

**METHODS FOR DIAGNOSING AND ADDRESSING KNOWLEDGE GAPS IN  
RUSSIAN LANGUAGE AMONG UZBEK STUDENT GROUPS: AN INTEGRATIVE  
APPROACH**

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**Abstract:** This article examines a comprehensive methodological approach to identifying and addressing knowledge gaps in the Russian language among students with Uzbek as their language of instruction. Based on an analysis of the structural differences between the two language systems and teaching practices, the article argues for the necessity of integrating principles of teaching Russian as a Foreign Language (RFL) into the traditional educational process. A model is proposed, comprising staged diagnostics, the development of individual learning pathways, the use of contrastive analysis, and the creation of an adaptive language environment. The article's materials are based on an analysis of contemporary research, practical teaching experience, and relevant data from international conferences.

**Keywords:** Russian as a non-native language, Uzbek student groups, knowledge gaps, contrastive analysis, individual learning pathway, RFL methodology, language interference.

**Introduction: Problem Statement**

Teaching Russian to Uzbek audiences—be it in schools, universities, or courses—faces systemic challenges stemming from significant structural, phonetic, and cultural differences between the languages. These differences inevitably lead to persistent knowledge gaps among students, which traditional teaching methods designed for native speakers often fail to address effectively. The problem is exacerbated by a shortage of specialized teaching materials and the need to simultaneously address socio-cultural adaptation challenges. The modern educational paradigm requires a shift from merely noting errors to systematic work aimed at their prevention and correction, which constitutes the goal of this research.

**Theoretical Foundations: Sources of Knowledge Gaps**

The causes of these gaps are complex and can be classified at several levels.

**Linguistic Level: Contrastive Analysis**

A fundamental cause is interlingual interference. Key differences between Russian and Uzbek that provoke typical errors include:

**Grammar and Syntax:** Differences in word order (Russian – SVO, Uzbek – SOV), fundamentally different case systems (Uzbek has 6 cases with different functions), and the absence of grammatical gender for nouns and adjectives in Uzbek.

**Phonetics and Writing:** Different alphabetic systems (Cyrillic vs. Latin) and sets of sounds. For instance, the absence of specific Uzbek phonemes in Russian leads to reciprocal difficulties in articulating Russian sounds.

**Syntactic Constructions:** Ways of expressing logical-semantic relationships (causality, concession, condition) differ. For example, Uzbek more frequently uses verb forms (participles, gerunds) rather than conjunctions to connect parts of a complex sentence, leading to errors in constructing Russian complex sentences.

**Methodological and Socio-Psychological Levels**

**Lack of Targeted Materials:** A shortage of textbooks and manuals that purposefully account for these interferences for Uzbek-speaking audiences.

· **Socio-Cultural Barrier:** For many students, especially in migration contexts, Russian exists outside a natural language environment, limiting practice opportunities.

· Psychological Factors: Fear of making mistakes, low motivation due to lack of success, and a lack of independent learning skills.

### 3. Methodological Model for Addressing Knowledge Gaps

The proposed model is a cyclical process consisting of four interconnected stages.

#### 3.1. Stage 1: Comprehensive Diagnostics

Effective correction begins with accurate diagnosis. It should go beyond standard dictations and include:

· Initial Testing: Assessment of proficiency in all types of speech activities (listening, speaking, reading, writing) with a focus on typical interference errors. Analysis of Student Work Products: Systematization of errors in written work (dictations, summaries, essays) and oral speech, classifying their sources (interference, lack of rule knowledge, etc.).

· Progress Monitoring: Regular short tests to assess the effectiveness of corrective measures and identify new problem areas.

#### 3.2. Stage 2: Development and Implementation of Individual Learning Pathways

Based on diagnostics, an individual plan is developed for each student or groups with similar gaps. Experience shows the effectiveness of the following measures:

· Maintaining an individual "Gap Logbook" where topics for revision are noted, assignments are given, and deadlines are tracked.

· Organizing targeted consultations and additional classes, including using peer-learning methods (pair work where a stronger student helps a weaker one).

· Integrating intensive courses ("immersion") at the initial stage or for eliminating critical gaps. For example, a 9-hour introductory course on key topics (gender, case, basic syntax) at the start of the academic year can create a foundation for further learning.

#### 3.3. Stage 3: Application of Adapted Teaching Methods

· Applying RFL Principles in a National Audience: It is advisable to borrow the "from model to speech practice" approach from RFL methodology. Students do not memorize rules in isolation but acquire grammatical constructions through repetitive speech patterns and templates that gradually increase in complexity.

· Contrastive (Comparative) Approach: Direct and clear comparison of grammatical structures, word order, and ways of expressing thoughts in Russian and Uzbek. This allows for not just correcting an error but explaining its cause, fostering linguistic competence.

· Communicative and Game-Based Orientation: Creating situations for live communication (dialogues, role-plays, projects), using language and role-playing games to practice vocabulary and grammar in an informal setting.

#### 3.4. Stage 4: Creating a Supportive Language and Cultural Environment

· Involving Parents and the Community: Informing parents about successes and challenges, providing recommendations for creating language practice opportunities at home.

· Cultural Integration: Engaging students in projects introducing Russian culture, traditions, and daily life (clubs, festivals, excursions). This reduces psychological barriers, increases motivation, and provides context for language use.

· Using Digital Resources: Implementing online courses, educational platforms, and interactive materials, which is particularly relevant in the context of developing open education.

### 4. Example of Practical Implementation: Working on Syntax

Let's illustrate the model using the example of addressing a gap in constructing complex sentences with concessive clauses ("Although it was raining, we went for a walk")—a topic often insufficiently covered in the school curriculum.

1. Diagnosis: Analysis of written work reveals that students either avoid these constructions or build them with errors, replacing the conjunction "although" (khotya) with "but" (no) by analogy with Uzbek.
2. Individualization: A cycle of 3-4 additional classes is scheduled for the group with this gap.
3. Correction Methods:
  - Contrastive Analysis: Visual comparison of ways to express concessive relations in Russian (conjunctions "khotya," "nesmotrya na to chto") and Uzbek.
  - Working with Speech Patterns: Practicing the construction through stable templates: [Despite X], Y happened. Although there was A, we did B.
  - Communicative Exercises: Sentence transformation exercises, composing a story based on a picture using these conjunctions, a role-playing game "Persuade a Friend" requiring the use of concessive arguments.
4. Environment: Students are asked to find examples of such sentences in texts from Russian news sites or fiction.
5. Conclusion Addressing knowledge gaps in Russian among Uzbek student groups is not a one-time effort to correct dictation mistakes but a purposeful, systematic, and long-term pedagogical process. Its success depends on shifting from an extensive path of "covering the curriculum" to an intensive one focused on overcoming specific linguistic-didactic difficulties. The key to effectiveness is integration: integrating diagnostic approaches, RFL principles, contrastive linguistics, and methods of individual work. Prospects for further research lie in the digitalization of this approach—developing adaptive online trainers that automatically generate exercises based on the specific types of interference identified in a particular student, aligning with global trends in open education and personalized learning.

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