

**THE ROLE OF ETHNOMETHODOLOGICAL AND ETHNOCULTURAL FEATURES  
IN THE CURRENT STATE OF FOREIGN LANGUAGE STUDY IN THE REPUBLIC  
OF UZBEKISTAN: RUSSIAN AND ENGLISH****Yusup Xaytbayevich Kushakov**

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[yusufkushakov1962@gmail.com](mailto:yusufkushakov1962@gmail.com)**Abstract**

This article examines the ethnomethodological and ethnocultural characteristics of foreign language teaching in Uzbekistan a multiethnic country with a rich history of intercultural interaction. It examines the historical development of foreign language teaching in the region, its current position in the education system, and its role in interethnic communication. Particular attention is paid to the influence of ethnic and cultural diversity on foreign language teaching, as well as methodological approaches adapted to a multilingual environment.

**key words:** bilingual education, communication, education, English, ethnomethodology, ethnocultural characteristics, ethnomethodology, globalization, interethnic communication, language policy, multilingualism, Russian.

**Annotasiya**

Ushbu maqolada madaniyatlararo o'zaro ta'sirning boy tarixiga ega bo'lgan ko'p millatli mamlakat - O'zbekistonda chet tillarini o'qitishning etnometodologik va etnomadaniy xususiyatlari o'rganiladi. Unda mintaqada chet tillarini o'qitishning tarixiy rivojlanishi, uning ta'lim tizimidagi hozirgi holati va millatlararo muloqotdagi roli o'rganiladi. Chet tillarini o'qitishga etnik va madaniy xilma-xillikning ta'siriga, shuningdek, ko'p tilli muhitga moslashtirilgan metodologik yondashuvlarga alohida e'tibor qaratilgan.

**kalit so'zlar:** etnometodologiya, etnik-madaniy xususiyatlar, globalizatsiya, ingliz tili, ikki tilli ta'lim, globalizatsiya, ko'p tillilik, millatlararo muloqot, rus tili, til siyosati.

**Аннотация**

В данной статье рассматриваются этнометодологические и этнокультурные особенности преподавания иностранных языков в Узбекистане — многонациональной стране с богатой историей межкультурного взаимодействия. Анализируется историческое развитие преподавания иностранных языков в регионе, его современное место в системе образования и роль в межнациональной коммуникации. Особое внимание уделяется влиянию этнического и культурного многообразия на преподавание иностранных языков, а также методическим подходам, адаптированным к многоязычной среде.

**ключевые слова:** английский, глобализация, двуязычное образование, межнациональное общение, многоязычие, русский язык, этнокультурные особенности, этнометодология, языковая политика.

In recent decades, the Republic of Uzbekistan has devoted considerable attention to the education system. “The Law on Education, adopted in 1997, which defines the legal framework for the education, upbringing, and professional training of citizens, and the "National Program for Personnel Training" (1997), the goal of which is "to train highly qualified personnel at the level of developed democratic states, meeting the requirements of high spirituality and morality" are aimed at developing a new generation of personnel with a high general and professional culture, creative and social activity, the ability to independently navigate socio-political life, and individuals capable of setting and solving long-term problems”[11]. The Unified State Educational Standard for Foreign Languages in the Continuous Education System was approved in 2013 by the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan. The fundamental regulatory legislative acts for drafting the state educational standard for foreign languages are: the Constitution of the Republic of Uzbekistan, the UN Convention on the Rights of the Child, the laws of the Republic of Uzbekistan "On Education" and "On the National Program for Personnel Training"; and the Resolution of the President of the Republic of Uzbekistan dated December 10, 2012, No. PP-1875 "On Measures to Further Improve the System of Foreign Language Study." The state educational standard is built on communicative-activity-based, student-centered, integrative, and competency-based approaches to teaching foreign languages” [8]. According to the CEFR (Common European Framework of Reference for Languages: Learning, Teaching, Assessment), the Republic of Uzbekistan has adopted for the levels of foreign language proficiency for first time. According to the State Standard. “The goal of teaching a foreign language at all levels of education in the Republic of Uzbekistan is to develop students' foreign language communicative competence (based on its components – linguistic, sociolinguistic, discursive, strategic, sociocultural, social, and educational-cognitive competencies) for functioning in a multicultural world in everyday, scientific, and professional spheres” [8]. Requirements for graduates' foreign language proficiency have been developed in accordance with the curriculum content, are consistent across the levels of general secondary, secondary specialized, higher, and postgraduate education, and are presented in an activity-based format in accordance with the competencies being developed. These requirements serve as the basis for developing assessment parameters for state certification of graduates. Teaching Russian in Uzbekistan has its own unique ethnomethodological and ethnocultural characteristics, shaped by the country's rich history of intercultural interaction, political processes, and cultural diversity. Russian, an important tool for interethnic communication in the post-Soviet space, established a strong position in Uzbekistan during the Soviet period. Since independence in 1991, the role of Russian has undergone some changes, but its significance in education, science, the economy, and everyday life remains significant. Uzbekistan is a multiethnic state, home to representatives of more than 130 nationalities, the most numerous of which are Uzbeks, Russians, Tajiks, Kazakhs, and Karakalpaks. This ethnic diversity requires a special approach to language education, where Russian plays a vital role as a means of communication between representatives of different ethnic groups. In Uzbekistan, Russian often functions as a second language for not only Uzbeks but also other nationalities, necessitating the consideration of ethnocultural factors in its teaching. The historical development of Uzbekistan is inextricably linked to the processes of Russification, which began in the 19th century, when the territory of modern-day Uzbekistan became part of the Russian Empire.

