

**CURRENT STATUS AND PROBLEMS OF TEACHING RUSSIAN LANGUAGE IN
UZBEKISTAN**

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Abstract. This article analyzes the current state and existing problems of teaching the Russian language in Uzbekistan. While the Russian language occupies an important place in the education system of our country, it is noted that there are a number of problems, such as the level of qualification of teachers, the lack of educational and methodological materials, and the limited opportunities for students to use the language in practice. It is also noted that the insufficient use of a communicative approach in the teaching process, the lack of modern teaching aids and electronic resources have a negative impact on students' language skills. The author provides pedagogical strategies and practical proposals to eliminate existing problems, which are aimed at increasing the effectiveness of teaching the Russian language.

Keywords: russian language, culture, methodological approaches, student motivation, modern technologies, innovative methods, teacher qualifications.

Introduction. Today, the Russian language remains an integral part of the education system in Uzbekistan. Because the Russian language is of great importance not only in the development of economic and cultural relations with neighboring countries, but also in international scientific cooperation, the use of scientific and technical innovations. Therefore, the Russian language is taught as a compulsory or additional subject in schools, lyceums, colleges and higher educational institutions [1]. However, in practice, there are a number of problems in the effective teaching of this language, which significantly affect the perfect mastery of the language by students. Among the main problems, one can single out the level of qualification of teachers, the lack of educational and methodological materials, and the limited opportunities for students to use the language in practice. The effectiveness of the educational process depends primarily on the level of knowledge and pedagogical skills of the teacher. Although there are enough Russian language teachers in Uzbekistan, their level of qualification is not the same. In some regions, there is a shortage of Russian language teachers, and those that do exist often tend to teach using traditional methods. For example, some teachers emphasize memorizing grammar rules but do not sufficiently apply a communicative approach. As a result, students, although theoretically knowledgeable, cannot communicate fluently in Russian in practice. In addition, in-service training courses are not organized regularly and effectively. Many teachers have difficulty using modern pedagogical technologies, electronic platforms, and interactive methods [2]. This makes the learning process uninteresting and one-sided.

High-quality textbooks, exercise books, audio and video materials are essential for effective teaching of the Russian language. Currently, textbooks used in many schools and universities in Uzbekistan are based on outdated requirements and do not sufficiently reflect modern communicative methods. This quickly bores students and reduces their desire to use the language in practice. Educational institutions in remote areas, in particular, lack additional literature, dictionaries, exercise books and multimedia tools [3]. As a result, students cannot develop skills such as expanding new vocabulary, listening comprehension or retelling the text

they have heard. Access to modern scientific articles, books and electronic databases written in Russian is also limited in higher education.

Practice plays a key role in language learning. If students do not have the opportunity to apply the knowledge learned during the lesson in real-life situations, their speech skills will develop poorly. In Uzbekistan, the use of Russian is often limited. In everyday life, communication is mainly in Uzbek, and Russian is spoken only in some families or in official situations. In addition, many educational institutions do not have enough Russian-language clubs, theater stages or discussion clubs. Students do not have the opportunity to communicate in Russian outside of class. Therefore, they have difficulty translating their theoretical knowledge into practical speech.

To solve the above problems, it is necessary to implement comprehensive measures. First of all, it is important to organize regular and modern advanced training courses for Russian language teachers, equip them with new methodologies and technologies [4]. Secondly, it is necessary to update textbooks and manuals, increase interactive teaching materials, and widely introduce audio-video tools. Thirdly, it is useful to expand the opportunities for students to communicate in Russian - it will be useful to organize circles, competitions, theatrical lessons, contests, and various creative projects.

Today, it is very important that the language teaching process, whether it is a native language, a foreign language, or a second language, is based on modern methodological approaches. Unfortunately, in Uzbekistan, in particular, the communicative approach is not sufficiently applied in the process of teaching Russian. In many schools, the teaching process is based mainly on grammatical rules, dry translations, and theoretical exercises. This hinders the development of students' ability to communicate freely in a real language environment. As a result, in many cases, even though they accumulate vocabulary, they are unable to use Russian freely in real-life situations.

