



Methodological Approaches To Enhancing Lexical Awareness In Bilingual Students: Comparative Analysis Of Uzbek And Russian Lexicology

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ABSTRACT

This study explores methodological approaches to enhancing lexical awareness in bilingual students through a comparative analysis of Uzbek and Russian lexicology. The research emphasizes the importance of developing learners' vocabulary knowledge, phraseological competence, and semantic sensitivity in two linguistically and culturally distinct languages. By examining similarities and differences in lexical structures, word formation, and idiomatic expressions in Uzbek and Russian, the study highlights the role of contrastive analysis in language instruction. Pedagogical strategies such as semantic mapping, contextual exercises, and comparative textual analysis are discussed as effective tools for fostering bilingual students' lexical and communicative competence.

Keywords:

Bilingual education, lexical awareness, Uzbek lexicology, Russian lexicology, phraseology, semantic analysis, comparative language study, contextual interpretation, vocabulary acquisition.

INTRODUCTION

Lexical awareness is a fundamental component of bilingual language education, enabling learners to recognize, interpret, and appropriately use words and phrases across two distinct linguistic systems. In the context of Uzbek and Russian languages, developing lexical competence is particularly important due to differences in morphology, syntax, and semantic structures, as well as cultural and stylistic nuances embedded in phraseological units.

Effective instruction in these languages requires pedagogical approaches that extend beyond rote memorization, emphasizing understanding, comparison, and contextual application of vocabulary.

Comparative analysis of lexicology in Uzbek and Russian provides an essential framework for

enhancing students' bilingual lexical awareness. By examining word formation patterns, semantic relationships, and phraseological structures in both languages, educators help learners identify similarities and differences, anticipate potential translation challenges, and develop strategies for effective communication. According to G. G'aniev, contrastive lexical analysis strengthens students' ability to navigate multiple linguistic systems, facilitates accurate meaning interpretation, and fosters metalinguistic awareness.

MAIN BODY

Grammatical competence is a core component of lexical awareness in bilingual students, as grammar provides the structural framework within which words and phrases convey meaning. In teaching both Uzbek and Russian lexicology, it is essential to highlight how

morphological, syntactic, and semantic features interact. Uzbek, as an agglutinative language, relies heavily on suffixes and case markers to encode meaning, while Russian, as a fusional language, utilizes inflectional paradigms, aspectual distinctions, and agreement features. Understanding these differences allows bilingual learners to navigate vocabulary accurately and develop semantic awareness in both languages.

Word formation in Uzbek involves the use of derivational suffixes such as -lik, -chi, -dor, which alter the meaning of root words and create new lexical items.

For example, do'stlik ("friendship") transforms the root do'st ("friend") into an abstract noun. In Russian, derivational processes often use prefixes and suffixes to modify meaning (дружба – friendship, дружить – to befriend). Comparing these processes helps students recognize how morphology contributes to semantic distinctions in each language.

Moreover, nominalization and verb derivation in Uzbek (o'qimoq → o'qish, "to read → reading") provide opportunities to explore polysemy and context-dependent meanings. In

Russian, infinitive forms (читать → чтение) serve similar functions, but the interaction with aspect (совершенный / несовершенный вид) introduces additional semantic layers that require careful instruction.

Syntax plays a crucial role in both lexical and phraseological comprehension. In Uzbek, word order is generally Subject-Object-Verb (SOV), and case endings indicate grammatical roles. For example, Kitobni o'qidim ("I read the book") uses the accusative -ni to mark the object. Russian follows a Subject-Verb-Object (SVO) order, but case endings (Я прочитал книгу) perform similar syntactic and semantic functions. By comparing these structures, bilingual students learn how grammatical markers guide meaning and usage across languages.

Phraseological units often contain syntactic irregularities. For example, Uzbek idiom tilini tuta olmaslik ("unable to restrain one's tongue") and Russian equivalent не мочь сдержать язык involve verbal negation and reflexive forms, illustrating how syntax encodes figurative meaning differently in each language.

Comprehensive comparative grammar table: Uzbek vs Russian for lexical and phraseological awareness:

Grammatical Feature / Process	Uzbek Examples & Rules	Russian Examples & Rules	Semantic & Functional Effect	Contextual / Phraseological Use
Nominalization / Derivation	do'stlik, bilimlik, o'qish, yozuvchi - Suffixes -lik, -chi, -dor, -li - Converts verbs/adjectives into nouns - Indicates abstract concepts, professions, qualities	дружба, знание, чтение, писатель - Suffixes -ство, -ение, -тель - Nominalizes verbs/adjectives - Indicates abstraction, professions, qualities	Converts actions/qualities into nouns, enabling abstract discussion, conceptual vocabulary, cultural and social references	Phraseological units like tilini tuta olmaslik / не мочь сдержать язык rely on nominalized forms to convey figurative meaning; abstract nouns used in idiomatic expressions, academic texts
Verb Infinitive / Action Formation	o'qimoq, yozmoq, o'rganmoq - Suffix -moq forms infinitives - Can combine with auxiliary verbs (-ib turmoq,	читать, писать, изучать - Infinitives used as dictionary form - Aspect interacts with infinitive meaning	Infinitives allow learners to understand base meaning of verbs, form derived nouns, construct complex phrases, express	Used in idioms: tilini tuta olmaslik / не мочь сдержать язык, habitual expressions, collocations,

