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TEACHING RUSSIAN AS A FOREIGN LANGUAGE IN ACADEMIC LYCEUMS OF THE REPUBLIC OF UZBEKISTAN

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Abstract

The article explores current trends and methodological principles of teaching Russian as a foreign language (RFL) in academic lyceums of the Republic of Uzbekistan. The study analyzes the goals and objectives of RFL instruction, the specific characteristics of the learner population, and modern pedagogical approaches aimed at developing communicative, academic, and sociocultural competence. Particular emphasis is placed on the integration of linguistic and cultural components, the application of interactive and digital teaching technologies, and the use of interdisciplinary connections to support the academic orientation of language education. The findings indicate that effective RFL instruction in academic lyceums requires a comprehensive and differentiated approach that takes into account learners' age, cognitive development, and motivational factors.

Keywords: Russian as a foreign language; academic lyceums; language education; communicative competence; sociocultural competence; digital learning technologies; Uzbekistan.

1. Introduction

In the context of globalization, increased academic mobility, and expanding international cooperation, multilingual education has become a key priority of modern educational systems. In Uzbekistan, the Russian language continues to function as a language of interethnic communication and remains widely used in scientific, educational, and professional domains.

Academic lyceums play a crucial role in preparing students for higher education by providing in-depth study of specialized subjects and fostering the development of academic competencies. Within this framework, teaching Russian as a foreign language acquires particular significance, as it contributes to the formation of communicative and academic skills necessary for successful learning and professional interaction.

The relevance of this study lies in the need to reconsider traditional approaches to RFL instruction and to adapt teaching practices to contemporary academic and educational requirements. This includes the development of effective pedagogical strategies that ensure sustainable language acquisition and functional language use.

2. Objectives and Tasks of RFL Instruction

The primary objective of teaching Russian as a foreign language in academic lyceums is to develop students' communicative and academic competence, enabling them to use Russian effectively in educational, social, and future professional contexts.

To achieve this objective, the following tasks are addressed:

- development of linguistic competence, including vocabulary, grammar, phonetics, and stylistic awareness;
- formation of speech competence in listening, speaking, reading, and writing;

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- acquisition of sociocultural knowledge related to the norms and traditions of Russian-speaking communities;
- development of cognitive and academic skills such as information analysis, synthesis, and autonomous learning;
- formation of compensatory strategies for overcoming communication difficulties;
- enhancement of learner motivation through academically and professionally oriented instruction.

The integration of RFL instruction with specialized academic subjects is considered particularly important, as it supports the development of professionally oriented language competence.

3. Characteristics of Learners in Academic Lyceums

Students enrolled in academic lyceums are typically characterized by a high level of academic motivation, well-developed analytical and critical thinking skills, and active cognitive development. At the same time, they demonstrate varying levels of proficiency in Russian, which necessitates the use of differentiated and learner-centered instructional approaches.

RFL instruction in academic lyceums therefore emphasizes individual learning trajectories, independent work, project-based activities, and interdisciplinary integration, all of which contribute to the development of academic language proficiency.

4. Methodological Approaches and Teaching Technologies

Contemporary RFL methodology is grounded in the communicative-activity approach, which views language learning as a process of active participation in meaningful communicative situations. This approach is complemented by elements of task-based learning and content and language integrated learning (CLIL).

Effective teaching methods include:

- discussions, role-playing and simulation activities, and project-based learning;
- pair and group work, as well as case-study techniques;
- use of digital educational resources such as electronic textbooks, online platforms, and multimedia tools;
- incorporation of authentic materials, including audio-visual content and internet-based resources.

An interdisciplinary approach allows Russian to be used as a medium for studying specialized subjects such as mathematics, history, and natural sciences, thereby fostering the development of academic discourse and subject-specific communication skills.

5. Development of Communicative and Sociocultural Competence

The development of communicative competence represents a central goal of RFL instruction and includes the ability to participate in academic and professional discourse, work with educational and popular scientific texts, and express and justify one's opinions in a coherent and reasoned manner.

Sociocultural competence is developed through exposure to cultural and historical contexts of Russian-speaking countries, participation in extracurricular language activities, and the integration of cultural content into classroom instruction. The creation of a supportive and motivating language environment promotes active language use and sustained learner engagement.

6. Conclusion

Teaching Russian as a foreign language in academic lyceums of Uzbekistan is a complex and multifaceted process that requires careful consideration of learners' age-related,

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cognitive, and motivational characteristics. The implementation of communicative and activity-based approaches, combined with the integration of linguistic and sociocultural components and the use of digital technologies, creates favorable conditions for the development of academic and communicative competence.

Future development of RFL instruction in academic lyceums should focus on updating curricular content in accordance with national educational standards, enhancing teacher professional development, and strengthening the language environment to ensure high-quality language education.

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