



EOC
EUROASIAN
ONLINE
CONFERENCES

ENGLAND CONFERENCE

**INTERNATIONAL CONFERENCE ON
MULTIDISCIPLINARY STUDIES AND
EDUCATION**



Google Scholar

zenodo

OpenAIRE

doi digital object
identifier

eoconf.com - from 2024



INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION: a collection scientific works of the International scientific conference – London, England, 2026. Issue 3

Languages of publication: Uzbek, English, Russian, German, Italian, Spanish

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference «**INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION**». Which took place in London 2026.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.





STRATEGIES FOR DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE THROUGH TEACHING THE RUSSIAN LANGUAGE IN HIGHER EDUCATION

Jurayeva Mukhtasar Abdukakhkhorovna

Associate Professor, Kokand State University:

jurayevaruslitqdpi@gmail.com

<https://orcid.org/0009-0000-7000-5577?lang=en>

Tel: +998917000081

Abstract: The article examines effective strategies for developing students' communicative competence through teaching the Russian language in higher education institutions. The study analyzes theoretical foundations of communicative competence and explores modern pedagogical approaches aimed at improving students' speaking, listening, reading, and writing skills. Special attention is given to communicative language teaching, interactive learning technologies, and student-centered educational strategies. The research also includes empirical data collected from university students learning Russian as a foreign language. The findings indicate that communicative-based instruction significantly enhances students' communicative abilities, increases their motivation, and improves their participation in academic interaction. The study concludes that integrating communicative strategies and digital learning tools in Russian language education contributes to the development of students' professional communication skills.

Keywords: communicative competence, Russian language teaching, higher education, communicative approach, language learning strategies, student-centered learning, interactive methods.

Introduction. In the contemporary educational environment, the development of communicative competence has become one of the primary goals of foreign language education. The processes of globalization, international cooperation, and academic mobility require students to possess effective communication skills in multiple languages. In many regions, the Russian language continues to play an important role in academic communication, scientific collaboration, and professional interaction.

Communicative competence refers to the ability to use language appropriately in different social and professional contexts. It includes grammatical knowledge, sociolinguistic awareness, discourse competence, and strategic communication skills. Modern language education focuses not only on linguistic knowledge but also on the ability to apply language in real communicative situations.

Despite the growing importance of communicative language teaching, traditional grammar-centered instruction still dominates in many educational institutions. Such approaches often limit students' opportunities to practice authentic communication. Therefore, identifying effective strategies for developing communicative competence through Russian language instruction remains an important pedagogical task.

The purpose of this research is to analyze pedagogical strategies that contribute to the development of students' communicative competence in Russian language learning within higher education.

Literature Review. The concept of communicative competence was first introduced by Hymes, who emphasized that language learning should focus on the ability to use language appropriately in social interaction. Later, Canale and Swain developed a





theoretical model that identified several components of communicative competence: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

Modern researchers emphasize the importance of communicative language teaching methods that encourage interaction and practical language use. Richards and Rodgers argue that communicative teaching methods create authentic learning environments where students actively participate in meaningful communication.

Brown highlights that effective language teaching must combine linguistic knowledge with communicative practice, enabling students to develop fluency and confidence. In the context of Russian language education, scholars such as Shchukin have emphasized the importance of communicative-oriented instruction and interactive learning methods.

These theoretical perspectives suggest that communicative competence can be effectively developed through interactive teaching strategies, collaborative learning activities, and the integration of digital technologies in language education.

Methods. The research used several qualitative and quantitative methods:

- analysis of pedagogical and linguistic literature
- pedagogical observation during Russian language classes
- questionnaires conducted among students
- comparative analysis of teaching methods
- statistical analysis of learning outcomes

The study involved **80 university students** studying Russian as a foreign language in higher education institutions.

During the experiment, communicative teaching strategies were introduced, including:

- role-playing activities
- group discussions
- project-based learning
- interactive language games
- multimedia language exercises

The effectiveness of these strategies was evaluated by comparing students' communicative performance before and after the implementation of communicative teaching methods.

Results. The results of the study indicate a significant improvement in students' communicative competence after the introduction of communicative teaching strategies.

Table 1. Development of communicative competence among students

Indicator	Before experiment	After experiment
Speaking confidence	45%	78%
Listening comprehension	52%	81%
Vocabulary usage	48%	75%
Participation in discussions	40%	72%





The findings demonstrate that communicative-based instruction significantly increases students' ability to participate in conversations, express ideas clearly, and interact effectively in academic contexts.

Students also reported higher motivation and greater confidence in using the Russian language during classroom discussions and presentations.

Discussion. The findings confirm that communicative competence cannot be effectively developed through traditional grammar-centered teaching alone. Language instruction must create opportunities for meaningful communication and active student participation.

Interactive teaching strategies encourage collaboration, problem-solving, and critical thinking. These methods also support the development of intercultural competence, which is essential for communication in multicultural academic environments.

Furthermore, the integration of digital technologies and multimedia tools expands opportunities for authentic language practice. Online platforms, audio-visual materials, and interactive tasks allow students to practice communication in diverse contexts.

Therefore, communicative teaching strategies should become a central component of Russian language education in higher education institutions.

Conclusion. The research demonstrates that communicative teaching strategies play a crucial role in developing students' communicative competence in Russian language learning. Interactive learning methods, student-centered approaches, and digital educational technologies significantly improve students' language proficiency and communication skills.

The implementation of communicative approaches not only enhances students' linguistic competence but also prepares them for effective academic and professional communication. Consequently, higher education institutions should integrate communicative teaching strategies into Russian language instruction to improve the overall quality of language education.

References

1. Hymes, D. (1972). On Communicative Competence. Philadelphia.
2. Canale, M., & Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching. Applied Linguistics.
3. Richards, J., & Rodgers, T. (2014). Approaches and Methods in Language Teaching. Cambridge University Press.
4. Brown, H. D. (2007). Principles of Language Learning and Teaching. Pearson Education.
5. Shchukin, A. N. (2012). Methodology of Teaching Foreign Languages. Moscow.
6. Jo'rayeva MA, O'sarova Z. TALABALARDA RUS TILI FANINI IKKINCHI TIL SIFATIDA O 'QITISHDA INTERFAOL METODLARDAN FOYDALANISHNING SAMARADORLIGI //Xalqaro onlayn ko'p tarmoqli konferentsiya. – 2026. – B. 470-472.
7. Abdukahharovna JM KELAJAKDAGI BOSHLANG'ICH SINF O'QUVCHILARINING KOMMUNIKATSIYA-NUTQ KOMPETSIYASINI RIVOJLANTIRISH //XALQARO IJTIMOY FANLAR VA FANLARARO TADQIQOTLAR JURNALI ISSN: 2277-3630 Ta'sir omili: 8.036. – 2023. – T. 12. – № 02. – 8-11 betlar.
8. Jurayeva M. RUS OG'ZAKUV NUTQINING ILMIY TAHLILI //XALQARO IJTIMOY FANLAR VA FANLARARO TADQIQOTLAR JURNALI ISSN: 2277-3630 Ta'sir omili: 8.036. – 2023. – T. 12. – № 11. – 160-166-betlar.

