



CONFERENCE ARTICLE

PODCASTS IN THE SYSTEM OF TEACHING RUSSIAN TO STUDENTS OF UZBEKISTAN

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ABSTRACT

This thesis examines the pedagogical value of podcasts in teaching Russian to university students in Uzbekistan. It argues that podcast-based instruction enriches listening practice, pronunciation, vocabulary growth, and communicative confidence through authentic speech and flexible repetition. The paper outlines classroom applications, criteria for selecting podcast materials, and typical learning tasks. It also discusses methodological limitations and concludes that podcasts are most effective when integrated with speaking, reading, and writing activities.

KEYWORDS

Podcasts; Russian language teaching; Uzbekistan students; listening comprehension; vocabulary development; blended learning; communicative competence.

INTRODUCTION

The integration of digital resources into higher education has changed language teaching and student expectations. In Russian language instruction, especially in multilingual university groups, students need authentic materials that connect classroom study with real communication. For students in Uzbekistan, this need is clear: textbook language, formal academic tasks, and everyday speech do not always coincide. In this context, podcasts are an effective didactic tool because they combine authentic pronunciation, topical themes, accessibility, and the possibility of repeated listening.[1] This thesis examines podcasts as a component of the system of teaching Russian to students of Uzbekistan. Its purpose is to show how podcasts can support listening, vocabulary development, pronunciation, and communicative practice when they are methodically integrated into classroom and independent work. The main argument is that podcasts should be used as structured educational material with clear objectives, carefully selected content, and a sequence of pre-listening, while-listening, and post-listening tasks.[2]

Main Part. The first major advantage of podcasts is authenticity. Unlike many traditional classroom recordings, podcasts expose learners to natural tempo, intonation, pauses, discourse markers, and current vocabulary. This makes them useful for developing listening comprehension and for familiarizing students with contemporary Russian speech. Research on podcast-based Russian language learning shows that regular work with podcasts can improve listening, pronunciation, speaking confidence, and vocabulary growth, while also increasing motivation and reducing the language barrier.[3] For students in Uzbekistan, such exposure is important because many difficulties in Russian are connected not only with grammar, but also with fast connected speech and the pragmatic use of everyday expressions.

The second advantage is flexibility. Podcasts are easy to access through phones, laptops, and messaging platforms, which allows students to continue language contact outside the classroom. Reviews of podcast use in education note that one of their major benefits is the possibility of listening more than once to material

that was missed or not understood at first hearing.[1] This feature is highly relevant in blended learning. A teacher can assign a short podcast before class, use it during class for focused tasks, and ask students to return to it later for reflection or vocabulary review. The third advantage concerns vocabulary acquisition. Psycholinguistic research suggests that even daily exposure to natural foreign-language podcasts can help adult learners develop early word-form knowledge.[4] In guided instruction, this effect can become stronger. If the teacher selects a podcast with a manageable lexical load and highlights key expressions in advance, students are more likely to notice, retain, and later use these items in speech. Therefore, podcasts should be linked with lexical tasks such as prediction of meaning, noticing collocations, and producing short oral responses with new words.

In the Uzbekistani university context, podcasts also support communicative competence and cultural awareness. A recent study devoted specifically to teaching Russian in Uzbekistan emphasizes that podcasts help students develop listening skills, pronunciation, vocabulary, and cultural understanding, while giving access to living speech with its intonation and rhythm.[5] This is important because university teaching should prepare students not only for tests, but also for participation in academic and professional communication. Podcasts on education, youth culture, science, daily life, and social issues make Russian more meaningful because they show the language as a tool for discussing real topics. However, successful use of podcasts depends on methodology. First, the teacher must select material carefully, considering level, speech rate, recording length, sound quality, thematic relevance, and lexical density. For most classroom purposes, short episodes of three to seven minutes are more effective than long recordings. Second, tasks should be staged. At the pre-listening stage, students may predict content from the title, discuss key words, or answer a motivating question. During listening, they can identify the main idea, restore missing words, or note useful expressions. After listening, the lesson must move from comprehension to production: students may summarize the episode, compare

ideas, build dialogues, or write a short reaction paragraph. Without this productive phase, the podcast remains only a listening exercise, not a means of developing active language.[2]

An especially productive model is student-generated podcasting. Research in higher education shows that when students collaboratively create podcasts, their motivation, involvement, and meaningful engagement with subject content increase.[6] In Russian language teaching, this can be adapted as mini-project work: students record short commentaries, interviews, reviews, or discussions in Russian on topics relevant to their studies and daily experience. For learners in Uzbekistan, this practice is valuable because it transforms them from listeners into speakers. They begin to plan speech, choose vocabulary consciously, monitor pronunciation, and think about audience. At the same time, podcasts have limitations. Beginners may find authentic speech too fast, and audio-only input may be difficult for learners who rely on visual support. Not every podcast is pedagogically suitable, and uncontrolled internet content may include slang or culturally dense references. For this reason, podcasts should not replace the teacher, the textbook, or systematic grammar work. Their strongest role is complementary: they enrich the lesson with authentic sound, expand the thematic field of communication, and support independent practice, but they require guidance and adaptation.[5]

For practical implementation in Uzbekistan, a balanced model is advisable. Teachers can use podcasts regularly as part of a larger module: one episode for vocabulary study, another for pronunciation practice, and a third for discussion or student recording. Assessment should also be integrated. It is useful to evaluate not only comprehension, but also the ability to reuse expressions, summarize ideas, respond orally, and maintain interaction. In this way, podcasts become part of a broader instructional system that combines listening, speaking, reading, and writing.[7]

Conclusion. Podcasts occupy an important place in the modern system of teaching Russian to students of Uzbekistan because they bring authentic speech, flexibility, and communicative relevance into the educational process. Their value is especially clear when they are not used randomly, but as structured learning material supported by clear tasks and follow-up speaking practice. Properly selected podcasts can improve listening comprehension, pronunciation, lexical development, and learner autonomy. Therefore, podcasts should be regarded as an effective component of Russian language instruction in higher education.

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