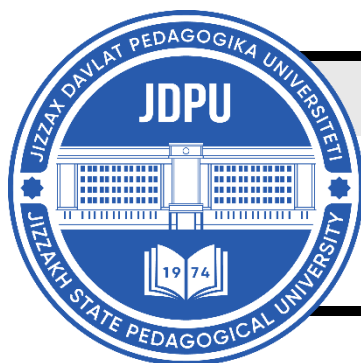


MENTAL ENLIGHTENMENT SCIENTIFIC –  
METHODOLOGICAL JOURNALMENTAL ENLIGHTENMENT SCIENTIFIC –  
METHODOLOGICAL JOURNAL<http://mentaljournal-jspu.uz/index.php/mesmj/index>WAYS TO INCREASE STUDENTS' MOTIVATION IN LEARNING THE RUSSIAN  
LANGUAGE**Gulnora Ziyadullayevna Narkuzieva***Senior Lecturer**Department of Methods of Teaching Russian Language and Literature  
in Foreign Language Groups**Chirchik State Pedagogical University  
Uzbekistan, Chirchik*

## ABOUT ARTICLE

**Key words:** motivation, Russian language, authentic materials, enhancement, interactive methods, game-based technologies, educational environment.**Received:** 16.05.25**Accepted:** 18.05.25**Published:** 20.05.25**Abstract:** The article examines effective ways to increase students' motivation when learning the Russian language. Both traditional and innovative methods aimed at developing cognitive interest and activating learning activities are analyzed. Special attention is paid to game-based technologies, interactive methods, the use of digital resources, and an individualized approach to teaching. Practical recommendations for teachers are provided to help create a favorable educational environment and improve students' academic performance. The article's conclusions confirm that a comprehensive approach to motivation contributes to deeper material comprehension and the formation of a sustainable interest in the subject.

**Introduction.** To be able to learn, to learn with pleasure and interest is especially important today, as changes are taking place in the concept of education: from lifelong education to lifelong learning. Therefore, the goal of the educational process today is not only to transmit information but also to teach students how to learn independently and

continuously, motivating them to engage in the learning and cognitive process and self-education.

The task of modern society is to nurture a thinking, creative individual capable of handling vast amounts of information, analyzing it, and identifying key points. Modern education, aimed at the comprehensive development of students, is designed to cultivate many of these skills. This involves not only enhancing intellectual abilities but also taking into account the entire set of psychological aspects of personality development, including such an important component as motivation.

Currently, the issue of increasing motivation in the process of learning Russian as a foreign language, as well as finding new ways and methods to address it, is highly relevant. This question becomes especially important when foreign students encounter complex grammatical topics and work on developing skills in accurate oral and written speech. These aspects have always been and will continue to be challenging for foreign learners. To overcome the difficulties that arise in learning Russian, the teacher must develop specific methods and techniques to apply them in these situations when explaining certain topics.[1]

The concept of motivation, which originated in psychology and was later incorporated into general teaching methodology, is actively used in methodological literature. It is one of the key factors in improving the quality of education and takes on particular significance in language learning. Our goal is to develop active communication skills at a sufficiently high level. To achieve such results, it is necessary, first, to teach students numerous skills and abilities that require a certain amount of time to develop. Second, it is essential to create a system of various learning tasks, ranging from the simplest to the most complex forms of speech. The outcome of this work is the formation of a linguistic personality equipped with communicative competence—the ability to solve communicative tasks using linguistic means at a high level [2].

**Literature review.** Theories of motivation and key concepts play an important role in psychology and management, as they help to understand why people behave in a certain way and what factors drive them to take specific actions. Motivation is an internal state or process aimed at satisfying certain needs.[3] It is the driving force behind human behavior and can arise under the influence of both internal and external factors. The study of motivation is a multifaceted field, and researchers have developed numerous theories to explain how and why people are motivated to take certain actions.

General motivation can emerge as an external motive, such as the desire to advance in one's career in the future, the willingness to participate in learning activities, or the aspiration to express thoughts that are necessary and interesting to the learner using the linguistic means at their disposal [4]. This motivation is a crucial driving force in language learning. However, it can be hindered by the difficulties students encounter or even by simple boredom. Therefore, the question of how to enhance motivation is far from trivial.

