

## MOTIVATION AS A KEY FACTOR FOR SUCCESSFUL RUSSIAN LANGUAGE LEARNING IN TECHNICAL UNIVERSITIES

**Barakatova Dilorom Aminovna**

Associate Professor, Department of Uzbek and Foreign Languages,  
Bukhara State Technical University.

<https://doi.org/10.5281/zenodo.14994735>

**Abstract.** *The article is dedicated to the study of the role of motivation in the process of learning the Russian language in technical universities. In the context of the modern educational process, student motivation is a key factor determining the success of their learning and the use of the language in professional activities.*

**Keywords:** *motivation, learning, intrinsic motivation, extrinsic motivation, active learning, project-based learning.*

## МОТИВАЦИЯ КАК КЛЮЧЕВОЙ ФАКТОР УСПЕШНОГО ИЗУЧЕНИЯ РУССКОГО ЯЗЫКА В ТЕХНИЧЕСКИХ ВУЗАХ

**Аннотация.** *Статья посвящена исследованию роли мотивации в процессе изучения русского языка в технических вузах. В условиях современного образовательного процесса мотивация студентов является ключевым фактором, определяющим успешность их обучения и использования языка в профессиональной деятельности.*

**Ключевые слова:** *мотивация, обучение, внутренняя мотивация, внешняя мотивация, активное обучение, проектное обучение.*

Teaching the Russian language in technical universities presents a unique challenge that requires not only high professional skills on the part of the instructor but also the ability to inspire students to learn the language. In the context of technical specialization, where the focus is on scientific and applied disciplines, student motivation becomes a crucial factor determining the success of their learning and the use of the Russian language in professional activities.

Effective motivation strategies, built on an understanding of students' needs and interests, help create a successful educational process and enhance the quality of training for specialists.

Motivation is an internal state that drives a person to take action. In the context of learning, motivation leads to active participation of students in the educational process, acting as a catalyst that increases their engagement and deepens their knowledge.

For example, students who are passionate about scientific activities show greater interest in the Russian language when they are given the opportunity to work on relevant scientific problems in the language, demonstrating the practical value of their knowledge.

There are several types of motivation that can be relevant to learning the Russian language in technical universities:

1. **Intrinsic Motivation:** This refers to an interest in the process of learning the language itself and a desire for personal and professional growth. For example, students may be interested in mastering the Russian language to read specialized literature or participate in conferences.

One example is students specializing in information technology who strive to read Russian patents and technical reports to stay updated on the latest solutions and developments.

2. **Extrinsic Motivation:** This involves the influence of external factors, such as the need to pass exams, achieve high grades, or meet curriculum requirements. For instance, knowledge of the Russian language may be important for employment in a Russian company or for working on international projects. Students may be motivated by the understanding that language proficiency will provide a significant advantage in the job market, as demonstrated by studies where employers cited language skills as one of the key factors in candidate selection.

3. **Social Motivation:** This is the desire to be part of a community and to exchange ideas and experiences with native speakers. For example, participation in conferences, seminars, or language clubs can serve as an additional stimulus for students. Students who communicate with Russian-speaking colleagues or engage in cultural events, such as Russian festivals, may find inspiration and new opportunities in these experiences.

4. **Cultural Motivation:** Learning a language is unthinkable without an understanding of the culture, traditions, and way of life of its people. Students interested in Russian culture, literature, and art may show greater enthusiasm for learning the language. For example, attending art exhibitions or theatrical performances can deepen their understanding of the language and culture, encouraging them to explore additional materials, such as Russian literature or music.

The instructor plays a crucial role in fostering student motivation. Here are several strategies that can be used to enhance motivation:

1. **Creating an Active Learning Environment:** Employing interactive teaching methods, such as group work, role-playing, project-based activities, and incorporating technological tools, helps make lessons more engaging and interesting.

For instance, a practical session where students role-play professional life situations in Russian promotes the development of both language skills and self-confidence.

2. Applying Contextual Learning: Integrating language study with professional contexts (e.g., creating projects in Russian related to engineering and technology) helps students understand the practical value of language knowledge. One example is designing and presenting technical solutions in Russian as part of a course, allowing students to familiarize themselves with terminology and the specifics of professional communication.

