

INTRODUCTION OF MODERN STRATEGIES FOR TEACHING THE RUSSIAN LANGUAGE IN AN UZBEK SCHOOL

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Annotation. The article talks about educational texts, specially written for the textbook, that create in the student an idea of the Russian language that is far from reality. Starting from level B1, it is advisable to introduce short authentic materials: notes from social networks, advertisements, short newspaper texts, fragments of fiction. Working with such texts forms real comprehension strategies: the ability to guess the meaning of unfamiliar words from the context, to understand the general meaning while not fully understanding the details.

Key words: fragment, detail, context, communication, formation, methodology, authentic texts.

Introduction. In practice, in Uzbek classrooms, this requirement is either not met at all or creates an artificial barrier between the student and the learning material. Modern methodology offers a different approach: relying on Uzbek where it helps students understand Russian. Comparing the grammatical structures of the two languages, discussing typical interference errors, and searching for parallels in vocabulary all strengthen, rather than weaken, the position of the Russian language in the student's mind ¹. A student who understands why they make a particular error manages it much more effectively than one who is simply told that they are wrong.

The fourth benchmark is the gradual introduction of authentic texts. Textbook-specific texts create a perception of the Russian language that is far removed from reality. Starting at level B1, it's advisable to introduce short, authentic materials: social media posts, advertisements, short newspaper texts, and fragments of fiction. Working with such texts develops realistic comprehension strategies: the ability to guess the meaning of unfamiliar words from context and grasp the general meaning even when details are incomplete ². Without these strategies, a student who has mastered the textbook finds themselves helpless when confronted with a real-life Russian-language text.

Table 2. Correspondence between identified problems and recommended methodological solutions

The problem identified	Recommended solution	A specific technique
Low motivation	Communicative tasks with real meaning	Projects based on Uzbek culture, correspondence with native speakers
Psychological barrier when speaking	Non-judgmental speech practice	Warm-ups in pairs, reaction to mistakes by reformulating

¹Reshetov P. A. Russian language in Uzbekistan: problems of interference // Russian language abroad. - 1995. - No. 1. - P. 47.

²Folomkina S. K. Teaching reading in a foreign language in a non-linguistic university. - M.: Higher School, 2005. - P. 89.



The problem identified	Recommended solution	A specific technique
Lack of language environment	Digital resources outside the classroom	Russian-language podcasts and video materials with tasks
Heterogeneity of class level	Differentiation of tasks	Multi-level assignments on the same topic with language support
Predominance of reproductive tasks	Productive communication tasks	Writing texts for a specific addressee, role-playing games
Native language interference	Comparative analysis	Comparison of Russian and Uzbek grammatical structures

The table shows a direct connection between the problems identified during the survey and specific methodological solutions. Crucially, none of the proposed solutions require additional funding or special equipment: all can be implemented in a regular classroom setting, provided the teacher is methodologically prepared.

The fifth benchmark is **teacher professional reflection**. Survey data showed that a third of teachers acknowledge the inadequacy of their own methodological training. This is an important and honest admission. Professional development cannot be limited to occasional courses every few years. Systematic practices prove significantly more effective: regularly reading methodological literature, visiting colleagues' lessons with subsequent discussions, and keeping a methodological diary in which the teacher records what worked in the lesson, what didn't, and why³. Such reflective practice, integrated into daily work, yields significantly more than formal courses.

Research methodology. It's important to emphasize that all of the above guidelines do not imply abandoning traditional methods. Grammar exercises, working with rules, and dictation all retain their place in the Russian as a foreign language teaching system. The goal is to expand the teacher's methodological repertoire, not replace it. Traditional methods provide a linguistic foundation; communicative, interactive, and text-centric methods provide what a linguistic foundation alone cannot provide: the ability to use the language in real-life interactions. It is this combination, rather than the opposition of different approaches, that constitutes the methodological core of a modern Russian language lesson for an Uzbek audience.

The implementation of these recommendations depends largely on the institutional context in which the teacher works. The individual efforts of an individual teacher, even one with methodological competence and motivation, are limited if the school environment as a whole remains oriented toward the traditional model. Therefore, the implementation of modern strategies requires not only the individual teacher's commitment but also institutional support: methodological associations where teachers can share experiences; an administration willing to accept non-standard lessons as the norm, not an aberration; and an assessment system that considers students' communicative achievements, not just the grammatical correctness of their written work.

Of no small importance is the question of how the recommended strategies align with the requirements of Uzbekistan's state educational standards. It's important to emphasize that modern standards not only do not contradict the communicative approach, but actually mandate it. Presidential Decree No. PP-4507 focuses on developing practical communicative skills as the primary outcome of language learning. This means that teachers implementing communicative and interactive methods are acting in full compliance with state educational policy—and this is

³Polat E. S. New pedagogical and information technologies in the education system. - M.: Academy, 2002. - P. 167.



precisely what they should rely on when defending their methodological choices to administrators or skeptical colleagues.

Finally, it's important to consider the long-term perspective. Methodological innovation is a slow process. A teacher trying out communicative tasks or role-playing for the first time will inevitably encounter difficulties: the class may react with confusion, the first attempts may be awkward, and the results will be less than expected. This is normal and doesn't mean the method isn't working. Like any skill, methodological mastery is developed through practice, mistakes, and reflection. Therefore, a teacher's willingness to take methodological risks and try new things without fear of temporary failure is perhaps the most important condition for genuine professional growth and a true renewal of Russian as a foreign language teaching in Uzbek schools.