To maintain students' attention, various motivational strategies can be used, such as the experience of success, participation in games, or a sense of competition—where not only the result but also the learning process itself becomes engaging. In this way, motivation can foster both interest in educational activities and encourage students to actively produce and develop their own speech.[5] A motive implies knowledge of the material and ideal objects that can satisfy a need, as well as the actions that can lead to its fulfillment.

According to Stephen P. Robbins, motivation is a person's willingness (desire) to perform a specific task, driven by the fact that it satisfies a particular need.

Negative motivation, on the other hand, involves negative emotions and an unwillingness to work. In this context, it is associated with criticism and disapproval, which often lead to punishment not only in a material sense but also in a psychological one [6].

Positive motivation is the desire to achieve success in one's activities, accompanied by conscious effort, positive emotions, and enthusiasm. In the context of our discussion, the concepts of motive and motivation are of particular interest. Moreover, motivation is viewed as a process that regulates specific activities, as the mechanism behind the emergence, direction, and execution of various forms of activity, and as a system of processes responsible for driving engagement. Only by understanding what drives a person, what motivates them to act, and what motives underlie their actions can we attempt to develop an effective system of forms and methods to engage individuals in activities that foster their personal growth. To achieve this, it is essential to understand how motives arise or are triggered, how they can be activated, and what methods can be used to effectively motivate people [7].

Independently expressed judgments and evaluations by university students based on what they have heard and read contribute to the emergence of the most effective motive—a love for the academic discipline of "Russian language." Strengthening students' positive

motivation to learn Russian is the key to enhancing the efficiency and effectiveness of future language specialists [8].

Of course, motivation issues arise in the study of any discipline, but they are particularly evident in learning Russian as a foreign language. This is due to the unique nature of the subject, which requires students to have a certain foundation of communicative skills. Often, this poses challenges, and motivation for learning the language may weaken or disappear altogether. Considering motivation as the primary driving force in foreign language learning, it is important to note that motives belong to the subjective world of an individual and are characterized by internal impulses. This explains the difficulty of externally inducing motivation. A person can learn Russian only if they themselves feel the need for it—that is, if they are truly motivated.

So, what is motivation for an individual, and how does it manifest in educational activities? Scholars interpret the concept of "motive" in different ways. K. Vilyunas defines motive as a condition for existence,[9] G. A. Kovalev defines a motive as moral and political attitudes, while J. Godfroy describes it as the considerations that drive an individual to act, as well as interest, need, and mindset [10]. One way or another, most scholars agree that a motive is either a drive, an intention, or a goal.

Modern times require us to learn foreign languages, with the primary objective of developing communicative competence—the ability to communicate, converse, think, understand, and respect another culture. In foreign language teaching methodology, the search for motivation in learning has always been a top priority. Teachers of Russian as a Foreign Language (RFL) have long been asking how to encourage students to learn the language, engage them, spark their interest, and sustain that enthusiasm for years to come [11].

**Research methodology.** Motivation plays a key role in the successful acquisition of a foreign language. Learning Russian can be particularly challenging for non-native students due to its specific grammatical structure, lexical features, and phonetic nuances. As a result, educators are constantly seeking effective ways to stimulate students' interest and motivation for in-depth language learning.

Modern educational technologies, including online courses, interactive platforms, game-based methodologies, and project-based learning, help increase student engagement and make the learning process more flexible and adaptive. Additionally, it is crucial to consider individual learning differences by offering personalized educational pathways that allow each student to

progress at a comfortable pace. This approach not only enhances motivation but also fosters students' responsibility for their own education.

There are numerous methods and techniques aimed at increasing students' interest in learning Russian, among which the use of authentic materials, interactive and game-based elements, cultural exchange, and technology integration stand out.

The first effective motivational approach is the use of authentic materials—texts, audio, and video created by native speakers. These can include news articles, podcasts, films, TV series, and popular social media content. Such materials not only familiarize students with real-life language but also help them understand the cultural and social contexts in which Russian is used. As a result, learners can see the practical benefits of their knowledge, significantly boosting their motivation. Moreover, by working with authentic sources, students encounter linguistic nuances, slang, and expressions rarely found in textbooks, making learning more engaging and closer to real-life communication.

