

## A METHODOLOGY FOR INCREASING THE LEARNING MOTIVATION OF ECONOMICS STUDENTS IN STUDYING RUSSIAN

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**Abstract.** This article analyzes methodological approaches aimed at increasing the learning motivation of students studying economics in Russian. The key components of the methodology include creating communicative situations in practical exercises, working with professionally oriented texts, using interactive tasks, and stimulating students' independent research. Practical examples also highlight the effectiveness of a contextual approach to teaching economic terminology, as well as the role of role-playing games and project-based educational technologies in enhancing motivation. The results of the study demonstrate that not only does this increase students' interest in learning Russian, but it also accelerates the development of professional competencies in the economic field. The proposed methodology helps organize the learning process in an active, meaningful, and student-centered manner.

**Keywords:** motivation to learn, Russian language, economics, methodology, interactive learning, professional competence, project-based approach, communicative situation.

In the context of global economic integration, a good command of foreign languages, including Russian, is an essential skill for students studying economics. Since the vast majority of economic literature, research articles, and international cooperation documents are published in Russian, Russian is not only a subject of general education for students studying economics but also a means of determining their future professional success. However, it is observed that most students show insufficient interest in learning Russian, considering it unimportant or difficult.

If motivation to learn is low, the quality of student language acquisition also declines. Therefore, an important task for teachers is to increase student motivation using effective methods and actively engage them in the learning process. This article analyzes effective methods, technologies, and approaches aimed at increasing motivation to learn when teaching Russian at economics universities. Motivation for learning is a student's internal need to study, interest, aspiration, and personal attitude toward the subject being studied. Motivation is divided into two types:

1. Intrinsic motivation – the student's interest in the subject content and enjoyment of learning it;
2. Extrinsic motivation – associated with external factors such as grades, rewards, parental or social pressure.[1]

Developing intrinsic motivation is essential for achieving high results in learning Russian. Until students understand the usefulness, practical significance, and professional necessity of the language, regardless of the method used by the teacher, the quality of instruction will be insufficient.

The following factors can lead to low or absent motivation:

Inability to connect Russian with economic activity. Students do not consider this language necessary for their profession.

Insufficient preparation in secondary school. The grammatical foundations of the language are not sufficiently developed.

The uninteresting nature of traditional lessons. Numerous repetitive exercises, memorization, and reading from notes reduce motivation. Monotony of the learning process. With low interactivity, students lose interest.

Complex economic terms. Students don't understand them, and the topic seems difficult.

By identifying these factors, we can formulate ways to increase motivation.

For economics students, Russian should be used to develop professional competence. To achieve this:

Working with economic texts, business news, and financial documents;

Analyzing economic situations (e.g., inflation reports in Russian);

Listening to audio materials about market processes;

Learning financial terms in context;

Organizing role-playing games for business conversations and negotiations.[2]

This process instills in students the idea that Russian is the key to future professional success.

Modern educational technologies significantly increase motivation. The most effective interactive methods include:

Debates – discussing an economic topic in Russian;

Clusters, synchronous games, and concept maps – facilitate the memorization of economic terms;

Team projects—presentation of economic analyses in Russian;

The teacher plays a leading role in increasing motivation. An effective teacher:

explains the practical significance of the subject;

organizes the lesson in an interesting way;

understands student psychology well;

uses modern technologies;

professionally answers every student question;

continuously improves.[3]

Positive charisma of the teacher Friendly and engaging communication creates intrinsic motivation, which motivates students to study.

To increase motivation, it is necessary to constantly monitor it. For this purpose, it includes:

diagnostic tests;

questionnaires;

interviews;

analysis of lesson activity;

assessment of the quality and duration of independent work.[4]

Monitoring results allow teachers to make necessary adjustments.

Research shows that when using professionally oriented, interactive, and digital methods:

students participate more actively in the lesson;

interest in learning Russian increases;

verbal skills develop rapidly;

economic terminology is easily learned;

students can discuss real-life economic situations in Russian;

the need for independent research increases.[5]

This improves the overall quality of the educational process and promotes professional development.

In conclusion, Russian language instruction in higher education is of great importance for students' future professional activities. However, if motivation is low, academic results will be insufficient. Therefore, the teacher must organize the lesson in a professionally oriented, modern, interactive, and student-developing manner. Tasks related to real life and digital technologies, role-playing games, project work, and economic analysis significantly enhance motivation. As a result, students' interest in learning Russian increases, and their communicative, linguistic, and professional competencies are comprehensively developed. This methodology serves to create an effective learning environment for every student majoring in economics.

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