The main goal of the communicative approach is to develop students' practical language skills, that is, to develop the ability to use it freely in the process of communication [5]. In this method, the lesson is not built around the teacher, but around the student's activity. Students learn to freely express their thoughts, have conversations, and use language in various life situations. Unfortunately, in many schools, due to the old-fashioned teaching methods, such opportunities are not created enough. In addition, the lack of modern teaching aids and electronic resources also has a significant negative impact on students' language skills. For example, the limited use of interactive textbooks, audio materials, video lessons, and online platforms slows down the development of students' listening comprehension, correct pronunciation, and oral expression skills. Nowadays, multimedia tools are very important in language learning, because they directly immerse the learner in the language environment and make the listening and speaking processes more natural.

The lack of electronic resources creates difficulties not only for students, but also for teachers. When teachers are unable to use new methods, visual materials or interactive tasks in the lesson process, the lesson turns into a dry theory. This leads to a decrease in interest in students and a decrease in motivation to learn the language. As a result, both the effectiveness of the lesson and the level of student knowledge do not reach the expected results.

Currently, in many countries, "task-based learning" and "communicative approach" are widely used in language teaching. In these methods, students acquire the language by performing real-life tasks. For example, by modeling situations such as shopping in a store, asking for directions, or talking on the phone during the lesson, students practice using the language in a natural environment. Unfortunately, such approaches are very rare in our schools. Also, the textbooks themselves lack interactivity. Although textbooks contain more texts and grammar exercises,

there are fewer tasks aimed at building a conversation. Therefore, although students can complete the exercises in the book, they have difficulty engaging in practical communication. Another important aspect in the issue of electronic resources is the ability to connect to the Internet. Currently, in some schools, the quality of the Internet is poor or absent. As a result, students cannot use foreign resources, online courses, and interactive programs. In such a situation, the language learning process is dependent only on traditional textbooks and teachers. In this regard, the following problems can be seen in teaching Russian in Uzbekistan:

- ✓ Insufficient use of the communicative approach - although students receive theoretical knowledge, they cannot enter into practical communication.
- ✓ Lack of modern teaching aids - limited audio, video, multimedia resources.
- ✓ Low access to electronic platforms and the Internet - students cannot use online resources.
- ✓ Lack of interactivity of textbooks - conversations, role-playing, practical exercises are not included enough.

To eliminate the problems encountered in the process of teaching the Russian language in Uzbekistan, it is necessary to pay special attention to improving the qualifications of teachers. Because the effectiveness of the educational process largely depends on the professional knowledge and methodological approaches of the teacher. Therefore, the organization of regular retraining courses, seminars and trainings will create a basis for the effective use of modern pedagogical and innovative methods by teachers. The issue of the lack of educational and methodological materials is also relevant. Today, the quality and volume of textbooks, additional textbooks and electronic resources in many schools do not meet the requirements. Therefore, it is advisable to create new-generation textbooks, develop manuals that include interactive games and tasks, and prepare resources adapted to the age and psychological characteristics of students. In addition, the widespread use of a communicative approach in the teaching process is important. Unfortunately, current classes focus more on memorizing grammatical rules and translating texts, which limits the possibilities for practical use of the language. Therefore, it is necessary to increase classes that develop students' conversational skills, express their opinions freely, and communicate in various situations. For example, you can encourage communication in Russian through small stage performances, video productions, group discussions, or interactive games. The widespread use of modern technologies also increases efficiency. Electronic dictionaries, mobile applications, online platforms, and interactive educational programs increase students' interest and expand their opportunities to use the language in real-life situations. Further development of computer classes and Internet capabilities in schools, as well as the creation of multimedia resources for the Russian language, will greatly assist in this regard.

Another practical suggestion is to create favorable conditions for students to widely use the Russian language in practice. For example, by organizing various language clubs, holding Russian language days or cultural weeks, and involving students in preparing small projects, essays or speeches, they will learn to use the language. In addition, strengthening cooperation with Russian-speaking schools or higher education institutions will also yield good results.

Conclusion. In conclusion, for effective teaching of the Russian language, it is necessary to increase the professional capacity of teachers, create modern textbooks and electronic resources, widely introduce interactive methods that increase student motivation, and form a language environment. If these measures are implemented, the quality of Russian language teaching in our country will significantly increase, and students will have the opportunity to master the language in depth and effectively.

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