Another significant technique is the use of game-based methodologies and interactive tasks. Games, competitions, and quests help engage students in the learning process, making it less formal and more enjoyable. For instance, language quizzes, dramatizations in Russian, dialogues, and role-playing activities create a competitive spirit and encourage students to improve their skills. For younger learners, gamification—incorporating game elements such as points, achievements, and leaderboards—proves to be highly effective in increasing motivation and student involvement.

The third way to enhance motivation is cultural exchange. Exploring Russian culture, traditions, and history greatly enriches the learning experience. Visiting Russian museums, organizing cultural events and celebrations such as Maslenitsa, New Year, and Victory Day can spark students' interest in the language and culture. Understanding the richness of Russian culture helps students recognize the value of learning the language as a key to understanding another nation's worldview. Furthermore, motivation increases when educators integrate elements of Russian literature, music, cinema, and art into the curriculum.

Finally, the use of modern technologies in education makes the learning process more flexible and engaging for students. Online platforms such as Quizlet, Kahoot, and Duolingo help learners study vocabulary and grammar in an interactive format, while language exchange apps

like Tandem and HelloTalk allow students to communicate with native speakers, reinforcing their knowledge through real-life practice.

Additionally, video conferences with native speakers, participation in webinars, and online courses contribute to increased motivation, as students can learn in a convenient format while building international connections. Successful learning of Russian as a foreign language is possible when various methods are used to maintain students' interest and motivation. Authentic materials, game-based methodologies, cultural activities, and technology integration all contribute to making the learning process more engaging and effective. Applying these approaches not only improves language proficiency but also fosters a positive attitude toward learning itself, which helps sustain long-term motivation among students.

Learning a foreign language, especially one as complex as Russian, requires significant effort and motivation from students. The teacher's task is to ignite their desire and interest in the language, making the learning process not a burdensome duty but an exciting adventure [12].

Practicing teachers have a pressing need for methodological support, including guidance on this issue. The demands placed on them due to the transition to new educational standards are quite high but often conflict with the resources available to each teacher in the reality of an ongoing learning process, especially in complex social and demographic conditions. As a result, one of the key tasks for educational researchers and methodologists is to develop practical teaching materials that align with modern educational requirements and can be effectively used by teachers in their daily practice. Methodological support is particularly crucial for Russian language teachers at the stage of secondary education when the foundation for both external and internal motivation to learn Russian is established. This motivation is largely shaped by the psychological characteristics of younger adolescents, making this period critical in fostering long-term interest in the language.

**Discussion.** As years of practice have shown, engaging students in active learning through original and captivating techniques is especially effective in stimulating interest in the learning process. This can be achieved by incorporating a variety of independent work formats, problem-solving situations, research activities, creating a special emotional atmosphere, experiencing success, competition, and encouragement. All these motivation-boosting tools can be successfully applied at any stage of a Russian language lesson. However, they are particularly

valuable at the beginning of the lesson, as this phase often determines its overall success or failure [13].

It is essential to remember that helping students overcome the language barrier and convincing them that the lack of fluency diminishes over time as they gain confidence in communication is a primary responsibility of the teacher. There is nothing shameful about making mistakes when speaking a foreign language. Students who struggle with mastering certain rules and feel insecure or incapable often lose interest in learning the language. Therefore, the teacher's task is to create a positive learning environment, provide the necessary tools and technical resources, and ensure a comprehensive, natural, and engaging educational process. Researchers have proposed methods to help establish trusting relationships between students and teachers and emphasized the teacher's role in shaping students' motivation [14].

Thus, motivation is a crucial factor in the successful acquisition of Russian as a foreign language. Research on various methods for increasing interest in language learning demonstrates that a comprehensive approach—which includes authentic materials, game-based techniques, interactive technologies, and cultural exchange—significantly enhances student engagement. The integration of modern educational technologies, such as online courses, mobile applications, and language exchange platforms, makes learning Russian more flexible and accessible. Additionally, a personalized learning approach that considers students' cognitive characteristics and individual preferences helps boost their motivation and overall learning effectiveness.