Studying foreign languages in Uzbekistan has its own unique ethnomethodological and ethnocultural characteristics, shaped by the country's rich history of intercultural interaction,

political processes, and cultural diversity. For example, the Russian language, an important tool for interethnic communication in the post-Soviet space, established a strong position in Uzbekistan during the Soviet period. Since independence in 1991, the role of Russian has undergone some changes, but its significance in education, science, the economy, and everyday life remains significant. Uzbekistan is a multiethnic state, home to representatives of over 130 nationalities, the most numerous of which are Uzbeks, Russians, Tajiks, Kazakhs, and Karakalpaks. This ethnic diversity requires a special approach to language education, where Russian plays a vital role as a means of communication between representatives of different ethnic groups. In Uzbekistan, Russian often serves as a second language for representatives of not only Uzbeks but also other nationalities, necessitating consideration of ethnocultural factors in its teaching. The historical development of Uzbekistan is inextricably linked to the processes of Russification, which began in the 19th century, when the territory of modern-day Uzbekistan became part of the Russian Empire. During the Soviet period, Russian became the official language and the primary means of interethnic communication throughout the Soviet Union, including Uzbekistan. Russian was actively used in education, research, public administration, and everyday life.

Historically, the linguistic situation in Uzbekistan has been extremely complex and multifaceted, conditioned by the country's geopolitical location and its ethnic diversity. Before the arrival of Russians in the 19th century, Persian dominated the territory of modern-day Uzbekistan, serving as the primary literary and administrative language, especially among the elite. Turkic languages, including Old Uzbek, were also widely spoken. After the annexation of Central Asia by the Russian Empire, Russian began to gradually penetrate the region. Initially, this was limited to administrative spheres and interactions with the colonial authorities. However, with the growing presence of the Russian-speaking population, especially after the resettlement of Russians in the region and the development of infrastructure, Russian began to be used more actively in cities. With the advent of Soviet power, the situation changed dramatically. "Russian became not just the language of administration, but also the primary language of education and science" [5]. Within the framework of Soviet policy, Russian was an instrument for consolidating a multiethnic society and promoting a unified Soviet identity. In Uzbekistan, as in other republics, Russian was assigned the role of a language of interethnic communication and a means of access to scientific and cultural achievements. After Uzbekistan gained independence in 1991, the country began a process of revitalizing Uzbek as the state language. Uzbek became the primary language of government institutions, official documentation, and education. However, Russian retained a significant presence, especially in large cities and in the fields of science, technology, and international communication. "Despite the significant decline in the official status of Russian, its practical importance in Uzbekistan remained"[5].

One of the key aspects of teaching foreign languages in Uzbekistan is to consider ethnocultural factors in teaching. "In a multiethnic society, where the cultural traditions and linguistic preferences of different ethnic groups can vary significantly, it is important to employ adapted teaching methods that take into account the ethnic and cultural diversity of students"[2]. For example, for Uzbeks, whose native language belongs to the Turkic language group, Russian may present certain difficulties due to significant differences in grammatical structure and vocabulary. However, for Russian-speaking and other Slavic ethnic groups, such as Ukrainians or Belarusians, these difficulties may be less significant. This requires the use of flexible approaches to teaching Russian that take into account the native language and cultural

characteristics of students. Furthermore, ethnocultural characteristics are also reflected in the content of educational materials. For more successful language acquisition, it is important to use texts, exercises, and assignments that have cultural significance for students and reflect their ethnic identity. An example is the inclusion of elements of national literature, history and traditions in the educational process, which helps to create an emotional response and interest in the language being studied.

The state of foreign language teaching, including Russian and English, is characterized by a shift toward communicative approaches, the active use of digital technologies, an emphasis on practical skills (speaking, listening, reading, writing) and the development of intercultural competence, but at the same time, the importance of the quality of teaching materials, methods (communicative, immersion) and individualization of learning remains to achieve fluency and career prospects.

The state of English in Uzbekistan is rated as "very low," with the country consistently ranking low (around 98-104) in global rankings (EF EPI), despite growing interest among young people. Language proficiency is declining, although in regions such as Andijan, Fergana, and the Tashkent region, proficiency rates are higher than the national average, particularly among people aged 31-40.

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