EduVision: Journal of Innovations in Pedagogy and Educational Advancements
Volume 2, Issue 10, October 2026
brightmindpublishing.com
ISSN (E): 3061-6972
Licensed under* CC BY 4.0 *a Creative Commons Attribution 4.0 International License.

PROBLEMS OF TEACHING THE UZBEKISTAN LANGUAGE IN RUSSIAN-SPEAKING GROUPS OF EDUCATIONAL INSTITUTIONS

Ikramov Makhamad-Shukhrat Erkenovich
Teacher of the Department of "Languages" of the National Research University "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers"

Abstract
The article examines the main challenges of teaching Uzbek in Russian-speaking groups at educational institutions. It discusses the acquisition of grammatical knowledge, the organization of independent study, and the use of texts and subject-specific terminology.

Keywords: Education, knowledge, skills, Russian, Uzbek, written communication, lyceum, student, text, text structure.

Introduction

Аннотация:
Ушбу мақолада таълим муассасаларининг русийзабон гуруҳларида ўзбек тили фанини ўқитишдаги асосий муаммолар кўтарилган. Мавзуга оид грамматик билимлар, мустақил равишда ўз устида ишлаш учун вазифалар бериш, матн ва ихтисосликка оид терминларнинг қўлланилиши каби масалалар ёритилган.

Таянч сўзлар: таълим, билим, кўникма, рус тили, ўзбек тили, ёзма нутқ, лицей, талаба, матн, матн таркиби.

Аннотация:
В статье рассматриваются основные проблемы преподавания узбекского языка в русскоязычных группах образовательных учреждений. Освещаются вопросы усвоения грамматических знаний, организации самостоятельной работы, а также использования текстов и терминов по специальности.

Ключевые слова: образование, знания, умения, русский язык, узбекский язык, письменная речь, лицей, студент, текст, структура текста.

EduVision: Journal of Innovations in Pedagogy and Educational Advancements
Volume 2, Issue 10, October 2026
brightmindpublishing.com
ISSN (E): 3061-6972
Licensed under CC BY 4.0 *a Creative Commons Attribution 4.0 International License.*

The content of teaching the Uzbek language at the higher education level needs to be further improved. This involves developing coherent speech within the framework of the specialties that students will receive, rather than consolidating the knowledge acquired at school as before, based on the knowledge acquired in lyceums and colleges. The content of teaching the Uzbek language is characterized by combining listening, speaking, reading and writing in Uzbek speech in a way that further expands the range of speech topics in students' life and work and is adapted to the specialty. This requires complex requirements such as reading and understanding scientific and literary books, creating texts and documents in the specialty, updating the text in terms of form and content, and transferring it to another speech style. This, in turn, depends on how correctly and widely students can use the capabilities of the Uzbek language, in particular, how thoroughly they have mastered the appropriate use of lexical and methodological opportunities. The increasing importance of the Uzbek language in our independent state, the introduction of the new Uzbek alphabet and spelling rules based on the Latin script, the use of the materials of the international scientific and practical conference “Current Issues in Teaching Foreign Languages” in the work of the state language, require all specialists, regardless of their nationality, to master the Uzbek language thoroughly.

Practical mastery of Uzbek speech requires working based on the communicative principle of language teaching. For this, the teacher must have a broad outlook on the recommended speech topics, as well as use all the opportunities and means that allow students to freely communicate on these topics. In order to achieve student activity in each lesson, the work to be done on the topic should be planned in advance, and the student should be informed about these works. Then the necessary speech situations, questions and answers, exercises and assignments will be performed with great responsibility. It is advisable to make the grammatical knowledge of the subject as much as possible a task for the student to learn independently and work on it independently.

The teacher can explain this knowledge in the form of explanations, correct errors, and reveal the features of applying the topic-text in their language. This makes it easy to teach students to independently use the language material in speech using the means of independent thinking in the Uzbek language. Since the main attention is paid to working on the text and composing the text, it is advisable to correct errors in

EduVision: Journal of Innovations in Pedagogy and Educational Advancements
Volume 2, Issue 10, October 2026
brightmindpublishing.com
ISSN (E): 3061-6972
Licensed under CC BY 4.0 *a Creative Commons Attribution 4.0 International License.*

a timely manner, provide assistance where necessary, and conduct them together to force the student to work on his speech.

In the comprehensive study of the language, first of all, organizing independent written work on life speech topics through questions and answers, conversations, and discussions, composing texts, is determined based on the skills and abilities that students acquire from the Uzbek language. Because in specialties, language learning is required to be adapted to the disciplines of that field. For example, conducting written work, conversation, and debate lessons should be determined by the teacher according to the specialty of each faculty. It is necessary to organize classes in the Uzbek language based on the capabilities of higher education institutions. The use of such educational methods as cluster, Venn diagram, brainstorming, insert, situational methods in practical classes will undoubtedly give the expected results.

We must not forget that in the formation of knowledge and skills of pupils and students in relation to the language, of course, additional literature and dictionaries on the text also have their place. Because teaching the Uzbek language clearly creates its own difficulties for students of the Russian-speaking group. In particular, in mastering the conjugations of the Uzbek language, teachers should bring more lexical and grammatical materials to the attention of students, and, of course, use pedagogical technologies effectively. Because the question of the genitive case in Russian does not at all correspond to the questions of the conjugation in Uzbek. For example, “Who is not at the lesson today?” If we pay attention to the phrase, taking into account that in Russian it is expressed as “сегодня на уроке кого нет?”, such differences in the conjugations create difficulties for Russian-speaking students or pupils. Therefore, thorough mastery of languages, especially the state language, is important for improving the language skills of pupils and students, and for their future development as competitive personnel.

References:

1. Abdullayev Y. Hamrohim, “O‘qituvchi”, - Toshkent,1996.
2. Аминов А., Мадвалиев А. ва бошқалар. Иш юритиш, “Ўзбекистон миллий энциклопедияси”, - Тошкент, 2014.
3. O‘zbek tilining imlo lug’ati. “O‘qituvchi”, - Toshkent, 2005.

EduVision: Journal of Innovations in Pedagogy and Educational Advancements
Volume 2, Issue 10, October 2026
brightmindpublishing.com
ISSN (E): 3061-6972
Licensed under **CC BY 4.0** *a Creative Commons Attribution 4.0 International License.*

4. Xolmirzayeva S. Nutq madaniyati (uslubiy qo'llanma), ToshDAU nash tahririyati, - Toshkent, 2019. "Chet tillarni o'qitishda dolzarb muammolar" xalqaro ilmiy-amaliy konferensiya materiallari 15

5. Xolmirzayeva S. Lotin yozuviga asoslangan o'zbek alifbosi va imlosi kursining ishchi dasturi va uslubiy ko'rsatmalar (uslubiy qo'llanma), ToshDAU, - Toshkent, 2004.

6. "Фиолологик таълимни шакллантириш муаммолари". Республика илмий-амалий анжумани материаллари. - Тошкент. ЎзМУ. 2020.