Particular attention should be paid to developing extracurricular language practice. One of the main problems identified during the survey was the lack of a Russian-language environment outside of school. Even the best lesson cannot fully compensate for the lack of regular exposure to the language. Therefore, it is important for teachers to create additional opportunities to use Russian outside of compulsory classes. These could include literature clubs, debate clubs, recitation competitions, school newspapers, theatrical productions, or themed weeks of Russian language and culture. Experience shows that in an informal setting, students are much more willing to communicate and are less sensitive to their own mistakes. Furthermore, such forms of work allow students to demonstrate Russian not only as an academic subject but also as a means of communication, creativity, and acquiring new information. The more often students are exposed to the language in natural situations, the faster they develop stable language skills.

An equally important area is improving the assessment system. In many lessons, Russian language proficiency is still assessed primarily through knowledge of rules, vocabulary dictations, and written exercises. However, students' communicative achievements often remain unnoticed. Meanwhile, modern education involves assessing not only linguistic accuracy but also the ability to use language to solve specific speech problems. Students should understand that the value of their answers is determined not only by the absence of errors but also by their ability to express an idea, maintain a dialogue, ask a question, or argue their point of view. Therefore, it would be appropriate to make greater use of criteria that take into account verbal activity, independent expression, and participation in collaborative work. This approach helps reduce the fear of making mistakes and makes the learning process more focused on practical language proficiency.

The issue of interaction between school and family deserves special consideration. In an Uzbek-speaking environment, parents often perceive Russian solely as an academic subject, the mastery of which rests entirely with the school. However, learning outcomes improve significantly when the family is at least partially involved in the educational process. This does not require parents to be fluent in Russian. Even simply supporting a child's interest in reading, watching educational programs, and participating in academic competitions and creative contests can have a positive impact on motivation. It is important for students to see the practical significance of the language being studied not only in the classroom but also in a broader social context. Therefore, one of the teacher's responsibilities is to inform parents about the opportunities that knowledge of Russian opens in education, professional work, and intercultural communication.

Thus, the implementation of modern Russian language teaching strategies in Uzbek schools should be viewed as a comprehensive process encompassing various aspects of educational activities. This involves not only changing individual teaching methods, but also gradually developing a new learning culture centered on students' active verbal activity.

The main obstacles are not related to a lack of curricula, textbooks, or technical resources, but rather to the specific organization of the educational process and established pedagogical



principles. Improving the effectiveness of Russian language teaching is possible through a judicious combination of traditional and modern methods, developing teachers' professional competence, expanding students' language practice, and creating a favorable educational environment. This approach ensures a higher level of communicative preparation for schoolchildren and meets the current challenges of language education in the Republic of Uzbekistan.

An analysis of current Russian language teaching and methodological kits in Uzbek educational institutions revealed a characteristic contradiction between the declared communicative focus and the actual structure of the textbooks. Reproductive exercises constitute the bulk of assignments, authentic texts are virtually absent, and the specific characteristics of the Uzbek audience, the peculiarities of their native language, and typical interference errors are insufficiently addressed. Teachers' manuals reproduce an explanatory and illustrative lesson model, depriving teachers of methodological independence. The system of assessments is focused on testing grammatical knowledge rather than communicative competence, and this determines the real priorities of the educational process, regardless of the program's stated objectives.

A survey of teachers confirmed the persistent dominance of the traditional method in actual teaching practice: the overwhelming majority structure lessons according to the "explanation-exercise-check" model, while interactive methods are used systematically by only a small percentage of teachers. Reasons for this include a lack of time, a lack of confidence in classroom management during group work, and a belief that interactive methods are appropriate only for strong classes. The main problems cited by teachers include low student motivation and a lack of a language environment—precisely the difficulties that traditional methods cannot address.

A student survey revealed an alarming figure: more than half admit to being afraid to speak Russian in class. Public correction of mistakes, grading for oral responses, and comparison with stronger students reinforce this psychological barrier rather than alleviate it. Forty percent of students barely use Russian outside of class, indicating a lack of a real language environment and making the classroom the only space for live language practice.

A comparative analysis of teachers' and students' methodological preferences revealed a significant gap: traditional exercises are used by almost all teachers, but are rated positively by only a quarter of students. Interactive and digital methods, which students consider effective, are regularly used by only a small percentage of teachers. Data on text work revealed a hidden problem: teachers formally work with text in most lessons, but limit this work to reading and answering questions, without the pre- and post-text steps that provide real communicative impact.

Conclusion. The developed methodological recommendations are aimed at practically overcoming the identified contradictions in a real-life lesson without the need for additional resources. Their key principles are:

- build a lesson around a communicative task, not a rule; use the student's native language as a resource;

- introduce authentic texts starting from the middle stage; systematically reduce the psychological barrier when speaking;

- use digital tools purposefully. Implementing the recommendations requires not only individual teacher commitment, but also institutional support from methodological associations, an open administration, and an assessment system that takes into account students' communicative achievements.



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