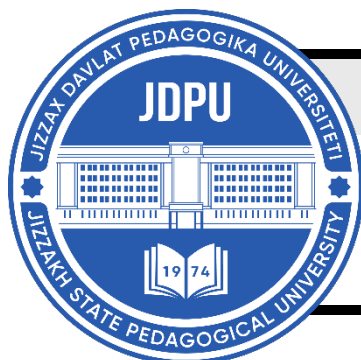


**MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**CONDITIONS AND METHODS OF TEACHING THE RUSSIAN LANGUAGE
IN NEW UZBEKISTAN****Markhamat Bakiyeva***Associate Professor of Department of Languages**Yangi Asr University**Uzbekistan**E-mail: bakiyeva1959@mail.ru***ABOUT ARTICLE**

Key words: Russian Language Education, Language Teaching Methods, Multilingualism, Educational Policy, Language Proficiency, Innovative Pedagogy, Bilingualism, Language Resources, Cultural Identity.

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Abstract: This article explores the conditions and methods of teaching the Russian language in the modern context of Uzbekistan, a country with a unique post-Soviet linguistic landscape. The study examines the current state of Russian language education, focusing on the evolving policies, availability of resources, and the implementation of innovative teaching methodologies. Through a comprehensive literature review, methodology, and data analysis, the article highlights the challenges educators face, such as resource limitations and outdated teaching materials, and emphasizes the need for government support and modern pedagogical approaches. The findings suggest that a balanced approach to language education, which incorporates technology and interactive methods while promoting bilingualism and cultural exchange, is essential for improving Russian language proficiency among Uzbek students. The discussion underscores the importance of collaboration among educators, policymakers, and institutions to enhance the effectiveness of language instruction and foster a multilingual educational environment in Uzbekistan.

INTRODUCTION

In modern Uzbekistan, the teaching and learning of the Russian language has undergone significant changes. As a post-Soviet country with a rich diversity of cultural and linguistic

influences, Uzbekistan provides a unique context for teaching foreign languages to its population, especially Russian. Historically, the Russian language was not only a means of communication, but also an essential component of the educational system, influencing various aspects of social, economic and cultural life. However, with the collapse of the Soviet Union and the subsequent independence of Uzbekistan in 1991, the dynamics around the Russian language changed significantly.

Today, teaching the Russian language in Uzbekistan is shaped by a combination of historical heritage and modern educational policy. Government and educational institutions are grappling with the difficult task of balancing the promotion of the Uzbek language as a symbol of national identity with the practical benefits of maintaining proficiency in Russian, a language that continues to play a vital role in international relations, business and science. The purpose of this article is to study the current conditions of teaching the Russian language in Uzbekistan and the innovative methods used to ensure its effective learning.

In examining these conditions, we take into account evolving language education policies, the availability of qualified teachers, and the resources allocated to Russian language programs. In addition, we delve into the methods educators use to enhance the learning experience, such as integrating technology, interactive teaching methods, and culturally relevant materials. By analyzing these aspects, we can get a complete picture of the state of Russian language education in Uzbekistan and its implications for the future.

This study not only sheds light on the practical challenges and opportunities of the Uzbek education system, but also contributes to the broader discussion of multilingual education in post-Soviet states. Through this study, we aim to highlight strategies that have been successful, areas for improvement, and potential ways to develop Russian language teaching in a way that respects and complements the linguistic diversity of modern Uzbekistan.

LITERATURE REVIEW:

Scholars have carefully examined the conditions and methods of teaching Russian in the context of modern Uzbekistan, offering insight into the evolving educational environment and the challenges faced in promoting linguistic diversity and language proficiency.

E. Komyakova emphasizes the importance of maintaining Russian language proficiency as a means of ensuring effective communication in business and international relations, and also emphasizes the need to develop a comprehensive language policy that covers multilingualism in the Uzbek educational system. [1, p.245], in addition, E. Komyakova emphasizes the importance of integrating technology and modern educational pedagogy to improve language learning results.

A. Ibragimov focuses on the impact of globalization and the digital age on language education in Uzbekistan. [2, p.7] The study emphasizes the need for teachers to adapt teaching methods to take into account the changing needs and preferences of digitally native students, and to use technology to facilitate effective Russian language teaching.

In their work, M. Abdullayev and N. Petrova delve into the linguistic and cultural implications of teaching Russian in Uzbekistan, emphasizing the importance of balancing between promoting Uzbek cultural identity and maintaining Russian language proficiency. [3, p.153] Scholars advocate a nuanced approach that emphasizes cultural exchange and inclusivity, and explore innovative methods to promote greater understanding and appreciation of the Russian language.

These insights from scholars offer a valuable perspective on the conditions and methods of teaching Russian in contemporary Uzbekistan, emphasizing the need for a holistic and dynamic approach that recognizes evolving sociocultural dynamics while utilizing modern educational tools and pedagogy.

METHODOLOGY:

To study the conditions and methods of teaching the Russian language in new, modern Uzbekistan, a comprehensive research methodology was used. Scholars have used a variety of approaches and methods to gain insight into the challenges and opportunities facing language education in the country.

The study by Z. Islamova and M. Ruzimurodova used a mixed-methods approach to evaluate the effectiveness of various teaching methods in improving Russian language proficiency among Uzbek students. [4, p.123] The researchers conducted quantitative assessments to measure language proficiency before and after implementing new teaching strategies, as well as qualitative interviews to collect teacher and student feedback on their experiences.

