language environment, and integrating the language into professional training.

When developing curricula, it is necessary to consider the specifics of technical disciplines and the needs of future specialists. The teacher is required not only to know the language but also to be able to create motivation in students, organize a communicative environment, and use modern pedagogical technologies.

As a result of the implementation of the proposed measures, the following results can be achieved:

Conclusion. Improving the level of Russian language proficiency among students.

Developing communication skills and teamwork skills.

Formation of intercultural competence.

Increasing the competitiveness of graduates in the labor market.

Thus, systematic and purposeful work on the formation of linguosociocultural competence of students of technical universities will allow for the training of specialists capable of successfully working in the international environment.

Prospects for further research:

Development of new methodological manuals and teaching aids.

Studying the long-term results of implementing innovative methods.

Analysis of the influence of linguosociocultural competence on the professional activity of graduates.

This research can serve as a basis for further developments in the field of Russian language teaching methodology as a foreign language in Uzbekistan's technical universities.

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