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IMPROVING THE METHODOLOGY OF TEACHING RUSSIAN FOR SPECIFIC PURPOSES IN HIGHER MILITARY EDUCATIONAL INSTITUTIONS

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Abstract

This article analyzes the methodological foundations of teaching Russian for specific purposes in higher military educational institutions. The study highlights the role of CLIL technology, needs analysis, and interactive simulations in the formation of the professional communicative competence of military personnel. The article provides practical recommendations for mastering military terminology and developing skills for working with military-technical documentation in Russian.

Keywords: Military education, Russian language, professional communication, military terminology, CLIL, simulation, Russian as a Foreign Language (RFL), technical documentation.

Introduction

In today's globalization process, the expansion of international military cooperation, the increase in joint military exercises, and the acceleration of modern military-technical integration require future officers and military specialists to master several foreign languages – particularly Russian – at a professional level. Since communication in the military sphere is strictly based on speed, accuracy, and clarity, language competence assumes strategic

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importance. From this perspective, teaching Russian in higher military educational institutions is viewed not merely as basic linguistic training, but as an integral component of military professional activity.

Modern military activity is closely intertwined with multinational cooperation, international security systems, and joint operations. Particularly within the Commonwealth of Independent States (CIS), regional security organizations, and international military forums, the Russian language is actively utilized as one of the primary communicative tools. Therefore, future officers must be able to use Russian fluently not only for daily interaction but also in professional and operational contexts. This, in turn, necessitates the modernization of the methodology for teaching Russian for Specific Purposes (RSP).

In higher military educational institutions, Russian is not simply a general education subject; it is a tool for professional practice, an instrument for receiving and transmitting strategic information, and an essential element of the military management process. This is because a vast portion of military equipment, weapon systems, operational manuals, technical specifications, regulatory documents, and strategic literature is developed in Russian. Furthermore, a significant share of the scientific and technical terminology used in the military field is rooted in Russian. Consequently, the professional mastery of the Russian language by future military specialists directly impacts their service efficiency and operational readiness.

Traditional language teaching methods, primarily based on memorizing grammatical rules and text translation, are no longer sufficient to meet today's military-professional needs. A modern military specialist is required not only to know linguistic rules but also to make rapid decisions in emergency situations, understand orders with precision, communicate in a formal military style, work with technical documentation, and conduct effective communication within the framework of international military cooperation. Therefore, there is an emerging

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necessity to widely implement communicative, competency-based, and professionally-oriented approaches in the teaching of the Russian language. In recent years, methodologies such as **CLIL (Content and Language Integrated Learning)**, interactive simulations, case studies, digital technologies, and needs-analysis-based approaches have been widely implemented in teaching foreign languages for specific purposes. These methods allow for the language to be taught not as an isolated subject, but as an integrated part of professional activity. In the military education system, applying these methods helps cadets develop language skills in environments that closely resemble real-world operational situations. For instance, activities such as understanding military commands, conducting radio communications, analyzing strategic scenarios, or working with technical documentation facilitate language learning within a natural communicative environment.

The development of modern **Information and Communication Technologies (ICT)** is also significantly influencing the methodology of teaching Russian. Multimedia tools, virtual trainers, interactive platforms, military simulators, and electronic resources enhance lesson effectiveness and foster independent learning skills in cadets. Specifically, lessons organized around audio and video materials play a crucial role in the rapid acquisition of military terminology, the development of listening comprehension, and the ability to provide swift responses.

Teaching Russian in the military sphere is a vital branch of modern linguodidactics, based on the concept of “**Language for Specific Purposes**” (**LSP**). This approach differs significantly from general Russian language teaching methodologies. In the military education system, the primary goal of language learning is not to establish everyday conversational skills, but to ensure effective communication within professional service activities. Consequently, in teaching military Russian, developing professional competencies is considered as high a priority as linguistic knowledge.

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Military communication is distinguished from other communicative fields by its high degree of precision, brevity, and speed. In a military environment, an incorrectly or vaguely expressed command, message, or technical data can lead to serious operational errors. Therefore, during the process of teaching military Russian, special attention is paid to the functional and practical application of linguistic tools. The educational process is adapted to the communicative situations that cadets will encounter in their actual service duties.

One of the most critical directions in teaching military Russian is the formation of a **specialized military vocabulary and terminological base**. Unlike general literary vocabulary, military terminology carries a precise semantic load and is subject to strict usage norms. Cadets must master not only the dictionary definitions of terms but also the specifics of their application within a professional context.

