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**Ildar Urakovich Khatamov**

Karshi Engineering-Economic institute  
Russian Language teacher  
Department of Uzbek Language and Literature  
Karshi, Uzbekistan

## LEARNING RUSSIAN LANGUAGE VIA BROADCASTING

**Abstract:** In learning and perceiving a language at once cannot be reachable as it needs more attempts and skills, knowledge to put on. Furthermore, any language could be displayed on the TV programs to spread updated news around the world, informing the population, also indigenous people in rural areas whereas satellite can be reached. Besides, excessive TV watching allows all age groups of people to be familiar with the life existing other regions of the globe. However, if they do not know the language of that region which is broadcasting on TV, they will not comprehend the issues going on TV programs, that's why, listeners should know foreign languages. One of the widely spoken foreign languages is Russian one. This paper highlights the issues concerning teaching and acquiring Russian language via TV programs and its benefit to gain.

**Key words:** teaching and learning Russian language, TV programs.

**Language:** English

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### Introduction

In teaching and learning a language, especially, Russian one, a learner encounters with much difficulties in having insufficient knowledge due to not knowing that language at all. Consequently, language requires a long-term learning rather than short one because young listeners should firstly acquire the technical vocabulary with broadened exercises to perform. Besides, Russian language is complicated to pronounce because of irregularly letters which is not found in other alphabets. Engineering students use a wide range of technical vocabulary characterizing the specialty in that field of study and they need to gain that vocabulary words in order to communicate in spoken and written forms in the specific settings. In this paper, we broadly make some analysis in accepting different possible methods in acquiring Russian language via broadcasting on TV or by radio or by telecommunication platforms.

### The advantageous of broadcasting in learning Russian language

Russian language originated from Slavonic one and there are some similarities among Slavonic languages. Their formation is the same as Polish, Slovak and Czech languages and which is why inhabitants living in these regions may easily comprehend these languages which are portrayed on TV, radio and show programs. According to some scientists, language cannot be gained at once as we expect it to learn through culture of that nation but it demands a lot of knowledge resources to understand: as learning a foreign language many difficulties appear due to the so-called interference. The nature of this phenomenon is a perception of the units of a foreign language through a native language and culture which can lead to misunderstanding (Gasek, 2010). Significant number of mistakes is caused by a phonetic similarity of Russian words and the words of the students' native language. The Risk of misinterpretation of words almost identical in their form and sound but different in meaning, always exists, but in teaching a related language it doubles. That is why a teacher of Russian as a foreign language needs to develop such methodological techniques that would promote not only understanding of Russian

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words similar to those in the students' native language, but also to determine the main areas of work with such lexemes in Russian classes. In this case a teacher has to skillfully use their knowledge of Comparative Lexicology and Semasiology which investigates similar microsystems in two related languages. What's more, some scholars also indicated some statements according to learning Russian language: words that sound similar in related languages are known under various names in theoretical literature "false friends" (Budagov, 1974), "interlingual homonyms", "deceptive interlingual similarities" (Grosbart, 1984), "interlingual paronyms" (Balalykina, 1988), etc. According to N.V.Krushevsky, such processes are explained by the fact, that language can never have as many words, as required to name the infinite, always changing and increasing mass of concepts (1998).

There are a wide range of choices to learn Russian language

- Via social platforms: face book, telegram, Instagram, tik-tok and twitter
- Via TV programs: Russian channel (1<sup>st</sup>, NTV, Domashniy TV, and others)
- Via Radio
- Via different shows
- Via musical platforms

These platforms not only enhance the knowledge of learners in Russian language but it also develops their interpersonal traits and skills to socialize with population in that communication.

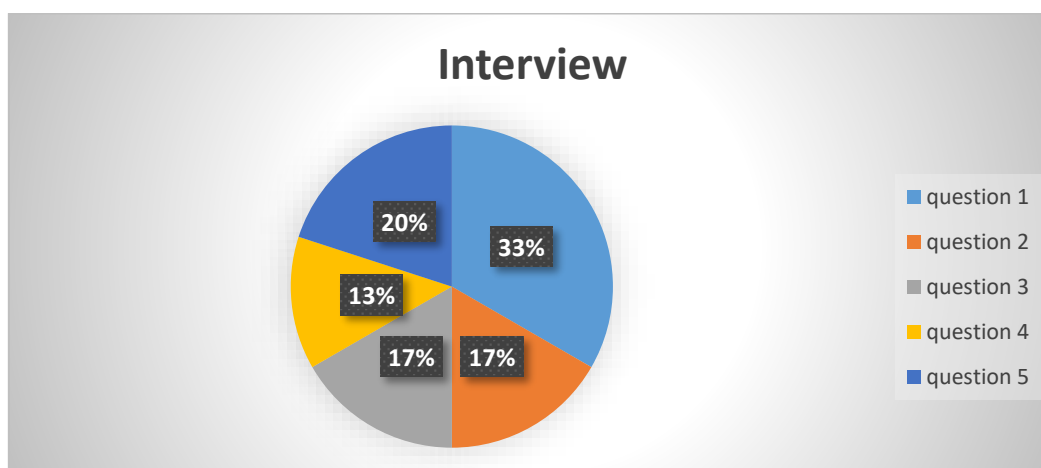
### Multi-functioning in audiovisuals

Some researchers (Teng, 2021; Vanderplank, 2016, Montero Perez, Peters, Clarebout, & Desmet,

2014; Teng, 2019a,b) made a huge contribution to audiovisual input supported by captions or second language (L2) on-screen text and their attention was given to incidental vocabulary learning. Additionally, according to the statement indicated by Teng and Zhang (2021) a short-term phonological memory and complex working memory impact learners' vocabulary learning through multimedia input and they suggested that learners' proficiency level may influence incidental vocabulary learning from captioned audiovisual material. Besides, the effects of learners' L2 proficiency level and language aptitude on incidental vocabulary learning from captioned videos remain unclear. The L2 proficiency level, conceptualized as one's overall L2 competence in terms of organizational and pragmatic knowledge, may affect the mechanism of multimedia/multimodal learning. Learners in the present study viewed an original TV documentary. Moreover, radio is also one of the broadly broadcasting, and news spreading platform which fast conveys or delivers any information to listeners or citizens without any barriers: time and place. We can listen to any radio telecommunications from every corner of the globe, being aware of events happening on the earth.

### Data Analysis

The thirty learners were invited for the interview to be directly requested with the assistance of questionnaire consisted of 5 closed questions concerning the issues focused on learning Russian language through digital world such as TV, radio and social platforms, and other channels, music platforms. Their respond was following:



Pic.1

According the results of the survey carried out in the research showed in the above-mentioned diagram. 33% of learners agree that excessive TV watching enhance listening comprehension, especially, Russian language. 20% of respondents were sure that social

media platforms are very supportive and helpful in proving them needful materials or news which increase their knowledge in Russian one. 17% of students in the sphere of petroleum engineering found radio telecommunication broadcasting and music

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useful in comprehending a language better than other resources. 13% of adult learners stated that they were sure that they could improve their language comprehension and horizons in knowledge through internet channel programs such as documentaries depicting culture, cuisine.

### Conclusion

In acquiring and realizing any language, a learner should use all audio video platforms because

in this way of learning allows him/her of how to improve their knowledge in vocabulary and in phonetics how to pronounce exactly as native-speakers. Furthermore, video data portrays essential episodes those may change learners not only language knowledge but also their traits, except that, they could increase linguistic skills of them.

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