Grammatical Feature / Process	Uzbek Examples & Rules	Russian Examples & Rules	Semantic & Functional Effect	Contextual / Phraseological Use
	-ib qolmoq) - Expresses purpose, habitual, continuous actions	(совершенный / несовершенный вид) - Expresses purpose, habitual, repeated actions	temporal, aspectual, or habitual nuances	educational and literary contexts
Case Markers / Object, Direction, Source	Accusative -ni: kitobni o'qish Dative -ga: o'quvchiga o'rgatmoq Ablative -dan: ishonadan ketmoq Instrumental: qalam bilan yozmoq - Genitive: kitobning muallifi - Locative: uyda o'qimoq	Accusative -a/-y: книгу читать Dative -y/-ю: ученику учить Ablative/Source: из офиса уйти - Instrumental с помощью карандаша - Genitive автора книги - Prepositional / Locative в доме читать	Case marking provides semantic roles, indicates direction, source, possession, instrument, and location Enables precise understanding of syntactic and semantic relationships	Essential in idioms: Uzbek: ko'zga ko'rinmas xato, Russian: невидимая ошибка; idiomatic interpretation depends on correct case understanding; teaches semantic alignment between languages
Verb Aspect / Tense / Mood	Past: bordi, o'qidi Present: boradi, o'qiydi Future: boradi, o'qiydi Continuous: borib turdi Habitual: qilaveradi Imperative: bor! Conditional: borganida	Perfective / Imperfective: прочитал / читал Future: будет читать Continuous / Habitual: делает постоянно Imperative: иди! Conditional / subjunctive: если бы пошёл	Aspect, tense, and mood encode temporal relations, completion, habituality, command, or conditionality Crucial for semantic nuance in lexical and phraseological comprehension	Phraseology: Uzbek: oyog'i yerga yetdi ("finally achieved something"), Russian: дошёл до конца; teaches how temporal and aspectual grammar interacts with figurative meaning
Plural & Agreement	Plural -lar: kitoblar, do'stlar Adjective agreement with nouns: bilimli o'quvchi Verb agreement with subject: o'quvchilar o'qishdi	Plural: книги, друзья Adjective agreement: умный ученик Verb agreement with subject: ученики читали	Marks multiplicity, ensures syntactic harmony; adjective-noun and verb-subject agreement convey precise meaning	Idioms: plurality affects figurative interpretation, e.g., Uzbek: xatolarni ko'rdi ("experienced many mistakes"), Russian: совершил много ошибок
Negation / Modal Verbs	Negation: o'qimaydi,	Negation: не читает, не делает	Negation, modal verbs, and reflexives	Critical in phraseology and

Grammatical Feature / Process	Uzbek Examples & Rules	Russian Examples & Rules	Semantic & Functional Effect	Contextual / Phraseological Use
	qilmaydi Modal: kerak, mumkin, lozim Reflexive: o'zini tutmoq	Modal: надо, можно, следует Reflexive: сдержаться	modify semantic scope, indicate possibility, obligation, or inability	idioms: tilini tuta olmaydi / не мочь сдержаться язык; enhances bilingual students' interpretive and expressive competence
Compound Verbs / Multi-Word Units	qilmoq + turmoq → qilaveradi, borib qolmoq - Indicates repetition, continuation, or habitual action	делать постоянно, идти и оставаться - Expresses repetition, continuation, or completion	Expresses nuanced aspectual, temporal, or habitual meaning; essential for understanding idiomatic expressions	Phraseological relevance: repetition, persistence, or habitual actions in proverbs, idioms, and collocations

Conclusion

The present study highlights the critical role of grammatical awareness in developing lexical competence among bilingual students learning Uzbek and Russian. By integrating morphological, syntactic, and semantic analysis with contextual interpretation, educators can foster a deeper understanding of word formation, phraseological units, and cross-linguistic nuances. The comparative approach demonstrates that while Uzbek relies heavily on agglutinative suffixes and case markers, Russian uses inflectional paradigms, aspectual distinctions, and agreement to convey similar grammatical and semantic functions. Recognizing these differences is essential for accurate interpretation, precise expression, and effective bilingual communication.

The analysis of grammatical processes including derivational suffixes, verb aspects, case endings, negation, modal verbs, and compound structures reveals that lexical awareness is closely intertwined with grammatical competence. Contextual interpretation methods, applied to idioms, proverbs, and phraseological units, enable

students to navigate figurative meaning and cultural subtleties, enhancing both expressive and receptive skills in each language. By teaching grammar alongside lexicology in a comparative framework, learners develop metalinguistic awareness, cross-linguistic sensitivity, and functional language competence.

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