For example, certain verbs used in general speech take on a specific normative form in the military sphere. While the verb «служить» is used in everyday Russian to mean “to serve,” in military documents and official communication, the phrase «проходить службу» (to perform service) is considered the standard. Similarly, the meaning and application of terms such as «оружие» (weaponry), «боевое дежурство» (combat duty), «оперативная готовность» (operational readiness), and «тактическое развертывание» (tactical deployment) are strictly tied to the professional context.

Effective methodological approaches for building this terminological base include working with thematic dictionaries, analyzing military texts, creating terminology flashcards, using multimedia and simulation exercises, and applying terms in real communicative situations. Such methods expand the cadets' professional vocabulary and instill a culture of military communication.

Another vital characteristic of military Russian is its **stylistic rigor**. The use of emotional or excessive expressions is discouraged in military communication. Commands, instructions, and information must be as brief, clear, and precise as

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possible. Therefore, forming a formal-military style of speech is a major methodological task in teaching Russian.

The primary features of the military style include short and concise sentences, standardized phrases, rigid syntactic structures, the precision of orders, and the absence of redundant emotional units. For instance, military commands are often given in the imperative mood based on short syntactic models: «Приступить к выполнению задачи!» (Proceed to mission execution!), «Занять оборону!» (Take up defensive positions!), «Подготовить технику к проверке!» (Prepare equipment for inspection!). Teaching these speech forms develops the cadets' ability to conduct accurate communication in high-speed situations. Stylistic precision is of strategic importance, particularly in radio communication, operational management, and combat scenarios.

Using **authentic materials** is essential in teaching the formal-military style. Lessons organized around military regulations, orders, service instructions, and strategic documents introduce cadets to the actual professional language environment.

A final crucial component of teaching military Russian is developing skills for **working with documentation**. Handling various official documents is a daily necessity in military service. Cadets must be well-versed in the structure, style, and official standards of Russian-language documents. The educational process includes methodologies for working with reports and notifications (рапорты и уведомления), service correspondence, descriptions of combat missions, technical operation manuals, technical passports, orders, instructions, and operational reports. For example, writing a report (рапорт) requires adherence to a formal style, standard phrases, and a strict structure. When working with technical documentation, cadets learn to understand complex technical terms, analyze information, and apply it practically.

In the methodology of working with technical texts, several stages are of critical importance: terminological preparation, general comprehension of the text,

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extraction of key technical information, execution of practical tasks based on the document, and the reproduction of the information in oral or written form. This method develops not only the linguistic competence of the cadets but also their analytical thinking and technical information management skills.

Teaching Russian in the military sphere is one of the fundamental factors in developing professional competence. A modern officer must not only possess knowledge of weaponry and tactics but must also be able to function effectively in an international military communication environment. Therefore, the methodology of teaching Russian should be organized in close integration with actual service activities.

Military Russian language teaching is distinguished by its professional orientation, terminological precision, and formal-stylistic rigor. Within this process, the primary methodological tasks involve the formation of a lexico-terminological base, the development of stylistic accuracy, and the improvement of skills for working with military documents. Consequently, cadets develop the competence to use the Russian language as a functional tool for professional activity.

In the modern military education system, the process of teaching foreign languages, including Russian, is organized based on a **competency-based approach**. Priority is now given to teaching the language not as an isolated theoretical subject, but as an integrated part of professional activity. From this perspective, one of the most effective methods used in higher military educational institutions is **CLIL (Content and Language Integrated Learning)**—a technology for integrating content and language instruction.

The CLIL approach serves to link language learning with real professional activities. In this method, the cadet masters both the specialized subject and the Russian language simultaneously. Here, the language is not the end goal but becomes a means of acquiring professional knowledge. As a result, learning

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Russian is achieved not through artificial grammatical exercises, but through real military scenarios, technical data, and operational tasks.

The efficiency of CLIL technology is particularly high in military educational contexts. Military activity requires communicative precision, rapid information exchange, and a profound knowledge of professional terminology. Through integrated education, cadets acquire the language in a natural professional environment and gain the opportunity to apply it in practical activities.

The core idea of the CLIL methodology is based on the principle of “**learning through language.**” That is, cadets acquire the Russian language not as a separate subject, but during the process of studying military sciences. This ensures the parallel development of both linguistic and professional competencies.

This method increases professional motivation, naturally builds a terminological base, develops communicative skills, allows the use of language in real situations, and fosters analytical thinking and analysis. In the military field, this approach is of strategic importance, as the cadet immediately begins to apply the terms and phrases, they are learning in situations close to actual service.

