

Integration of independent and classroom work in Russian language in higher military educational institutions

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Abstract: This article addresses the methodological organization of independent Russian language study for cadets. It substantiates the necessity of integrating independent and classroom activities as a condition for the development and improvement of speech, communicative, and linguocultural competencies. The article outlines effective methods, techniques, and technologies that ensure cadet motivation, development of independent work skills, and the enhancement of all types of speech activity.

Keywords: independent work, instructor, cadets, consultation, task difficulty levels, set of exercises

Introduction. Russian language, being one of the world languages, holds a special place in the professional training system of cadets in military educational institutions. For future officers, lawyers, and law enforcement and security personnel, proficiency in Russian is not merely a means of communication but a tool for professional interaction, legal thinking, analysis, and official documentation. «Learning a language is a long and complex process. Mastering communication skills requires significant effort from both students and teachers, with the latter being responsible for organizing effective work for acquiring language skills» [1]. In this context, independent work becomes especially important, providing not only reinforcement of material but also developing the competencies required in a rapidly evolving professional environment. Russian language instruction should aim to develop sustainable communicative and linguistic competence, as well as skills of self-regulation, self-education, and critical thinking. «One of the most effective and proven ways to enhance lesson effectiveness and student engagement is the proper organization of independent academic work. It plays an exceptional role in modern lessons because students acquire knowledge only through personal independent learning activities» [2].

Literature Review. Independent and extracurricular work has long been studied by researchers worldwide. Scholars such as B.G.Ananyev, A.A.Bodalev, L.S.Vygotsky, A.N.Leontiev, S.L.Rubinstein, and others have explored the development of independent learning skills. The importance of independence during student years has been noted by V.V.Davydov, V.S.Merlin, D.B.Elkonin, among others. Definitions of terms such as "independent work" and "cognitive independence" have been offered by E.L.Golant, N.G.Dairi, M.A.Danilov, B.P.Yesipov, and others. The potential to enhance educational quality through independent work is emphasized in the research of A.A.Ayurzanaev, V.N.Vasilieva, A.A.Verbitsky, and others. Improvements in organizing independent work and incorporating it into the curriculum have been addressed by S.I.Arkhangel'sky, Yu.K.Babansky, and others [3].

At the current stage of pedagogy, interest in extracurricular activity remains strong. Issues of pedagogical mastery, innovative forms, and methods of organizing cadet self-education and communicative competence in the law enforcement system remain relevant. Drawing on national and international experience, this study adopts the view of M.A.Nagoyeva, who considers "sampo" (as extracurricular work is referred to at the University of Public Security of the Republic of Uzbekistan)

to be an essential part of the educational process. «In this study, 'independent preparation' refers to the organization and implementation of extracurricular work by cadets, considered a mandatory and continuous aspect of training. Its aim is to form self-education and self-discipline skills, ensuring cognitive growth during early stages of academic training, and laying the foundation for competent officers...» [4].

Methodology. This research is based on a comprehensive approach to the understanding of extracurricular student activity and language education.

Analysis and Results. In XXI st-century pedagogy, independent work is not seen as isolated activity but as a continuous process of intellectual and speech autonomy development. It aims to deepen subject knowledge, develop all types of speech activity (speaking, listening, reading, writing), foster analytical and interpretive skills, and build responsibility and interest through practical application. Accordingly, it should have a clear structure, be methodologically sound, and include step-by-step guidance. Emphasis should be placed on transitioning from reproductive to productive activity.

Contrary to common belief, independent work does not imply excluding the instructor. On the contrary, the teacher must perform organizational (creating conditions, selecting materials), methodological (formulating and guiding tasks), diagnostic (evaluating progress), and motivational (support and encouragement) roles. For instance, during the preparation stage, instructors select appropriate texts and tasks; during implementation, they observe and consult; during assessment, they analyze results and provide feedback. Scheduled consultations are conducted at the University to ensure regular monitoring.

Independent work is most effective when integrated with classroom activities, following the principle of mirroring: independent assignments should mirror class tasks. This reduces frustration and builds confidence. For example:

In class: Listening → Vocabulary → Reading → Retelling → Questions.
In barracks: Listening to similar text → Extracting keywords → Retelling → Asking questions.

This approach applies to grammar, vocabulary, and speech tasks. Given the diverse language backgrounds of cadets, assignments should vary by difficulty:

Elementary Level:	Read short text, write unfamiliar words, translate. Answer 3-5 simple questions. Reassemble fragmented text. Continue phrases: "I was born in..."; "I need to..."
Basic Level:	Listen to a short dialogue. Write key words. Translate phrases from Uzbek to Russian. Choose correct word form. Write a short text about yourself, your profession, etc.
Advanced Level:	Write a short essay. Formulate five questions. Engage in improvised dialogue. Present a short topic.
Professional Level:	Write an annotated translation of a specialized text. Conduct a "mini-consultation". Participate in role-plays: Interview, Trial, Press conference. Lead a thematic discussion.

To prevent learning from becoming mechanical, a variety of interactive methods should be used: "Mosaic" (reconstructing texts), "Finish the sentence" (grammar practice), "Pen in the middle" (dialogue training), "Cinquain" (structured conceptual work), "Role play" (professional simulations), "Ask your neighbor" (question/answer skills).

We use an original instructional technology - the technology of educational-developmental texts. These texts are selected based on national, professional, and cultural relevance. For example, a biography of Jaloliddin Manguberdi fosters patriotism; a text about the SCO or UNESCO expands global awareness and vocabulary.

Conclusion and Recommendations. Effective Russian language teaching for cadets is possible only through the integration of classroom and independent work, employing differentiated methods, interactive formats, and professionally oriented content. Independent work is not just a tool for reinforcing material but a key mechanism for building academic and professional autonomy, enhancing speech initiative, logical thinking, and writing culture. Regular training based on these principles enables cadets to master Russian as a tool of professional communication, social interaction, and personal growth.

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