



METHODOLOGICAL FOUNDATIONS OF TEACHING THE RUSSIAN LANGUAGE IN UZBEK GROUPS WITHIN A BILINGUAL EDUCATIONAL ENVIRONMENT

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Abstract

This article examines the methodological foundations of teaching the Russian language in Uzbek groups within a bilingual educational environment. The relevance of the topic is determined by the growing need to improve the quality of Russian language instruction in conditions where students' native language and the language of instruction interact continuously in the educational process. The study focuses on the linguistic, pedagogical, and psychological factors that influence the formation of communicative competence in learners studying Russian as a second language. Particular attention is paid to the role of bilingualism in shaping speech habits, lexical acquisition, grammatical accuracy, and intercultural communication skills. The article substantiates the importance of a differentiated and communicative approach, the integration of interactive teaching methods, and the selection of educational materials that correspond to the language level and cognitive needs of students in Uzbek groups. It is argued that effective Russian language teaching in such conditions requires reliance on contrastive analysis, the prevention of language interference, and the creation of a supportive speech environment that encourages active participation. The study also emphasizes the significance of professionally oriented tasks, dialogic forms of interaction, and the gradual development of oral and written speech. The proposed methodological positions may contribute to improving the training of future specialists and enhancing the practical effectiveness of Russian language education in bilingual classrooms.

Keywords: Bilingual education, Russian language teaching, Uzbek groups, communicative competence, language interference, second language acquisition, teaching methods, speech development, interactive learning, contrastive analysis.



Introduction

МЕТОДИЧЕСКИЕ ОСНОВЫ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА В УЗБЕКСКИХ ГРУППАХ В УСЛОВИЯХ БИЛИНГВАЛЬНОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ

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Аннотация:

В статье рассматриваются методические основы преподавания русского языка в узбекских группах в условиях билингвальной образовательной среды. Актуальность темы обусловлена возрастающей необходимостью повышения качества обучения русскому языку в условиях, когда родной язык обучающихся и язык обучения находятся в постоянном взаимодействии в образовательном процессе. Исследование сосредоточено на лингвистических, педагогических и психологических факторах, влияющих на формирование коммуникативной компетенции у обучающихся, изучающих русский язык как второй. Особое внимание уделяется роли билингвизма в формировании речевых навыков, усвоении лексики, грамматической правильности и развитию межкультурной коммуникации. В статье обосновывается значимость дифференцированного и коммуникативного подхода, интеграции интерактивных методов обучения, а также отбора учебных материалов, соответствующих языковому уровню и познавательным потребностям учащихся узбекских групп. Доказывается, что эффективное преподавание русского языка в подобных условиях требует опоры на сопоставительный анализ, предупреждение языковой интерференции и создание благоприятной речевой среды, стимулирующей активное участие обучающихся. В исследовании также подчеркивается значение профессионально ориентированных заданий, диалогических форм взаимодействия и поэтапного развития устной и письменной речи. Предложенные методические положения могут способствовать совершенствованию подготовки будущих специалистов и повышению практической эффективности обучения русскому языку в билингвальных аудиториях.



Ключевые слова: билингвальное образование, преподавание русского языка, узбекские группы, коммуникативная компетенция, языковая интерференция, усвоение второго языка, методы обучения, развитие речи, интерактивное обучение, сопоставительный анализ.

Introduction

The contemporary educational space in multilingual societies increasingly requires the development of effective models for second-language instruction that take into account the linguistic background of learners, their cognitive patterns, and the sociocultural conditions of communication. In this regard, the teaching of the Russian language in Uzbek groups represents a significant pedagogical and methodological issue, especially within a bilingual educational environment where two language systems function simultaneously and interact continuously in the learning process. Russian language instruction in such groups is not limited to the transfer of grammatical knowledge or lexical units; it is a multidimensional process aimed at the formation of communicative competence, speech culture, academic literacy, and intercultural interaction skills.

In Uzbek groups, Russian is most often acquired in conditions where the native language of students remains the dominant means of everyday thinking, communication, and cultural identification. This creates a specific educational situation in which the second language is mastered through constant comparison with the first language. Such a context has both constructive and problematic aspects. On the one hand, bilingualism broadens cognitive flexibility, encourages comparative analysis, and creates favorable preconditions for the conscious acquisition of linguistic phenomena. On the other hand, it may generate lexical, phonetic, and grammatical interference, which affects the quality of speech production and comprehension. Therefore, the methodological organization of Russian language teaching in Uzbek groups must be based on a clear understanding of bilingual mechanisms and the regularities of second-language acquisition.