3. Personalizing Learning: Considering individual interests and needs of students, as well as providing them with choices in topics and forms of language study, increases engagement and interest. For example, instructors can ask students to develop their own projects on topics they find appealing, such as environmental technologies or innovations in information technology.

This not only boosts interest in language learning but also helps develop critical thinking and creativity.

4. Positive Feedback: Support and recognition of student successes, even small ones, play a vital role in building confidence and the drive for further learning. Instructors can regularly organize mini-presentations where students showcase their accomplishments and receive constructive feedback, creating an atmosphere of support and collaboration within the group.

5. Creating a Community: Forming a community of students interested in the Russian language can create additional opportunities for communication and sharing experiences. This could include interest groups, language clubs, or organizing meetings and events where students can practice the language in an informal setting. For example, clubs where students discuss films, read books, or prepare dishes of Russian cuisine can become places where the language is an integral part of cultural communication.

To effectively motivate students, there are several specific methods that educators can incorporate into the learning process:

1. Implementing Digital Tools and Platforms: Using digital tools can make language learning more interactive and engaging. Incorporating multimedia materials such as videos, podcasts, and games can capture students' attention and enhance their understanding of the material. For example, gamifying the learning process can make studying less routine and more enjoyable.

2. Real Projects: Having real-world projects where students can apply their language knowledge to solve tasks—both within and outside the curriculum—creates additional motivation.

Examples of such projects might include collaborating with local companies to develop technical documentation in Russian or participating in contests for the best startup proposal in Russian.

3. Exchange Programs or Virtual Communication: Organizing exchange programs or virtual interactions with native speakers can significantly enhance student motivation. The opportunity to apply the language in real-life situations and establish connections can encourage students to engage actively in language learning. A program that allows students to communicate with Russian-speaking peers from other countries through video chats can have high motivational potential.

4. Integrating the Russian Language with Other Disciplines: Integrating Russian language study within the context of other academic disciplines (such as economics, law, or engineering) can help students understand how the Russian language relates to their primary professional fields.

This can be achieved through courses where students study legal or technical Russian, making language study more focused and relevant to their future careers.

5. Organizing a Mentorship System: Setting up a mentorship system where more experienced students assist less experienced ones can also boost motivation. For instance, senior students can hold workshops on specialized vocabulary and communication culture, providing an additional incentive for learning.

Motivation is a fundamental aspect of successful Russian language learning in technical universities. Instructors must actively work on creating a motivating educational environment that inspires students to learn the language not only as an academic discipline but also as an essential tool in their professional lives. Understanding students' needs and employing a variety of methods and approaches will make the learning process more effective and engaging for future specialists.

Ultimately, high motivation is a key to not only mastering the language but also developing active, self-organized, and professionally competent individuals capable of effective communication on the international stage. Practical examples show that with a thoughtful approach to motivation, the quality of education significantly improves, and students become more confident in themselves and their skills.