In military education, CLIL technology is often organized based on a **block teaching model**. In this model, Russian language instruction is integrated with specific professional fields, and educational material is presented in thematic blocks.

1. The Tactical Block. Within the **Tactical Block**, cadets acquire lexical and communicative skills related to describing combat operations, understanding commands, working with maps, and analyzing operational situations. Activities include modeling combat scenarios, describing routes based on maps, radio communication exercises, translating orders and instructions, and preparing reports on operational situations. Example: Cadets learn to use concepts such as “unit line of advance,” “defense line,” “intelligence data,” or “level of combat readiness” based on practical scenarios in Russian.

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The tactical block develops rapid thinking and situational analysis alongside language competence.

2. The Technical Block. The **Technical Block** focuses on working with military equipment, weaponry, and operational documentation. Since a large portion of modern military equipment operates based on technical documentation in Russian, cadets must deeply master technical terminology.

This block covers the structure of technical devices and key components of weaponry, operational manuals and technical safety rules and identifying and describing malfunctions.

Lessons utilize authentic technical texts, diagrams, video tutorials, and virtual trainers. For example, cadets may read a technical passport or an operation manual in Russian, analyze its data, and perform practical tasks. This block enriches professional vocabulary and forms the competence to handle technical documentation.

3. The Legal-Administrative Block. Working with legal and administrative documents is a vital part of military service. Therefore, within the CLIL system, the **Legal-Administrative Block** holds particular significance. This block covers military regulations, rules of service discipline, official orders and decrees, fundamentals of international military law, and service correspondence/reports. Cadets develop skills in reading and analyzing formal military texts and drafting documents, forming the professional communicative competence necessary for their future service.

A crucial aspect of the CLIL approach is **interdisciplinary integration**. In this method, the Russian language teacher works in collaboration with teachers of military specializations.

For example, while the tactical training instructor explains combat operations, the Russian language teacher works on the corresponding terminology and

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communicative models. Similarly, the technical specialist helps cadets understand Russian technical documentation while teaching the mechanics of the equipment.

Such integration results in: increased motivation for language learning, immediate practical application of learned lexis, parallel development of professional and linguistic competencies and alignment of the educational process with real service activities.

The CLIL methodology in military education is an effective tool for preparing cadets for real professional communication. This approach teaches the language not as an artificial grammatical system, but as a functional instrument of military activity.

As a result, cadets gain the ability to actively use military terminology, work with technical and operational documentation, conduct formal communication in Russian, participate in international military cooperation, and communicate rapidly in professional situations.

CLIL and integrated education technology represent one of the most promising methodological approaches for teaching Russian in higher military educational institutions. This method combines language and professional training to serve the complex development of the cadets' professional communicative competence. Interactive methods and simulation technologies are of particular importance in teaching Russian for specific purposes in higher military educational institutions. Such approaches bring cadets as close as possible to real military communicative situations, developing their ability for rapid thinking, precise expression, and communication in Russian under stress. Interactive methods change the traditional "teacher-student" model, transforming the cadet into an active participant in the educational process.

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Military - Situational Simulation (Role-play) is considered one of the most effective methods in practical Russian language classes. Through this method, cadets perform live enactments of communicative situations closely resembling real military service. Lessons are organized based on scenarios such as “Staff Meeting,” “Communication at a Checkpoint,” “Exchange of Orders between a Unit Commander and Personnel,” and “Evacuation Process in an Emergency.” During the simulation, cadets perform specific roles: communicating as a commander, duty officer, communications officer, or rank-and-file soldier. Throughout the lesson, the instructor introduces unexpected questions, changing conditions, and emergency situations. This compels cadets to move beyond pre-prepared texts and think in Russian in real-time.

The most crucial aspect of this method is that it develops the cadets' ability to make rapid and accurate decisions in Russian, even under stress. Since the speed and precision of communication are of decisive importance in military service conditions, such simulations are an integral part of professional training. Furthermore, Role-play sessions increase cadets' speech activity, strengthen their self-confidence, and create a natural communicative environment.

The Military Case-study Method is an interactive teaching technology aimed at developing cadets' logical, analytical, and critical thinking skills. In this method, cadets are presented with problem cases developed based on situations close to real military practice or operational scenarios. The task is to analyze the existing situation, develop a reasoned solution in Russian, and present it in oral or written form.