The relevance of this topic is determined by several interrelated factors. First, the Russian language continues to perform important educational, scientific, and professional functions in the academic environment, which increases the need for high-quality language training among future teachers and specialists. Second, the



pedagogical university has a special mission in preparing students who will later participate in educational communication themselves and may work in multilingual classrooms. Third, modern educational reforms place emphasis on competence-based instruction, interactive learning, and student-centered methods, all of which require reconsideration of traditional approaches to language teaching. Under these conditions, the methodological foundations of teaching Russian in Uzbek groups must be aligned with contemporary didactic principles and real communicative needs.

A bilingual educational environment requires the teacher to act not only as a transmitter of knowledge but also as an organizer of linguistic interaction, a facilitator of speech activity, and a mediator between two language systems and two cultural codes. This role becomes especially important when students encounter difficulties in pronunciation, syntax, grammatical agreement, and the use of stylistically appropriate vocabulary. The task of the teacher is to anticipate such difficulties, to select pedagogically justified methods, and to create situations in which language is acquired through meaningful use rather than mechanical memorization. For this reason, methodological work must include communicative tasks, contrastive linguistic analysis, contextual vocabulary practice, and gradual development of oral and written speech.

Thus, the study of methodological foundations for teaching the Russian language in Uzbek groups is of both theoretical and practical significance. It allows educators to define the principles, methods, and instructional strategies that are most effective in a bilingual context and contributes to improving the quality of language education in pedagogical universities.

Methods

This study is based on a qualitative methodological analysis of the process of teaching the Russian language in Uzbek groups within a bilingual educational environment. The research relies on a combination of pedagogical observation, comparative linguistic interpretation, analysis of methodological literature, and generalization of teaching experience in pedagogical higher education. The chosen methodological framework makes it possible to examine the educational process not only as a system of language transmission, but also as a dynamic



interaction between two linguistic codes, two cultural perspectives, and two levels of communicative competence.

The first methodological basis of the study is the communicative approach, according to which language is regarded primarily as a means of meaningful interaction. In the context of Uzbek groups, this approach is especially productive because it shifts the focus from isolated grammar exercises to the practical use of Russian in real or educationally modeled communicative situations. Classroom tasks designed within this model include dialogue construction, role-based communication, problem-solving conversations, retelling, discussion of texts, and preparation of mini-presentations. Such forms of work promote the activation of vocabulary, increase the motivation of students, and reduce anxiety associated with speaking in a second language.

The second methodological basis is the contrastive approach, which involves the comparison of Russian and Uzbek language systems. This approach is necessary because students often transfer phonetic, lexical, or grammatical patterns from their native language into Russian speech. Through contrastive analysis, the teacher can identify the most probable areas of interference and construct preventive exercises. In practical terms, this includes comparison of sentence structure, case usage, verb forms, word order, and phonological features. The purpose of such comparison is not to oppose the two languages, but to help students become aware of structural differences and develop more accurate speech habits.

The third component of the research method is pedagogical observation of students' language behavior in the learning process. Observation makes it possible to record typical difficulties in pronunciation, grammar, vocabulary selection, and text comprehension. It also helps determine which teaching methods stimulate more active participation and more stable acquisition of material. Particular attention is given to how students react to interactive tasks, whether they use Russian spontaneously in pair and group work, and how their speech develops under conditions of repeated contextual practice. Observation is combined with reflective analysis of classroom outcomes, which allows the identification of effective instructional patterns.

In addition, the study uses analysis of educational materials and teaching practices applied in pedagogical universities. Textbooks, exercises, visual aids,



and professionally oriented tasks are examined from the point of view of their accessibility, communicative value, and adaptability to bilingual groups. The selection of materials is considered an important methodological issue, since the effectiveness of teaching depends not only on the teacher's professional competence but also on the extent to which the content corresponds to students' linguistic level and educational needs.

The generalization of pedagogical experience serves as the final method of the study. It allows the synthesis of practical findings into broader methodological principles for teaching Russian in Uzbek groups. Through this procedure, the study identifies the most productive conditions for speech development, lexical expansion, grammatical accuracy, and communicative confidence. As a result, the research method combines theoretical reflection with practical classroom orientation, which is essential for the pedagogical interpretation of bilingual language education.