## REFERENCES

1. Bim, I.L. (2019). Methodology of Teaching Russian as a Foreign Language. Moscow: Publishing House "Prosveshchenie".

2. Vorontsova, S.E. (2020). Cultural Aspects of Language Teaching in Technical Universities. St. Petersburg: Scientific Publishing House.
3. Dyachenko, A.P. (2018). Motivation in Foreign Language Learning: Theory and Practice. Kazan: Kazan University.
4. Kovalechuk, A.G. (2022). Psychology of Motivation and Its Impact on Students' Learning Activities. Novosibirsk: Siberian Branch of the RAS.
5. Sidorova, N.A. (2017). Formation of Language Competence in Students of Technical Universities. Moscow: Higher School Publishing House.
6. Barakatova, D. A. listening as a key aspect of learning russian language. "New renaissance" international skientifik journal/ P/.276-279.
7. <https://doi.org/10.5281/zenodo.14834261>
8. Barakatova, D. A. The Use of Modern Technologies in Russian Language and Literature Lessons. Achievements in Science and Education, pp. 68-69.
9. Barakatova, D. A. Information and Communication Technologies as a Means of Developing Students' Cognitive Interest in Russian Language Lessons. Problems of Pedagogy, pp. 27-29.
10. Barakatova, D. A. Activation of Students' Cognitive Activity in Lessons. Problems of Pedagogy, pp. 26-27.
11. Barakatova, D. A. Teacher Education and Professional Development. Journal of Language, Literacy and Learning in STEM Education, pp. 264-268.
12. Barakatova, D. A. (2021). Psychological Features of Learning the Russian Language by Students of Technical Universities. TJE-Tematics Journal of Education. ISSN 2249-9822. Available at: [\[https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3783115\]](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3783115)([https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3783115](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3783115)).
13. Aminovna, B. D. (2023). Linguodidactic Paradigm of Professionally Oriented Teaching of the Discipline "Russian as a Foreign Language" in a Technical University. Miasto Przyszłości, 33, 163-166. Available at: [\[https://miastoprzyszlosci.com.pl/index.php/mp/article/view/1209\]](https://miastoprzyszlosci.com.pl/index.php/mp/article/view/1209)(<https://miastoprzyszlosci.com.pl/index.php/mp/article/view/1209>).
14. Aminovna, B. D. (2021). The Methodics of Teaching Russian in Higher Education. The Journal of Contemporary Issues in Business and Government, 27(3), Available at:

- [<https://cibgp.com/au/index.php/1323-6903/article/view/1571>](<https://cibgp.com/au/index.php/1323-6903/article/view/1571>).
15. Nurmuradova, Sh. I. Specific Features of Cognitive Factors in Language Learning. Bosma Best Journal of Innovation in Science, Research, and Development. ISSN: 2835-3579, Volume 3, Issue 4, 2024. Available at: [[www.bjisrd.com](http://www.bjisrd.com)](<http://www.bjisrd.com>).
16. 15 Nurmuradova, Sh.I. (2023). The polysemantic characteristics of the word “BOSH”. Bosma Science. International scientific journal. P. 120-123. [<http://science-shine.uz>](<http://science-shine.uz>)
17. Nurmuradova Shakhnoz Ibragimovna. Task-based language teaching. international scientific-online conference: Intellectual education technological solutions and innovative digital tools. P.195-201. <https://interoncof.com/index.php/nether/article/download/2272/2087>
18. Nurmuradova Shakhnoza Ibragimovna . The Realia of the Russian Language as Intercultural Communication. P. 25-28. <http://miastoprzyszlosci.com.pl/index.php/mp/article/download/1246/1157>
19. Ibragimovna N.S. Influence of Role-Playing Games on Successful Digestion of Lexical Material and Their Psychological Features. Archive. 2018 May:50. [http://intellectualarchive.com/Journal\\_Files/IAJ\\_2018\\_05.pdf#page=54](http://intellectualarchive.com/Journal_Files/IAJ_2018_05.pdf#page=54).
20. Kamalova, Dilfuza Obidovna. (2023). Specific peculiarities of using new information technologies in Russian language and literature lessons. Journal of Discoveries in Applied and Natural Science. Volume 1 Issue 2. [<https://journals.proindex.uz/index.php/JDANS/article/view/159/PP.131>](<https://journals.proindex.uz/index.php/JDANS/article/view/159/PP.131>)
21. Kamalova, Dilfuza Obidovna. (2023). The importance of the role of the teacher in the lessons of Russian and literature. American Journal of Language, Literacy and Learning in STEM Education. Volume 1, Issue 8. P. 436-441. [<https://grnjournal.us/index.php/STEM/article/view/1097/934>](<https://grnjournal.us/index.php/STEM/article/view/1097/934>)
22. Камалова Дилфуза Обидовна. (2024). Специфика и трудности технического перевода. TADQIQOTLAR.UZ, 44(1), 32–35. Retrieved from [<http://tadqiqotlar.uz/index.php/new/article/view/4178>](<http://tadqiqotlar.uz/index.php/new/article/view/4178>)

