

THE ROLE AND PLACE OF THE NATIVE (UZBEK) LANGUAGE IN LEARNING RUSSIAN AS A FOREIGN LANGUAGE

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Abstract

This article explores the role of the native (Uzbek) language in the process of learning Russian as a foreign language. It analyzes the influence of phonetic, grammatical, and lexical features of the Uzbek language on the formation of linguistic competence in Russian. The author emphasizes the importance of taking into account the native language of learners in the methodology of teaching Russian as a foreign language and offers specific pedagogical approaches aimed at overcoming cross-linguistic interference and increasing the effectiveness of instruction.

Keywords: Russian as a foreign language, native language, Uzbek language, interference, cross-linguistic reflection, linguodidactics.

Introduction

The relevance of the topic is due to the need to improve the effectiveness of teaching Russian as a foreign language in educational institutions of Uzbekistan, where a significant number of students are native speakers of Uzbek. In the context of a multiethnic and multilingual society, such as modern Uzbekistan, issues of intercultural communication and cross-linguistic interaction are of particular importance. The native (Uzbek) language of students acts not only as a means of everyday communication but also as a vital cognitive and cultural resource that influences the formation of secondary linguistic consciousness when studying the Russian language. It directly affects the ways of perceiving, interpreting, and reproducing information in a foreign language, forming a specific linguistic worldview that can either facilitate or hinder the acquisition of Russian speech.

In particular, there are specific difficulties associated with differences in phonological systems, grammatical structures, and lexical-semantic content between Uzbek and Russian. These differences often become a source of cross-linguistic interference, complicate the automation of speech skills, and may reduce learners' motivation. Therefore, teaching Russian as a foreign language requires a scientifically grounded approach that considers the characteristics of the learners' native language. The application of contrastive analysis, linguistic and cultural comparison, and methods of cross-linguistic reflection appears methodologically advisable, as they contribute to the conscious acquisition of Russian speech.

The aim of this article is to conduct a comprehensive analysis of the influence of the Uzbek language on the process of learning Russian as a foreign language and to justify effective methodological techniques aimed at integrating learners' linguistic experience into educational practice. The study focuses on identifying linguodidactic resources of the native language and developing methodological recommendations for their use in the educational environment.

Theoretical Foundations

The theoretical basis of the work is formed by the research of L.S. Vygotsky, A.A. Leontiev, and M.A. Kumarina, who studied the role of the native language in the development of secondary linguistic identity. Under bilingual conditions, the native language may serve both as a facilitating tool for understanding and acquiring a foreign language and as a source of cross-linguistic interference. The contrastive approach, developed within comparative linguistics, allows identifying zones of potential difficulties that arise during the process of teaching Russian as a foreign language on the basis of the Uzbek language.

Phonetic and Grammatical Features of Language Interaction

Phonetic discrepancies between Russian and Uzbek include differences in consonant articulation, the absence of reduced vowels in Uzbek, and variations in intonational structure. Uzbek-speaking learners often experience difficulties in pronouncing soft consonants (e.g., [l'], [n']) and distinguishing between the Russian vowels [ы] and [и]. The grammatical structure of Uzbek is agglutinative, where case functions are conveyed through postpositions, while Russian has a developed inflectional system. This leads to challenges in the use of case forms and word agreement in sentences.

Lexical and Semantic Challenges

Despite a large number of borrowed words from Russian in Uzbek, students face difficulties in mastering abstract vocabulary and phraseological units. False friends — words with similar form but different meanings — also pose obstacles. For example, the word drama in Uzbek may have a broader meaning than in Russian, leading to semantic inaccuracies.

Methodological Recommendations for the Use of the Uzbek Language

Integrating the native language into the methodology of teaching Russian as a foreign language requires pedagogical flexibility. At the initial stages of learning, the use of translation and parallel texts can significantly improve comprehension and perception. Contrastive analysis of grammatical constructions helps develop linguistic sensitivity. Cross-linguistic reflection — a conscious comparison of native and target language structures — helps avoid typical errors and fosters self-editing skills. Teachers are recommended to develop learning materials tailored to the specifics of Uzbek-speaking audiences, based on the principles of cultural and linguistic adaptation of content.

Conclusion

The native language of learners is a valuable resource in the system of teaching Russian as a foreign language. Its use should be aimed at supporting the learning process, reducing cross-linguistic interference, and developing linguistic awareness. A well-structured methodology that takes into account the Uzbek linguistic background of students promotes successful mastery of Russian speech and contributes to the formation of a functionally bilingual identity.

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