Results

The analysis of methodological approaches used in teaching the Russian language in Uzbek groups within a bilingual educational environment demonstrates that the effectiveness of instruction depends on the coordinated implementation of communicative, contrastive, interactive, and learner-centered principles. The obtained results indicate that the bilingual context should not be considered only as a source of language difficulties. On the contrary, when pedagogically organized in an appropriate way, it becomes a productive resource for the conscious mastery of Russian speech patterns, lexical structures, and grammatical norms. The educational process shows the highest effectiveness when students are not passive recipients of rules, but active participants in speech interaction, comparison, reflection, and practical application.

One of the key results of the study is the confirmation that communicative orientation significantly improves the quality of language acquisition in Uzbek groups. When Russian is taught through speech situations, dialogue, role interaction, text discussion, and contextual vocabulary practice, students demonstrate greater willingness to use the language in oral communication. Their responses become more meaningful, their speech production less fragmented, and their ability to construct statements in accordance with communicative intention



more developed. This shows that language learning in bilingual groups is more successful when grammatical material is introduced as part of functional communication rather than as an isolated theoretical system.

Another important result concerns the role of contrastive analysis. The comparison of Russian and Uzbek language systems helps reveal the structural areas in which students experience the greatest difficulties. These include the use of grammatical gender, case endings, agreement patterns, verbal aspect, prepositional constructions, and certain syntactic models. The study shows that targeted explanation of differences between the two languages allows students to overcome errors more consciously and to reduce mechanical transfer from the native language. As a result, the contrastive method contributes not only to linguistic awareness, but also to the stabilization of normative speech skills.

The results also demonstrate that interactive teaching methods increase both cognitive engagement and communicative activity. Pair work, group discussions, collaborative text analysis, problem-based tasks, and role-play exercises create a speech environment in which students are compelled to use Russian as a tool of cooperation and expression. In such settings, the fear of making mistakes gradually decreases, and students begin to perceive Russian not simply as an academic subject, but as a working instrument of interaction. This is particularly important in Uzbek groups, where passive understanding of Russian may exceed active production. Interactive formats help transform receptive knowledge into productive competence.

Observation of the educational process additionally shows that the effectiveness of teaching depends greatly on the adaptation of educational materials. Materials that are too abstract, overly theoretical, or linguistically overloaded reduce participation and make it difficult for students to internalize language structures. By contrast, texts and tasks that correspond to students' age, specialty, cognitive level, and communicative needs lead to more stable progress. Professionally oriented content also proves especially valuable in pedagogical universities, since it connects language learning with future academic and professional use.

Finally, the study confirms that a supportive pedagogical environment plays a decisive role in the development of communicative confidence. Students make more progress when the teacher encourages initiative, tolerates intermediate errors as part of learning, provides corrective feedback tactfully, and builds



instruction gradually. Thus, the results show that the methodological success of teaching Russian in Uzbek groups is determined by the integration of linguistic awareness, communicative practice, psychological support, and didactic flexibility.

Discussion

The findings of this study make it possible to interpret the teaching of the Russian language in Uzbek groups as a complex pedagogical process in which linguistic, didactic, psychological, and sociocultural dimensions are closely interconnected. The bilingual educational environment creates a specific instructional situation where language acquisition cannot be reduced to memorizing vocabulary and grammar rules. It requires the construction of a methodological model capable of responding to students' real speech experience, their native-language background, and the communicative demands of academic and professional life. From this perspective, the discussion of results confirms that the effectiveness of Russian language teaching depends not on the isolated use of any single method, but on the systematic integration of several mutually supportive approaches.

One of the central issues in the discussion is the role of bilingualism itself. Bilingual educational settings are often interpreted mainly through the lens of interference and difficulty, especially when students demonstrate persistent grammatical, lexical, or phonetic deviations. However, the present analysis shows that bilingualism should also be regarded as a pedagogical resource. Students who operate between two languages possess an existing experience of meaning transfer, comparison, and code differentiation. This experience can be transformed into an advantage if instruction is designed consciously. In other words, the native language should not be excluded from the learning process completely; rather, it should be methodologically regulated and used as a comparative basis where necessary. Such a position supports deeper comprehension of Russian language structures and reduces the abstractness of linguistic explanation.

