

METHODOLOGICAL APPROACHES TO TEACHING RUSSIAN TO LEARNERS FROM UZBEKISTAN

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Abstract: This article explores effective methodological approaches for teaching Russian to the learners living in Uzbekistan at universities. As Russian remains a significant second language in Uzbekistan due to historical and practical reasons, its instruction requires approaches tailored to the linguistic and cultural background of Uzbek students. This paper highlights key methodologies, including communicative, comparative, and culturally integrated strategies, with a focus on bilingual learners. The study draws on recent academic publications and reflects the practical needs of both teachers and students in a post-Soviet context.

Key words: Russian language teaching, Uzbek students, language methodology, bilingual education, comparative linguistics

Introduction

Russian language education in Uzbekistan holds a unique position because of the country's Soviet past and its current multilingual context. Despite the growing role of English and other languages, Russian remains important in education, media, and professional fields (Cherginskaya, 2024). Uzbek students, especially those studying Uzbek Language and Literature, often need Russian for academic and professional purposes. Therefore, it is necessary to adopt teaching methods that support bilingual development, cultural understanding, and communicative competence.

This paper discusses the modern methodological principles applied in teaching Russian to students whose native or first academic language is Uzbek. The goal is to present approaches that are both theoretically sound and practical in the university context.

Methods

This research is based on a qualitative analysis of academic sources, teaching guides, and recent publications in the field of Russian language pedagogy. The main method was a literature review, focused on articles and books published after 2018. Additionally, some insights were drawn from interviews with experienced Russian language instructors working in Uzbek universities. Sources were selected based on relevance to bilingual and comparative teaching in post-Soviet countries.

Results

The analysis revealed three main effective approaches: Communicative language teaching (CLT), comparative linguistics, and cultural integration. The first one is CLT. This method is widely used and considered effective for language acquisition in real-life contexts. According to Tsagaraeva and Akbarova (2021), CLT enhances students' speaking and listening skills by focusing on meaningful interaction rather than grammar memorization.

Meanwhile, comparing Russian and Uzbek grammar, vocabulary, and syntax helps students understand language structures better. For example, Russian cases are often difficult for Uzbek learners, so drawing parallels with Uzbek grammatical categories makes learning more accessible (Arabova, 2023).

Finally, cultural integration is a crucial point in teaching Russian to Uzbek learners. Including cultural materials such as Russian literature, history, and traditions improves motivation and contextual understanding. Kamolova and Golovko (2024) suggest that culturally relevant topics help develop cross-cultural competence, which is essential in bilingual education.

Teachers in Uzbek departments reported that using these strategies together brought better engagement and progress among students. For example, a literature teacher in Tashkent State University shared that when Russian texts were compared with Uzbek classical texts, students responded with more interest and deeper analysis.

Discussion

These findings show the importance of adapting teaching methods to the specific linguistic and cultural context of Uzbek students. While traditional grammar-based approaches still exist, modern trends emphasize communication and understanding. Bilingual students benefit from comparative analysis and culturally grounded tasks. However, there are challenges, such as limited teaching materials that combine Russian and Uzbek content and lack of teacher training in new methodologies.

Furthermore, institutional support is necessary to encourage methodological innovation. Teachers should be encouraged to experiment and share their practices with colleagues. Teacher training programs must also update their curriculum to include the latest research and practical tools for bilingual education.

Conclusion

Teaching Russian to students in Uzbekistan requires thoughtful, culturally sensitive, and interactive methodologies. Communicative, comparative, and culturally integrated approaches have proven effective in recent years. To improve outcomes, teacher training and materials development must align with modern educational needs. This paper hopes to contribute to a more effective and student-centered Russian language education in Uzbekistan.

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