

Problems And Barriers In Teaching The Russian Language In Non-Specialized Universities

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Abstract: The article examines current problems and barriers faced by Russian language instructors in non-specialized higher education institutions (technical, medical, economic, and others). It analyzes difficulties related to student motivation, methodological support, and the application of modern educational technologies. The analysis showed that one of the key challenges is the lack of student motivation to learn the Russian language, especially among those studying in non-specialized fields. Many students do not realize the importance of acquiring oral and written communication skills for successful professional development. This requires teachers to use a variety of methods and approaches to stimulate interest—such as project-based learning, problem-based instruction, interaction with digital resources, and the creation of success-oriented situations during lessons.

Methodological support also presents certain difficulties. Existing textbooks and manuals often do not take into account the specifics of various professions and are not adapted to the needs of particular student groups. In addition, there is a noticeable shortage of educational materials that integrate modern educational technologies—such as interactive platforms, multimedia resources, and distance learning courses. The effective use of digital tools requires not only a solid technical infrastructure but also the professional development of teachers to fully incorporate innovative approaches into the educational process.

The paper suggests directions for improving the teaching of Russian, taking into account the specifics of students' professional training.

Keywords: Russian language, non-specialized universities, motivation, teaching methodology, barriers, professional communication, educational technologies.

Introduction: Modern higher education is focused on training highly qualified specialists capable of effectively using the language of professional communication. In this context, the Russian language plays an important role not only as a means of communication but also as a tool for mastering professional knowledge. It serves as a link between theoretical disciplines and their practical application, contributing to the development of logical thinking, accuracy of expression, and analytical and critical skills. For students, especially those studying in a multilingual environment, proficiency in Russian provides access to a vast array of scientific, technical, and educational literature, thereby broadening their academic and professional horizons.

Moreover, the Russian language plays an integrative role in the educational environment, uniting students from different regions and cultural groups. This is

particularly relevant in the context of globalization and the development of international cooperation in education and science. Teaching Russian with consideration of professional specifics should be based on an interdisciplinary approach, implying close integration with specialized disciplines, which, in turn, promotes a deeper and more meaningful assimilation of material and the formation of universal competencies required by modern specialists [1].

However, in non-specialized universities that do not primarily focus on philological education, teaching Russian encounters numerous challenges stemming from both objective and subjective factors. These include limited methodological resources, insufficiently trained instructors, low student motivation, and the difficulty of integrating language instruction with students' professional disciplines, all of which reduce the overall effectiveness of language learning.

LITERATURE REVIEW

Analysis of recent scientific publications (G.I. Bogin, L.A. Verbitskaya, E.N. Solovova, et al.) shows that one of the main problems remains the mismatch between traditional teaching methods and modern educational conditions. Researchers have observed a decline in students' speech culture, a lack of motivation to study the language, and poor integration of linguistic disciplines into professional courses. These challenges result in limited practical language proficiency and hinder the development of communication skills necessary for professional contexts. Addressing these issues requires the adaptation of teaching methods to better connect language learning with students' academic and career-oriented needs.

In Uzbek scientific publications, this problem is considered taking into account the specifics of the multilingual educational environment and the historical-cultural context of the region. For example, in the works of T.Yu. Abzairov, it is emphasized that one of the main difficulties is the insufficient motivation of students to study Russian, associated with changes in language policy and growing interest in English and Uzbek. This negatively impacts the quality of language skill acquisition and highlights the need to implement modern teaching methods oriented toward professional applications. Students' insufficient motivation to study Russian, coupled with outdated approaches, limits their ability to effectively integrate language learning with their future career requirements. Introducing innovative, profession-focused methodologies can enhance engagement, promote practical language use, and ensure that students acquire competencies relevant to their specific fields [2].

Moreover, Uzbek studies highlight the problem of methodological support. Many educational materials are either outdated or poorly adapted to the needs of students in non-specialized majors, which reduces teaching effectiveness. Special attention is paid to the need for integration of digital technologies and interactive platforms to increase student interest and engagement.

Researchers also note that solving the problems of teaching Russian requires a comprehensive approach, including teacher professional development and interdisciplinary collaboration.

In foreign pedagogy (J. Richards, A. Brown), the importance of the communicative approach and adapting course content to the students' professional field is emphasized.

METHODOLOGY

The following methods were used in the study:

Content analysis of teaching materials and university programs;

Surveys of students and teachers in non-specialized universities (n = 120);

Interviews with Russian language department instructors;

Comparative analysis of learning outcomes in groups with different levels of methodological and technical support.

The study was conducted at technical and medical universities in 2023–2024.

Results

The study identified the main barriers in teaching Russian in non-specialized universities:

1. Low student motivation:

68% of surveyed students do not associate Russian with future professional activity; teaching is often perceived as a formality.

2. Insufficient methodological support:

Lack of textbooks adapted to professional specifics; shortage of digital resources in Russian for professional subjects.

3. Limited use of pedagogical technologies:

In 42% of cases, teachers do not use interactive teaching methods;

weak student engagement in language practice.

4. Staffing issues:

Teachers often lack training in teaching Russian as a foreign or professional language.

5. Imbalance between theory and practice:

Emphasis on grammar and spelling without connection to professional communication contexts.

CONCLUSION

The study confirms systemic problems in teaching Russian in non-specialized universities. To improve effectiveness, it is necessary to:

Modernize teaching materials considering professional orientation;

Implement modern educational technologies (platforms, project-based learning, gamification);

Improve teacher qualifications;

Develop student motivation by integrating language into professional disciplines.

A comprehensive approach will not only overcome existing barriers but also enhance the status of Russian as a tool for professional self-realization in various

fields. Integrating the language into the context of future professional activity increases its practical significance and makes learning more conscious and motivated. This approach helps students understand that proficiency in Russian is not just an educational requirement, but an important competitive advantage in the labor market, especially in regions where Russian remains a key means of interethnic communication and professional interaction [3].

Russian continues to be an important means of interethnic communication and professional collaboration in multilingual regions, including Uzbekistan and other Central Asian countries. Despite the growing role of national languages and English as an international communication tool, Russian retains its significance due to its widespread use in science, education, business, and government institutions. Proficiency in Russian provides students access to rich cultural heritage, contemporary scientific research, and international professional networks, making it an indispensable tool for successful career development and collaboration among representatives of different nationalities [4].

To achieve these goals, cooperation between Russian language teachers and specialists from professional departments is essential to create methodologically sound and content-rich educational modules. It is also important to develop a system of professional development for teachers, ensuring their access to modern educational resources and technologies.

Only through such a systematic approach can favorable conditions be established for students to develop comprehensive language and professional competencies that meet contemporary standards. This ensures that learners not only gain theoretical knowledge but also acquire practical skills applicable in real-world professional settings, enhancing their competitiveness and readiness for the demands of the modern workforce [5].

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