

**FEATURES OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE TO
NATIONAL GROUP STUDENTS FROM UZBEKISTAN**

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Abstract: The article is devoted to the methodological and linguodidactic aspects of teaching Russian as a foreign language (RFL) to students of national groups in Uzbekistan. Key difficulties caused by interference from the native (Uzbek) language and the sociocultural context are examined. The paper analyzes effective approaches, including the comparative method, communicative methodology, and differentiated instruction, and provides practical recommendations for organizing the educational process, taking into account the specifics of the target audience.

Keywords: Russian as a foreign language (RFL), Uzbekistan, national groups, language interference, contrastive method, communicative competence, multicultural audience.

1. Introduction: Relevance of the Problem

The Russian language in Uzbekistan, having undergone a complex journey from a dominant to a foreign language, retains its significance as a language of international communication, science, and professional activity. The modern educational policy of the republic pays attention to its study, leading to the formation of national groups in universities where students, for whom Uzbek is their native language, study Russian as a foreign language. This creates a unique methodological situation requiring the teacher to have a deep understanding of not only linguistic but also cultural and psychological characteristics of the learners. Effective teaching under these conditions is a synthesis of traditional and innovative forms, focused on the student's personality and real communication needs.

2. Linguistic Features and Main Difficulties

The main challenge in teaching is language interference, i.e., the influence of the native language on the acquisition of Russian. Russian and Uzbek belong to different language families (Indo-European and Turkic), which leads to significant differences at all levels.

Phonetics. The most noticeable difficulties are in pronouncing specific Russian sounds ([ɪ], [ɯ], [ɯɪ]), as well as mastering the phonemic opposition of hard and soft consonants, which is absent in Uzbek. This often leads to accent-related errors and difficulties in auditory perception.

Grammar. A serious obstacle is mastering the case system (in Uzbek, postpositions fulfill this function), the category of gender for nouns and adjectives, and the verb aspect-tense system. Without special practice, students tend to calque constructions from their native language.

Vocabulary. False friends, differences in word collocation and semantic ranges require constant attention. Furthermore, it is important to consider the national-cultural component of vocabulary for adequate contextual understanding.

3. Methodological Approaches and Teaching Principles

Overcoming these difficulties is possible through a set of methodological techniques adapted to the specific audience.

1. Contrastive (Comparative) Method. Its systematic application is key to preventing interference. Comparing the phonetic systems, grammatical structures, and lexical units of the two languages allows students to consciously overcome "blind spots" and develop correct articulatory and speech skills.

2. Communicative Focus. The main goal of instruction should be not linguistic theory, but communicative competence—the ability to communicate effectively in real-life situations. This requires shifting the focus from grammatical exercises to oral practice: role-playing games, discussions, projects, and modeling everyday and professional dialogues.

3. Differentiation and Individualization. In a national group, as in any other, a variation in proficiency levels is inevitable. The teacher's task is to organize the educational process so that each student can progress at their own pace. This is facilitated by multi-level tasks, pair work, and small group activities where more prepared students help less experienced ones.

4. Integration of the Cultural Component. Language learning is inseparable from immersion in culture. Incorporating elements of cultural studies, discussing traditions, etiquette norms, works of Russian literature and cinema not only motivates students but also contributes to the formation of intercultural competence and mutual respect.

5. Use of Digital Technologies. Multimedia resources (audio, video, interactive platforms, and applications) help create an immersive language environment, making learning more visual and engaging, especially for the younger generation.

4. Cultural and Motivational Aspect

The motivation of students in national groups often has a purely pragmatic nature: Russian is perceived as a tool for obtaining education, building a career, or doing business. The teacher's task is to maintain this interest by demonstrating the practical benefits of the language and simultaneously expand motivation by showing its value as a key to a rich culture and new social connections. Creating an atmosphere of psychological comfort in the classroom, where mistakes are perceived as part of the learning process, is also critically important for success.

5. Conclusion

Teaching Russian as a foreign language to students of national groups in Uzbekistan is a complex but solvable methodological task. Its success is based on a triad: understanding linguistic interference, applying adapted methods (contrastive, communicative, differentiated), and considering the cultural-motivational context. In such an audience, the teacher acts not only as a knowledge transmitter but also as a mediator between cultures, flexibly combining academic traditions with modern interactive technologies. The further development of RFL methodology in Uzbekistan is seen in the in-depth development of teaching materials that consider the specifics of the Uzbek-speaking audience and in expanding professional development programs for teachers of Russian.

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