



## METHODOLOGY OF TEACHING THE UZBEK LANGUAGE IN RUSSIAN GROUPS

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### ANNOTATION

Uzbekistan's linguistic landscape is shaped by the political and historical events of the 20th century. While Uzbek is the dominant native language, spoken by roughly 80% of the population (mostly ethnic Uzbeks), the remaining 20% speak dozens of other languages. Russian is a prominent native language for a significant portion of the population and frequently serves as a second, third, or foreign language for many non-Russian speakers. The status of both Uzbek and Russian has evolved significantly throughout the 20th and 21st centuries.

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Most of Uzbekistan's languages belong to two major language families: the Turkic branch of the Altaic family and the Indo-European family. Turkic languages, including Uzbek, Karakalpak, Kazakh, Turkmen, Uyghur, Kyrgyz, and Azerbaijani, are spoken by over 85% of the population. Among Indo-European languages, Russian and Tajik are most prevalent, with English increasingly used and gaining popularity as a foreign language.

The functionality of languages in Uzbekistan traditionally varies depending on the context. While Russian is widely used in daily life, family communication, and business, far more people use it than consider it their native tongue. Conversely, many minority languages (Tajik, Kazakh, Karakalpak, etc.) are primarily used within families and have limited presence in business and public life.

The vocabularies of Uzbek and Russian differ fundamentally because they belong to distinct language families. While Uzbek is often classified typologically within the Altaic family by many linguists, its genetic origins lie within the Turkic languages, forming a separate family. Common Turkic and Uzbek words form the core of its lexicon. In contrast, Russian is both typologically and genetically part of the Indo-European family's Slavic branch, its vocabulary based on common Slavic and Old East Slavic roots.

According to recent statistics, loanwords from Russian and other languages that have entered Uzbek through Russian constitute around 50% of modern Uzbek literary





vocabulary. Russian international words are actively used in scientific and technical literature, as well as in everyday speech.

A special textbook has been created for non-Uzbek speakers to learn Uzbek as a foreign language.

Uzbek Language Now Taught as a Foreign Language in Russian-Medium Schools.

To address the challenges faced by non-Uzbek students, a specialized textbook has been developed to teach Uzbek as a foreign language. Previously, Uzbek was taught as a native language in all schools, causing difficulties for these students.

Starting from the 2021-2022 academic year, Uzbek will be taught as a foreign language in classes where the medium of instruction is not Uzbek. The new textbook has been developed based on the national curriculum and will be implemented in schools.

Since independence, Uzbekistan has prioritized education, particularly focusing on teaching the state language (Uzbek) in non-Uzbek speaking groups, fulfilling a key requirement of the State Language Law. Given Uzbekistan's diverse population (over 130 nationalities), respecting national traditions, cultures, and native languages is paramount. The inclusion of "Uzbek language" in the state's official dictionary reinforces the language's importance and prestige, significantly elevating its status.

To fulfill its constitutional duties, Uzbekistan's education system will incorporate instruction in seven languages. Simultaneously, non-Uzbek speaking students will receive native language instruction alongside Uzbek, the state language. This initiative implements the requirements of the Constitution and the State Language Law. The introduction of Uzbek as a subject in schools using other languages of instruction is guided by the national education standards, which have defined clear learning objectives and competencies.

The curriculum specifies the linguistic content, grammatical knowledge, and skills to be developed, including accurate pronunciation, spelling, morphology, vocabulary selection, and the ability to construct grammatically correct and stylistically appropriate sentences. The use of the literary language's expressive potential is also emphasized.

To achieve these goals, Uzbek language textbooks integrate grammatical explanations with literary texts to foster communicative competence. Biographical information about Uzbek poets and writers is also included. Exposure to rich examples of Uzbek literature enhances students' speaking skills and broadens their knowledge, developing both linguistic and communicative competence. In non-Uzbek language schools, the objective is to teach students the Uzbek language.





The curriculum aims to develop students' communicative competence in Uzbek by enabling them to apply their knowledge in everyday and professional settings. It also focuses on building linguistic competence through written and oral fluency. Finally, it emphasizes the development of independent learning skills, enabling students to apply their knowledge and abilities in diverse situations.

This essay, which uses Russian as the language of instruction, focuses on teaching students about the life and works of Abdulla Oripov, a celebrated Uzbek poet and national hero. We offer recommendations on effective teaching methods to develop student competence. Oripov's unique poetic style and powerful words are widely appreciated, notably his authorship of the Uzbek national anthem. Non-Uzbek speaking students, particularly those in Russian-language classes, encounter Oripov's work primarily through excerpts in Uzbek language textbooks, most notably the 10th-grade textbook.

Only one hour was allocated to covering Abdulla Oripov's life and work, which proved insufficient to fully explore the topic. A teacher's pedagogical skills and subject knowledge are crucial for providing a richer, more comprehensive understanding. Simply lecturing or presenting dry theoretical information is inadequate for today's inquisitive and visually-oriented students. Therefore, the teaching methods employed were key to effectively conveying the material.

Here are some innovative teaching methods we suggest for this topic:

1. Picture Puzzle Method: This reinforcement technique, suitable for 10th graders navigating adolescence, involves students identifying Oripov's poems based on images. For example, images of a fish, a pond, and a gold coin would represent his poem "Golden Fish".

2. Rapid Question and Answer Method: This method is ideal for the review and homework sections of the lesson, helping to solidify the material learned in the main part of the lesson.

3. Project Method: To address the limited information and class time dedicated to this topic in the textbook, we propose using a project-based approach in the lesson's concluding section. This method encourages independent learning and research, motivating students to delve deeper into Oripov's life and work. The teacher introduces a compelling topic, and students then divide into groups, each led by a captain.

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The teaching methods described above reflect an innovative approach that not only enhances students' conversational skills but also fosters independent research and critical thinking. However, successful implementation depends on the teacher's skill in selecting and applying these methods appropriately and addressing any challenges that arise. The methods encourage active student participation and effective communication between teacher and student, promoting a dynamic learning environment.

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