

## THE DIFFICULTIES WHEN TEACHING ENGLISH TO RUSSIAN CHILDREN IN UZBEKISTAN'S PUBLIC PRIMARY SCHOOLS

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*Annotation:* Teachers may face difficulties when teaching a foreign language to students from diverse cultural backgrounds. Teaching English as a second language can be particularly difficult in Uzbekistan, which has a diverse range of cultures and languages. This research will investigate the impact of cultural diversity on English teaching in Uzbekistan's public primary schools, with an emphasis on the difficulties encountered by Uzbek teachers when teaching English to Russian children.

**Key words:** diverse, cultural, primary schools, instructors, experience, assistance, linguistic, factor, impact, distinct, investigate, differences, challenge.

**Introduction.** Uzbekistan is a country with a long cultural past and more than a hundred ethnic groupings (Adams, L. L, 2010). According to a report by the United Nations, Uzbekistan has a population of over 34 million people, with over 80 ethnic groups and a range of different languages spoken. The official language of the country is Uzbek, but Russian is also commonly used due to the country's background as a Soviet Union member (Pavlenko, A,2008). In Uzbekistan, English is taught as a second language in primary public schools, and many Russian children attend these schools. These kinds of schools have separate classes for Russian and Uzbek pupils. There are also some classes where there is a mixture of Uzbek and Russian students. Cultural and linguistic disparities between Uzbek and Russian students, on the other hand, might present considerable obstacles for Uzbek teachers. The primary goal of this research is to investigate the difficulties that Uzbek teachers confront when teaching English to Russian children in Uzbekistan's public primary schools. The research will examine Uzbek teachers' viewpoints in order to acquire a better understanding of the impact of cultural diversity on English language teaching in this environment.

The research topic for this study is:

What are the problems that Uzbek instructors experience when teaching English to Russian kids in Uzbekistan's public primary schools, and how does cultural diversity affect English teaching and learning in this context?

The impact of cultural diversity on English language teaching has been much debated in the field of language education. Cultural differences between teachers and

students have been found in studies to reduce language training efficiency (Garcia & Wei, 2014). The cultural variety of Uzbekistan provides substantial obstacles to English language instruction, notably in public primary schools where Uzbek teachers are responsible for teaching English to students from different cultural and linguistic backgrounds. Cultural differences between the two groups are one of the most difficult obstacles for Uzbek teachers while teaching English to Russian students. Uzbekistan has a distinct cultural history substantially different from Russian culture. Cultural differences could hinder efficient communication and language acquisition between teachers and students (Atabaeva, 2018). Furthermore, the linguistic distinctions between Uzbek and Russian languages might present substantial obstacles for teachers, particularly when teaching English as a second language (Kamaev & Pozdnyakova, 2015). It is common for Uzbek teachers to use a variety of classroom management strategies in order to promote an inclusive classroom environment that encourages language learning among all students. Visual aids, such as drawings and diagrams, are used in these methods to help students learn new languages and concepts (Ismoilova & Alimova, 2017). In addition to this, teachers also use games and interactive activities to engage students in the learning process and to foster a positive learning environment in the classroom (Nabiyeva, 2016).

Despite these attempts, some researches imply that Uzbek teachers' language proficiency can be an essential factor in the success of English language education in Uzbekistan's public primary schools (Kudaybergenova & Ismailova, 2019). This is especially true when teaching English to Russian pupils, who may require more assistance due to linguistic and cultural differences between Uzbek and Russian. In addition, successful English language education in Uzbekistan, as emphasized by experts such as Rahimov and Karimova (2020), necessitates an awareness of students' cultural origins as well as the ability to recognize and appreciate cultural differences. Despite the increased emphasis on cultural diversity in language education, there is still a need to investigate the specific challenges and experiences of teachers in this environment.

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