23. Камалова Д.О. (2024). Проблемы преподавания русского языка как неродного и как иностранного: вызовы и перспективы. *Miasto Przyszłości*. ISSN-L: 2544-980X. Open access Indexed Research Journal from [www.Miastoprzyszlosci.com](http://www.Miastoprzyszlosci.com) Poland. P. 106-109. Volume 47.  
[<https://mudarrisziyo.uz/index.php/amaliy/article/view/856/688>](<https://mudarrisziyo.uz/index.php/amaliy/article/view/856/688>)
24. Komilovna I.N. Ziyo Distributed From Tezguzar. *JournalNX*, 30-33.
25. Komilovna I.N. (2022). Ibrahim Muminov's Scientific and Philosophical Heritage and Subjective Approaches to His Scientific Activity Under the Rule of the Former Ideology. *International Journal on Integrated Education*, 5(6), 556-559.
26. Ibodova N.K. (2023). ALI QUSHCHI FAOLIYATINI TADQIQ ETISHDA IBROHIM MO'MINOVNING ROLI. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(2), 824-829.
27. Komilovna I.N. (2024). Philosophical Lines to Academician Ibrahim Muminov's Activity. *Journal of Sustainability in Integrated Policy and Practice*, 2(1), 15-18.
28. Ibodova N.K. (2024). THE ROLE OF IBRAHIM MOMINOV IN STUDYING THE PERSONALITY OF AMIR TEMUR. *INTERNATIONAL SCIENCES, EDUCATION AND NEW LEARNING TECHNOLOGIES*, 1(4), 154-157.
29. Ibodova N. (2024). ACADEMIC IBRAHIM MOMINOV: MY FIRST TEACHER IS MY MOTHER. *Educational Research in Universal Sciences*, 3(4 SPECIAL), 436-438.
30. Ibodova N., & Raupova, R. (2023). ÖZBEK EDEBİYATI DİLİNİN MODERNİTE DÖNEMİNDE GELİŞİMİNDE ÇOLPON'UN ROLÜ. *Philological issues are in the eyes of young researchers*, 1(1). 2023
31. Ibodova Nasiba Komilovna. (2024). ANALYSIS OF IBRAHIM MOMINOV'S CREATION OF ABU RAYHAN BERUNI. *МЕДИЦИНА, ПЕДАГОГІКА І ТЕХНОЛОГІЯ: ТЕОРІЯ І ПРАКТИКА*, 2(4), 359–365. извлечено от <https://universalpublishings.com/index.php/mpttp/article/view/5153>
32. Ibodov G.K. (2023). KLASSIK VA MAXSUS - YORDAMCHI MASHQLARNING YUKLAMA ME'YORI. *Educational Research in Universal Sciences*, 2(15), 13–16. Retrieved from <http://erus.uz/index.php/er/article/view/4660>



33. Ibodov Ghalibjon Komilovich. Classic And Special -The Loading Standards of Assistant Exercises. Journal of Sustainability Integrated Policy and Practice. 2024. 19-21-p. <https://journals.proindex.uz/index.php/SIPP/article/view/485/419>
34. N.K.Ibodova. Classification of Lexical Units in the Language of Modern Poetry According to Form and Meaning Relationships. European Journal of Innovation in Nonformal Education. 2024. 163-166-p. <https://inovatus.es/index.php/ejine/article/view/4226/4140>
35. 34. N.K.Ibodova. RELATIONSHIPS OF FORM AND MEANING IN JADID POETRY. NEW RENAISSANCE international scientific journal. 2024. 924-978-p. <https://doi.org/10.5281/zenodo.14217148>
36. N.K.Ibodova. THE PERIOD OF GREEDISM: LANGUAGE AND POETRY. International scientific journal. «MODERN SCIENCE AND RESEARCH» 2024. 651-655-p. <https://doi.org/10.5281/zenodo.14543293>
37. N.K.Ibodova. LINGUISTIC AND CULTURAL FEATURES OF NEW POETRY. NEW RENAISSANCE international Scientific Journal. 2025. 905-908-p. <https://doi.org/10.5281/zenodo.14738912>
38. N.K.Ibodova. LINGUISTICS - IN A LINGUISTOCULTURAL ASPECT. «MODERN SCIENCE AND RESEARCH». International scientific journal. 2025. 634-638-p. <https://doi.org/10.5281/zenodo.14888209>