Creating a supportive learning environment, providing teacher encouragement, promoting independent work, and engaging students in project-based and research activities play a key role in fostering sustained interest in language learning.

Thus, the implementation of these strategies in the educational process contributes not only to enhancing student motivation but also to improving their academic performance and communication skills.

Motivation is a crucial factor in mastering Russian as a foreign language. The research highlights that a comprehensive approach, integrating authentic materials, game-based methods, interactive technologies, and cultural immersion, significantly enhances student engagement and interest. Modern educational tools, including online platforms, mobile



applications, and language exchange programs, contribute to making the learning process more flexible and accessible.

**Conclusion.** A personalized approach that considers students' cognitive abilities and individual preferences plays a key role in sustaining motivation and improving learning outcomes. Moreover, fostering a supportive learning environment, providing continuous teacher encouragement, and engaging students in project-based and research activities help strengthen their intrinsic motivation.

By implementing these strategies, educators can create an engaging and effective learning experience, ensuring that students develop not only linguistic competence but also a lasting enthusiasm for the Russian language. The application of innovative methodologies not only enhances academic performance but also cultivates communication skills, ultimately preparing students for real-world language use.

Thus, a well-structured motivation-driven learning process significantly improves students' ability to acquire and retain knowledge, making Russian language learning an exciting and rewarding journey.

#### References:

1. Bogacheva A.V., Grushko K.A. /Motivation and methods of its improvement in the process of teaching Russian as a foreign language/
2. Shchukin A.N. Theory of teaching foreign languages (linguodidactic foundations). Moscow, 2012.
3. Aleksandrov G.N. Some concepts of cybernetics and programming of learning. /Report at the All-Union Conference on programmed learning and the use of technical means. - Kuibyshev, 1966. 18 p.
4. Arutyunova N.D. Language and the world of man. Moscow, 1998. 352 p.
5. Afanasyev P.O. Methods of the Russian language in secondary school. Textbook for ped. and teacher. Inst., 2nd ed., corrected, Moscow: Uchpedgiz, Obraztsovaya typology. - typology. Gosenergoizdat, 1947. – 268 p.
6. Bondarenko M.A. Formation of interest in the Russian language in the process of studying borrowed vocabulary // Russian language at school, 2015. - No. 2. - pp. 8-11.
7. Vokhobov T.T. /Ways to motivate students to study Russian as a foreign language (RFL) /



8. Vygotskaya L.L., Nechaeva E.V. The content of the concept of motivation in teaching Russian as a foreign language (theory and practice). "Russian language abroad", No. 1/2016.
9. Cultural concepts. Logical analysis of language. Moscow, 1991. 430 p.
10. Maslow A.G. Motivation and personality. SPb.: Eurasia, 1999. 478 p.
11. Podlasy I.P. Pedagogy: New Course: Textbook for students of higher educational institutions: In 2 books. - M.: Humanitarian Publishing Center VLADOS, 2003. - Book 1: General Foundations. The Learning Process.
12. Sivukhin A.A. The Role of an Integrative Approach in Teaching a Foreign Language for Special Purposes to Future Bachelors in a University // Azimuth of Scientific Research: Pedagogy and Psychology. 2016. Vol. 5. No. 1 (14). pp. 106-109.
13. Pedagogical Encyclopedic Dictionary. / Ed. B.M. Bim-Bad. - M.: Bolshoi Rossii. encyclopedia, 2002. 528 p.: ill.
14. Postovalova V.I. Picture of the world in human life // The role of the human factor in language: Language and picture of the world / ed. B.A. Serebrennikov. Moscow: Nauka, 1988. pp. 8-69.
15. Сарсенбаева З. Модернизм в узбекской литературе и интерпретация образов //Зарубежная лингвистика и лингводидактика. – 2024. – Т. 2. – №. 1. – С. 193-199.
16. SARSENBAEVA Z. Modernism in Uzbek literature and interpretation of images //innovation. – 2024. – Т. 2181. – С. 3663.