At the same time, the discussion confirms that contrastive teaching must be balanced carefully. If comparison between Russian and Uzbek becomes too theoretical or excessively focused on formal grammar, students may lose communicative motivation. Therefore, the comparative method is most



productive when it serves practical speech development. For instance, explaining the differences between sentence patterns or case usage becomes pedagogically valuable only when students immediately apply this knowledge in oral and written expression. This means that methodological foundations should preserve equilibrium between explanation and practice, rule awareness and speech automation, correction and encouragement.

Another important aspect concerns the communicative approach. The results support the widely recognized didactic position that language is mastered more effectively through purposeful use than through isolated mechanical repetition. Yet in bilingual groups, communicative teaching should not be understood superficially as free conversation alone. Students need structured communicative support, especially at the initial and intermediate stages. This includes lexical scaffolding, model phrases, guided dialogue, thematic repetition, and teacher-mediated correction. The discussion therefore suggests that communicative methodology in Uzbek groups must be organized progressively: from controlled reproduction to semi-productive speech and then to independent expression. Such sequencing allows students to gain confidence without feeling linguistically unprepared.

The pedagogical role of the teacher also becomes particularly significant in this context. The teacher is not merely a language instructor, but a designer of the bilingual learning environment. Professional competence includes the ability to predict interference, adapt materials, encourage participation, and create an atmosphere in which language errors are treated as stages of development rather than signs of failure. This psychological dimension is especially important for students who may understand Russian passively but hesitate to speak due to fear of inaccuracy. A supportive methodological climate stimulates verbal initiative and gradually transforms passive knowledge into active communicative competence.

Thus, the discussion demonstrates that the methodological foundations of teaching Russian in Uzbek groups should be based on flexibility, contrastive awareness, communicative orientation, gradual progression, and psychological support. Only such an integrated model can ensure sustainable language development in a bilingual educational environment.



Conclusion

The methodological foundations of teaching the Russian language in Uzbek groups within a bilingual educational environment should be understood as an integrated system of pedagogical principles, instructional strategies, and communicative practices aimed at forming stable language competence under conditions of constant interaction between two linguistic systems. The conducted analysis has shown that the bilingual context significantly influences the content, pace, and forms of language instruction. In such an environment, students do not acquire Russian in isolation; they master it through comparison, transfer, adaptation, and gradual restructuring of already existing linguistic knowledge. Therefore, effective methodology must be based not on abstract universal schemes alone, but on the real educational conditions in which bilingual learners function.

One of the principal conclusions of the study is that communicative orientation remains the central methodological condition for successful Russian language teaching in Uzbek groups. Students achieve more meaningful and lasting results when they use language as an instrument of interaction, reflection, and expression rather than merely as an object of formal study. At the same time, the communicative approach becomes fully effective only when it is combined with a contrastive analysis of Russian and Uzbek, since bilingual learners need clear support in recognizing differences between the two language systems. Such comparison reduces the influence of interference and helps transform unconscious error patterns into consciously corrected speech habits.

The study also leads to the conclusion that the role of the teacher in a bilingual classroom is especially multifaceted. The teacher must organize learning not only at the level of content delivery, but also at the level of psychological comfort, speech motivation, and intercultural mediation. This requires professional flexibility, sensitivity to students' difficulties, and the ability to design tasks that gradually develop oral and written expression. The success of Russian language teaching in Uzbek groups depends greatly on whether the teacher can create an atmosphere in which speech activity is encouraged, errors are corrected constructively, and language practice becomes a natural component of academic interaction.



Another important conclusion is that the adaptation of educational materials remains a decisive methodological factor. Teaching resources should correspond to students' linguistic competence, specialty orientation, and communicative needs. Materials that are contextualized, accessible, and professionally relevant stimulate greater engagement and lead to more stable acquisition. Interactive technologies, dialogic exercises, collaborative forms of work, and speech situations linked to future professional practice contribute to the transformation of passive knowledge into active competence.

In summary, the bilingual educational environment should not be viewed solely as a source of methodological complications. When pedagogically organized with scientific accuracy and didactic flexibility, it becomes a productive space for the development of linguistic awareness, communicative competence, and intercultural readiness. The methodological foundations of teaching Russian in Uzbek groups must therefore rely on integration: integration of language and communication, theory and practice, explanation and interaction, correction and encouragement. Such an approach ensures not only more effective language learning, but also the broader educational formation of future specialists capable of functioning confidently in multilingual academic and professional contexts.

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