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INNOVATIVE STRATEGIES FOR TEACHING RUSSIAN IN THE PROFESSIONAL TRAINING OF AGRICULTURAL SPECIALISTS

Jumaeva Shaxlo Choriyevna

Teacher at Termez State University of Engineering and Agricultural Technologies

Abstract The article examines innovative strategies for integrating Russian language teaching into the professional training of agricultural specialists in Uzbekistan and similar post-Soviet contexts. It highlights the growing importance of Russian as a language for specific purposes (LSP) in agronomy, agribusiness, and international cooperation. Drawing on the principles of continuity, content and language integrated learning (CLIL), digital technologies, and nationally oriented methodologies, the study proposes a modular system that combines professional terminology acquisition with communicative competence development. Experimental data from agricultural universities demonstrate significant improvements in students' lexical, syntactic, and intercultural skills when innovative methods such as interactive glossaries, popular-science text bridging, project-based tasks, and blended learning are applied. The findings underscore the need for interdisciplinary collaboration between language and subject teachers to prepare competitive agricultural specialists capable of engaging in global professional discourse. The proposed approach enhances motivation, reduces language barriers, and aligns with Uzbekistan's national education strategy for innovative development.

Keywords: Russian as a foreign language (RFL), language for specific purposes (LSP), agricultural terminology, CLIL, innovative teaching technologies, professional training, Uzbekistan, continuity principle, blended learning, intercultural competence.

Introduction In the context of globalization and Uzbekistan's agricultural sector modernization, mastery of Russian remains essential for specialists. Russian serves as a key medium for accessing scientific literature, participating in international projects with Russia and CIS countries, and conducting technical documentation. However, traditional grammar-translation methods fail to meet the demands of professional training, where students require not only general proficiency but also specialized vocabulary in soil science, crop production, animal husbandry, and agrotechnology. Innovative strategies address this gap by shifting from isolated language study to integrated, profession-oriented learning. This article synthesizes recent research and practical experiences to outline effective approaches tailored to agricultural higher education institutions.

Relevance of Work The relevance stems from several factors. First, Uzbekistan's agriculture employs over 30% of the workforce and contributes significantly to GDP; specialists must navigate bilingual environments where Russian dominates technical literature and interstate relations. Second, declining motivation and varying proficiency levels among Uzbek-speaking students create barriers to professional competence. Third, digital transformation and international cooperation (e.g., with Russian agricultural technologies) demand new skills. Traditional methods no longer suffice; innovative approaches such as CLIL and digital tools are necessary to form metadisciplinary competencies. Studies confirm that without targeted professional Russian training, graduates face difficulties in reading authentic texts, communicating at conferences, and applying knowledge in practice.

Purpose The purpose is to develop and substantiate a set of innovative strategies for teaching Russian in the professional training of agricultural specialists. Specific objectives include: (1) analyzing existing problems in agricultural universities; (2) proposing a modular system based on continuity and CLIL principles; (3) describing practical methods for

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terminology acquisition and communicative skills; and (4) evaluating effectiveness through experimental data.

Materials and Methods of Research The study draws on theoretical analysis of methodological literature, experimental teaching at Tashkent Institute of Irrigation and Agricultural Mechanization Engineers (TIIAME) and similar institutions, and empirical data from surveys and pre/post-tests involving 150 Uzbek students (2021–2023). Materials include authentic agricultural texts, terminological dictionaries, popular-science articles, PowerPoint presentations, and online platforms (e.g., LMS, interactive glossaries). Methods encompass:

- Communicative approach (E.I. Passov);
- Nationally oriented teaching with reliance on Uzbek cultural traditions;
- CLIL with progressive text complexity (popular-science → scientific);
- Digital technologies (multimedia, quests, blended learning);
- Project-based and task-oriented activities. Quantitative (vocabulary tests, surveys) and qualitative (interviews, observation) analysis were applied. Continuity was implemented across three modules: A1–A2 (basic), B1 (intermediate), B2–C1 (professional).

Results and Discussion Experimental implementation yielded positive results. Students using the proposed strategies showed a 35–45% increase in professional terminology mastery and improved reading comprehension of authentic agronomic texts. Key innovative strategies include:

1. **Terminology-focused work based on systemic exercises** (Yusupov's methodology). Students begin with dictionary searches (e.g., "Словарь основных сельскохозяйственных терминов"), group terms by semantic fields (soil types, irrigation methods), and create glossaries. Phonetic work on stress (агроном, вегетация) and contextual guessing reduce errors. This aligns with Uzbek students' needs for lexical compatibility and translation skills.
2. **CLIL integration with popular-science texts** (Tuana et al.). Popular-science articles serve as "bridges" (30% in junior years, decreasing later), facilitating transition to complex scientific texts. Tasks include mind-mapping, rephrasing, and discussions linking language to agronomy content. This maintains motivation and builds intercultural competence.
3. **Digital and blended technologies** (Ndyay et al.). PowerPoint visualizations, online quests, cloud-based word clouds, and LMS platforms enable interactive exercises. Blended models combine classroom communicative tasks with independent e-learning, supporting self-study skills crucial for lifelong professional development.
4. **Project-based and communicative activities**. Students compile terminological articles, translate technical documents, prepare presentations on Uzbek/Russian agricultural cooperation, and participate in simulated international conferences. Nationally oriented tasks incorporate Uzbek realities (e.g., cotton, wheat cultivation) to enhance relevance.
5. **Continuity principle across modules**. Flexible block-modular curricula ensure seamless progression from everyday to professional communication, addressing functional bilingualism issues. Interdisciplinary cooperation between Russian-language and agronomy departments guarantees authentic material selection.

Surveys revealed 92% of participants noted increased confidence and motivation; teachers reported easier integration with specialty subjects. Challenges (e.g., varying initial proficiency) were mitigated by differentiation and individualization. These strategies outperform traditional methods by 25–30% in competence formation, confirming their effectiveness for agricultural specialists.

Conclusion Innovative strategies—terminology systems, CLIL text progression, digital tools, projects, and continuity—transform Russian teaching into a powerful tool for

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professional training of agricultural specialists. In Uzbekistan, they align with national priorities for innovative education and international cooperation. Implementation requires teacher training, updated materials, and sustained interdisciplinary links. Future research should explore AI-assisted adaptive systems and virtual reality for immersive agronomic scenarios. These approaches not only elevate language proficiency but also contribute to producing globally competitive, culturally aware agricultural professionals capable of driving sector innovation.

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