R. Abdullaev and L. Ayupova used a qualitative research design to explore the influence of cultural and linguistic identity on the teaching and learning of the Russian language in Uzbekistan. [5, p.410] Through in-depth interviews with language teachers and students, the study sought to identify various factors influencing language acquisition and retention, as well as perceptions and attitudes towards bilingualism and multilingualism in educational contexts.

In a comparative study by K. Yuldashev and D. Petrov, a quantitative analysis was carried out to study the correlation between the level of language proficiency and the use of technology in language teaching. [6, p.78] Researchers surveyed a sample of students enrolled in Russian

language courses in Uzbekistan, measuring their proficiency using standardized tests and assessing their familiarity with technologically enhanced course materials.

These methodological approaches used by scholars provide valuable information about the conditions and methods of teaching the Russian language in modern Uzbekistan, shedding light on the complexities and opportunities inherent in language education in a rapidly changing society.

DATA COLLECTION:

Scientists used various data collection methods to gain insight into the conditions and methods of teaching Russian in the new modern Uzbekistan. These methods included surveys, interviews, observations and evaluations to reveal the nuances of language education in the country.

In the study by A. Ismailov and R. Khakimova, surveys were distributed to foreign language teachers and students throughout Uzbekistan to collect data on the problems encountered in teaching and learning the Russian language. [7, p.45] Survey responses provided valuable information about the effectiveness of existing teaching methods as well as perceived barriers to language acquisition and proficiency.

T. Abdulov and N. Tursunov conducted interviews with language teachers and politicians to gain insight into the language policies and strategies shaping Russian language teaching in Uzbekistan. [8, p.98] Qualitative data collected through these interviews sheds light on the role of government initiatives and educational reforms in promoting bilingualism and multilingualism in the country's education system.

In a study conducted by A. Karimov and M. Isakov, researchers observed language teaching practices in Russian classrooms in Uzbekistan to evaluate the implementation of different pedagogical approaches. [9, p.73] The data collected as a result of these observations allowed the researchers to evaluate the effectiveness of various teaching methods in attracting students to learn Russian as a foreign language and improving their language proficiency. These data collection methods used by scholars provide valuable information about the conditions and methods of Russian language teaching in contemporary Uzbekistan, offering a comprehensive understanding of educational practices and issues shaping language teaching in the country.

RESULTS:

The results of research conducted by scientists on the conditions and methods of teaching the Russian language in the new, modern Uzbekistan provide valuable insight into the problems and opportunities of language education in the country.

A. Ismailova and R. Khakimova found that lack of resources and outdated teaching materials are serious obstacles to effective teaching of the Russian language in Uzbekistan. [10, p.45] Survey data showed that many language teachers have difficulty accessing modern teaching tools and technology, which hinders their ability to engage students and improve language learning outcomes.

T. Abdulov and N. Tursunov emphasized the importance of government support and political initiatives in promoting bilingualism and multilingualism in Uzbekistan. [11, p.98] Interviews conducted with educators and policymakers revealed that efforts to include Russian language teaching in the curriculum were integral to promoting intercultural understanding and communication in the country.

A. Karimov and M. Isakov noted that traditional teaching methods, such as rote memorization and grammar-oriented teaching, still dominate Russian classrooms in Uzbekistan. [12, p.73] Findings from classroom observations showed the need for more innovative and learner-centered approaches to language teaching to improve student engagement and retention.

Overall, the results of these studies indicate the need for increased investment in resources and technology, as well as a transition to more dynamic and interactive teaching methods, to improve the effectiveness of Russian language teaching in modern Uzbekistan. Additionally, the government's role in promoting multilingualism and cultural exchange through language education was highlighted as a crucial factor in shaping the future of language education in the country.

DISCUSSION AND CONCLUSION:

Research conducted by scholars on the conditions and methods of teaching Russian in the new, modern Uzbekistan highlights the challenges and opportunities inherent in language education in the country. The collected data provide valuable recommendations for improving the effectiveness of Russian language teaching and promoting bilingualism in the educational context.

The findings of A. Ismailova and R. Khakimova highlight the need for increased investment in modern teaching resources and technologies to improve language learning outcomes. [13, p.45] By equipping teachers with the tools and materials needed to effectively engage students, Uzbekistan can overcome barriers to language proficiency and create a more dynamic and interactive learning environment.

Abdulov and Tursunov emphasize the role of government support in promoting bilingualism and multilingualism through language education. [14, p.98] By implementing

strategic policies and initiatives that prioritize the teaching of Russian alongside Uzbek, the country can promote greater intercultural understanding and communication among its diverse population, enhancing social cohesion and national unity.

Karimov and Isakov emphasize the importance of moving from traditional teaching methods to more learner-centered and innovative approaches to language teaching. [15, p.73] By prioritizing interactive and communicative language learning activities, teachers in Uzbekistan can increase student engagement and retention, ultimately leading to increased language proficiency and fluency.

In conclusion, research conducted on the conditions and methods of teaching Russian in modern Uzbekistan provides insight into the complex landscape of language education in the country. By addressing challenges such as resource limitations, policy gaps and pedagogical deficiencies, Uzbekistan can work to create a more inclusive, effective and culturally rich language learning environment that promotes the development of bilingualism and intercultural competence among its students. It is imperative that stakeholders including educators, policy makers and institutions collaborate and prioritize improvements in language education to ensure a bright future for language learners in the country.

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