



TEACHING RUSSIAN IN BILINGUISTIC CONDITIONS

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Abstract

This work is devoted to the study of the process of teaching Russian in bilingual conditions. In the conditions of multicultural and multilingual societies, such as in the CIS countries, the problem of effective teaching of Russian as a second language becomes relevant. The article considers the features of bilingual education, including methods and approaches aimed at developing Russian language skills in students who already speak their native language. The effectiveness of such teaching methods is assessed on the basis of practical examples and research in the field of linguodidactics.

Keywords: Bilingualism, Russian language, education, linguodidactics, second language, teaching methods, multilingualism.

Introduction

Teaching Russian in a bilingual environment is an important and relevant topic in modern linguistics and pedagogy, especially in countries where Russian is used as a second language or a language of interethnic communication. Bilingualism, as a phenomenon, is widespread in the CIS countries, where along with the native language, there is a need to study and actively use the Russian language. In countries such as Uzbekistan, Kazakhstan, Kyrgyzstan and others, the Russian language occupies an important place in the educational system, science, culture and business, which makes its study necessary for successful socialization and professional growth. Teaching Russian in a bilingual environment has its own characteristics and difficulties associated with the interaction of two languages in the minds of students. One of the main problems is the influence of the native language on the process of mastering Russian, which can lead to errors, especially at the initial stages of training. At the same time, bilingualism opens up new opportunities for cognitive development, improving memory, attention and analytical skills, since knowledge of two languages promotes flexibility of thinking. The purpose of this paper is to examine the key features and problems of teaching Russian in a bilingual environment, as well as to explore methods and approaches that help students master Russian in a multilingual environment. Particular attention will be paid to issues related to language interference, student motivation, and teaching methods aimed at the effective use of





Russian in real-life situations. In the context of globalization and multilingualism, bilingualism is becoming one of the most relevant topics in linguistics and pedagogy. Bilingualism, as a phenomenon, involves knowledge of two languages, which opens up a wide range of opportunities for learning and communication. In countries with a high level of bilingualism, such as Uzbekistan, Kazakhstan and other CIS countries, teaching Russian plays a key role in intercultural communication, economic and social development. This article discusses the main features of teaching Russian in the context of bilingualism, the problems and advantages of this process, as well as methods that contribute to the successful acquisition of Russian as a second language. Bilingualism is a person's ability to use two languages in different communication situations. It is of two types: symmetrical and asymmetrical. In symmetrical bilingualism, both languages develop at the same level, while in asymmetrical bilingualism, one language is dominant and the other serves as an auxiliary one. In the context of the educational process, bilingualism requires the use of specific teaching methods that help students not only master the grammatical and lexical features of the language, but also adapt them for use in everyday life.

1. Knowing two languages helps develop cognitive abilities. Students who speak two languages often have better results in solving logical problems, which is associated with the development of flexibility of thinking.

2. One of the main problems of bilingual education is the influence of the native language on the perception and use of the second language. This can be expressed in translation errors, calques and mixing of languages, which complicates learning.

3. For effective teaching of the Russian language in the context of bilingualism, it is important to use adapted methods, such as the communicative approach, which focuses on real communication situations, as well as the contextual approach, which helps students learn the language through context and situations.

4. It is important to take into account the psychological barrier and socio-cultural differences when teaching the Russian language. Students who speak other languages may have difficulty understanding Russian grammar, vocabulary, and idioms, which requires special attention from teachers.

1. Bilinguals are often better at multitasking and have a higher level of analytical thinking.

2. Knowledge of Russian helps overcome language barriers in communication, which is especially important in countries where Russian is the language of interethnic communication.





3. Teaching Russian in a bilingual environment promotes a better understanding of cultural aspects and traditions, which is important for intercultural dialogue and cooperation.

Teaching Russian in a bilingual environment is a complex and multifaceted process that requires taking into account various factors that affect the effectiveness of language acquisition. In countries where Russian is the second language and the students' native language is the first, it is important to find a balance between these languages in order to avoid their mutual displacement or distortion. The problems that students face are often related to the influence of their native language on the perception and use of the Russian language, which is especially relevant in primary and secondary schools.

One of the main challenges is interference – the influence of the native language on the second language. This can manifest itself in both pronunciation and syntax or vocabulary, making it difficult to perceive and use grammatically correct constructions. The problem is aggravated by the lack of a full-fledged language environment where Russian could be used in real-life situations, which reduces students' motivation to learn it.

On the other hand, bilingualism offers cultural and cognitive benefits. Learning two languages in adolescence helps improve memory and analytical skills, and increases the ability to switch between tasks. It is also important to note that bilingualism promotes intercultural understanding, since learning a language often includes studying the culture and traditions associated with that language. This allows not only to develop communication skills, but also to broaden students' horizons.

Teaching methods should be flexible and focused on real language practice. Combining traditional and modern methods, such as the communicative approach, the project method and the use of multimedia, helps students not only master grammar and vocabulary, but also learn to use the language effectively in different contexts.

One of the important aspects is the problem of student motivation. In the context of bilingualism, when language is not a major part of everyday life, it is important to stimulate interest in learning Russian. This can be achieved through project activities, theatrical performances, discussions of current topics, as well as through the creation of a language environment in which students will actively use Russian in real situations.

In addition, it is necessary to pay attention to the training of teachers, who must not only be qualified specialists in the field of Russian, but also understand the specifics





of bilingual education. Teachers must be ready to adapt teaching methods depending on the level of knowledge of students and their language environment.

Thus, teaching Russian in the context of bilingualism requires an integrated approach and consideration of many factors. It is important not only to develop language skills, but also to create conditions for motivating students and their full immersion in the language and cultural environment. Despite the difficulties associated with learning, bilingualism is a powerful tool for developing cognitive and communicative skills, as well as for deepening intercultural connections and expanding students' worldviews. Teaching Russian in a bilingual environment is an important and multifaceted process that requires a careful approach and the use of various methods. Bilingualism opens up new opportunities for intercultural communication and the development of students' cognitive abilities. To successfully master the Russian language in multilingual countries, it is necessary to take into account the characteristics of each specific region, its language situation and cultural traditions.

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