For example, the following situation may be given: “A unit is surrounded. The communication system operates only in Russian. Determine the coordinates and outline an evacuation plan in Russian.” Such tasks require cadets not only to have language knowledge but also military logic, rapid analysis, and decision-making

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skills. They must assess the situation, identify available resources, develop a sequence of actions, and express all of this clearly in Russian.

A significant advantage of the Case-study method is that it takes language learning beyond artificial exercises and brings it closer to real professional activity. Cadets begin to perceive the language not as a separate subject, but as a tool for problem-solving. This significantly increases their motivation and transforms the educational process into a practically oriented system.

Military-situational simulation and Case-study methods, when harmonized, form comprehensive competencies in cadets. Through these methods, not only linguistic knowledge but also essential military skills such as professional thinking, rapid decision-making, teamwork, and stress resistance are developed. Additionally, interactive approaches make the Russian language learning process lively, dynamic, and interesting. Cadets transform from passive listeners into active participants, which in turn increases educational effectiveness.

Interactive methods and simulation technologies are among the most effective directions for teaching Russian in higher military educational institutions. They prepare cadets for real-world military communication conditions and serve the comprehensive development of their professional competence.

In the modern military education system, **Information and Communication Technologies (ICT)** and the digital learning environment serve as decisive factors in increasing the effectiveness of Russian language teaching. Digital tools not only visualize the lesson process but also allow for real-time analysis of cadets' knowledge levels and objective assessment of their speech and communicative competencies. Therefore, the ICT-based approach is viewed in military education as an innovative direction that complements and develops traditional methods.

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Language Laboratories are an important tool in teaching Russian, particularly in developing listening comprehension (audirovanie) and oral speech skills. In these laboratories, cadets perform exercises in listening to and reproducing military signals, commands, radio communications, and operational messages. Such sessions imitate a real military communication environment. For instance, tasks involve listening to a command given in Russian by a commander and accurately repeating it or summarizing its content in writing. This process develops cadets' phonetic hearing, rapid comprehension, and correct response skills. Additionally, language laboratories provide an individual approach, allowing for the monitoring of each cadet's speech development.

Virtual Simulators are considered one of the most advanced digital technologies in military education. These simulation systems with a Russian-language interface allow cadets to learn equipment management, combat situation modeling, and operational decision-making processes in an environment close to reality. With the help of simulators, cadets learn to understand commands in Russian, follow technical instructions, and engage in interactive communication with the system. For example, during the process of managing tanks, aviation, or communication systems, all instructions are given in Russian. This, unlike artificial language learning, links it inextricably with practical activity. Another advantage of the virtual environment is that it creates a safe learning space where cadets can practice complex operational situations without real danger.

A crucial component of the digital learning environment is **electronic terminological databases**. These databases are independently created and developed by the cadets themselves. They aggregate military terms, their explanations in Russian, the context of use, and practical examples. Such electronic dictionaries enhance cadets' independent study activities and systematically enrich their professional vocabulary. Furthermore, terminological

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databases are dynamic resources that are constantly updated, allowing for the timely acquisition of modern military terms.

The effectiveness of the methodology for teaching Russian for specific purposes in higher military educational institutions can be clearly assessed by comparing traditional and modern approaches. Methodology based on CLIL and interactive technologies yields significantly higher results.

Table 1. Results of methodology based on CLIL and interactive technologies

Indicator	Traditional Approach	Modern Methodology (CLIL Interactive)
Terminological Wealth	Only general words	Special military lexis (90%+ acquisition)
Speech Barrier	Strong fear and hesitation	Free professional communication confidence
Working with Documents	Slow reading with a dictionary	Rapid analysis and independent drafting
Communicative Activity	Passive participation	Active interactive participation
Professional Training	Theoretical knowledge dominates	Practical and real-situated training

Modern methodological approaches comprehensively develop not only the linguistic knowledge of cadets but also their professional competence. In particular, methods based on CLIL, simulation, and ICT create a learning environment aligned with real military activity. Today, the process of teaching Russian in higher military educational institutions has moved beyond the scope of ordinary philological education and become an integral part of professional military training. In improving this process, the primary focus should be on practical orientation, interactivity, and integration with military sciences. Modern pedagogical approaches, specifically CLIL technology, case studies, simulations, and the use of ICT tools, significantly increase cadets' competence in professional communication in Russian. At the same time, the digital learning environment

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develops their skills for independent work, rapid thinking, and effective management of technical documentation.

In conclusion, only through a comprehensive, innovative, and integrated methodological approach is it possible to prepare officer personnel who meet modern requirements and standards and are competitive in the international military arena.

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