



TROUBLES IN TEACHING THE RUSSIAN LANGUAGE TO PRIMARY SCHOOL PUPILS

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Abstract

The article discusses the challenges of teaching Russian to elementary school students at the beginning of their education. The following can be stated in accordance with the sound analytical-synthetic method's tenets, which guarantee the efficacy of writing and reading by observing their unity: utilizing the age-related psychological traits of schoolchildren to create an environment that encourages pupils' engagement in language subjects and their comprehension of their value.

Keywords: Russian language, reading and writing abilities, learning a native tongue, Russian language learning strategy, primary school.

Introduction

Second graders learn to read and write at a basic level in three to five months. The program states that pupils should: a) learn how to sit properly, hold a notebook, and use a pen; b) learn how to write all of the Russian alphabet's letters, both capital and lowercase, according to the rules and connect them in words; c) learn how to translate printed text into written text; c) be able to write down words and sentences of three to four words after examining their phonetic spelling both with and without assistance from the teacher; d) copy and write teacher-dictated words whose spelling and pronunciation are identical; e) verify what has been written by saying it aloud and comparing it to the sample; e) write down their own sentences taken from an oral narrative.



The unity of writing and reading is noted in accordance with the tenets of the sound-based analytical-synthetic technique. This indicates that teaching letters follows the same format as teaching reading: children learn letters and read texts in reading lessons, and they write these letters and words that contain them in writing lessons. The evolutionary principle is broken by this writing arrangement since there is no slow change from "easy" to "difficult" characters. The letter "a," which is the first letter that kids write, is the most difficult to write.

The letters “и”, “ш”, “о”, and “л” are most likely the simplest to write. Additionally, letters could be ranked according to their ease and difficulty by their relationships with other letters [1].

The main goal of learning to write is to improve your graphic skills. It is created through training, the development of skills, and the execution of a number of exercises based on those skills, just like any other skill. Graphic skills are unique because, on the one hand, they are motor skills, or movements that appear to require just muscular effort.

Writing, on the other hand, entails recoding—the conversion of meaningful speech units into visual symbols. Because of this, writing takes on the characteristics of an intentional action. The primary element of writing proficiency is this facet of writing as a distinct human activity. The capacity to apply the linguistic content taught is more important for mastering Russian speech in the classroom than remembering models, memorizing ready-made instances, or reciting texts that have been committed to memory.

Primary school Russian language instruction should help pupils understand the nuances of this tongue, but direct use of the language should be tightly controlled. Knowledge is merely a required precondition for the development of excellent active language abilities when learning a second language in a regular school [2]. Each student should receive a customized lesson that takes into consideration their individuality and distinctiveness; Priority should be given to developmental forms of instruction, which include: teaching students to acquire knowledge on their own, recognizing problems in linguistic phenomena and attempting to solve them; a variety of lesson formats; the use of the best teaching strategies and tactics; a lesson that is research-based; and a lesson that is clear in terms of its plot, structure, and connections between all of its components[3].



In line with the historically established division of roles between Russian and the native language among a particular people, the goal of teaching Russian in contemporary Uzbek primary schools is to enhance national-Russian bilingualism as well as to form and develop skills for the alternating use of the native and Russian languages in specific life situations. In situations of bilingualism and multilingualism, the interaction of languages is the real basis for vibrant communication between peoples and their cultures[4]. This suggests that the teaching methodology of each of the languages in contact and their correlated study needs to be improved, taking into consideration potential transposition and interference [5].

Another complication lies in balancing the use of the mother tongue and Russian in the classroom. In the context of Uzbekistan, Russian is often acquired as a second or third language. While knowledge of Russian enhances cultural and educational access, its instruction must remain sensitive to the learner's native linguistic foundation. Research shows that mastering a second language in school settings relies on a carefully scaffolded process, not only on the student's background knowledge but also on their emotional readiness and motivation.

Thus, effective instruction in Russian should employ developmental, individualized strategies, including:

- encouraging independent learning and exploration;
- using varied and interactive lesson formats;
- cultivating inquiry into linguistic phenomena;
- designing lessons with clear objectives, coherent progression, and dynamic student participation.

In the bilingual context of modern Uzbek primary schools, teaching Russian must aim to build balanced bilingualism—enabling students to use their native and Russian languages functionally in diverse contexts. This requires systematic comparison between the two languages to reduce interference, promote transfer of skills, and stimulate cognitive flexibility.

Simple and intuitive strategies can facilitate early Russian instruction:

- avoid overloading students with complex or unnatural material;
- prioritize deep comprehension over mechanical repetition;



- integrate pronunciation, vocabulary, spelling, and speaking in text-based lessons;
- apply text-centered learning, especially in early lessons, with short, comprehensible sentences;
- ensure each student masters essential content before moving forward;
- break down psychological barriers and promote confidence through consistent support and encouragement [6].

It is possible to begin teaching Russian to youngsters in any classroom using a very basic technique. Nothing about this approach is essentially novel: 1) Avoid assigning excessively complex or challenging content to students; 2) Make sure that every student comprehends the information thoroughly. Pupils simultaneously practice pronunciation, spelling, vocabulary acquisition, questioning, memorizing sentence structures, and dialogical speaking while studying (memorizing) texts. It instills a passion for learning Russian. The teacher must decide how much of the lesson may be retained by the pupils as they are prepared for it. Working with texts should take up the first two to three lessons. The first primary school lessons will consist of two to four phrases that are very basic in vocabulary and structure but have meanings that are comparable to those in the textbook. Ensuring that every pupil comprehends these words completely, breaking the silent barrier, and encouraging student participation and enthusiasm in the work are the objectives of these courses.

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