

WORK ON COHERENT TEXTS IN TEACHING RUSSIAN BASED ON THE TRADITIONAL VALUES OF THE RUSSIAN AND UZBEK PEOPLES

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Coherent Texts in Teaching Russian through Cultural Values

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Abstract

This article emphasizes the significance of promoting traditional values among elementary school students during their Russian language education. It suggests the creation of cohesive texts that reflect the cultural values of both Russian and Uzbek societies, weaving together educational and pedagogical facets of the learning experience.

A key objective of contemporary education is to cultivate young people's appreciation for these traditional values. It is vital to foster an attitude of tolerance towards the cultural norms of various nationalities. The role of the elementary school educator goes beyond imparting academic knowledge and skills; it also encompasses the proper development of traditional values, including those of the students' own heritage and the language being learned—in this context, Russian. This effort to instill traditional values should commence from the earliest stages of schooling. Despite its crucial nature, the significance of engaging with texts that reflect the traditional values of the Russian and Uzbek cultures in Russian language teaching has not received adequate focus. This makes the promotion of traditional values through Russian language instruction extremely pertinent in the current elementary educational landscape.

This research tackles the design of cohesive texts and the instruction of Russian to young learners, directly linking pedagogical methods and educational outcomes, especially within the framework of extracurricular reading sessions. To shed light on the educational and psychological principles underlying the development of traditional values among elementary students, special emphasis is placed on modeling syntactic structures during mother tongue instruction.

Introduction

Attitudes toward the Russian language within our republics have significantly evolved, serving as a vivid confirmation of President Sh.M. Mirziyoyev's wise policy on **interethnic harmony and cooperation**. As President Sh.M. Mirziyoyev emphasized: "The great Russian culture has always been and will continue to be an integral part of the spiritual life of Uzbek society" (1). Consequently, the Russian language, studied with great enthusiasm by Uzbek primary school students alongside their native language, serves as a vital means of educating students and shaping their contemporary worldview.

It is well known that Russian-language schools are predominantly attended by children for whom Russian is a non-native language. Therefore, issues concerning the content and methodology of teaching Russian are crucial for developing a general theory and specific forms of activating and rationalizing student activities during lessons.

Research into the knowledge and skills of students in schools with Russian as the language of instruction demonstrates that mastering certain grammatical categories of the Russian language presents significant challenges.

Such difficulties include modeling structures closely related to the case system of nouns, discrepancies between the gender and number of nouns and adjectives, and inconsistencies between nouns and verbs in terms of gender and tense.

Additionally, students who speak Uzbek and use Russian for daily communication, both at home and socially, often commit even more mistakes in word usage in both spoken and written forms. It is vital to clarify fundamental concepts to these students, such as types of declension, the notion of grammatical gender, and the primary functions of cases.

Russian morphology contains distinctions that are unfamiliar to Uzbek learners, particularly concerning these grammatical

concepts. Moreover, syntax, context, and their association with other words influence the interpretation of cases. When acquiring noun cases, it is essential to enhance students' comprehension of the syntactic rules of the Russian language. Instructors must dedicate substantial time and creative effort to this task, organizing intensive speaking practice that encourages students to engage independently.

Upon reviewing the exercises, learning materials and grammatical charts found in Russian language textbooks for Grades 2–4, it is clear that these materials provide considerable opportunities for interactive speech activities. However, the theoretical and practical components, especially those related to the study of noun cases, reveal the need to include additional independent exercises and to adopt specific teaching strategies that reinforce skills in word management, promote autonomy, and enhance students' creative potential.

Contemporary circumstances necessitate a reevaluation of methods for teaching language to primary school students, particularly within a multicultural setting. In an era of increasing globalization, where consumer culture often overshadows traditional upbringing methods, schools play an essential role in safeguarding and passing on spiritual and moral values.

The significance of Russian language and literature lessons in establishing enduring national and cultural values among younger generations is especially critical. Language serves not only as a tool for communication but also as a vessel for culture, traditions, and perspectives.

Therefore, the instruction of Russian in Uzbekistan carries both linguistic and cultural significance

In a context of interethnic dialogue and multilingualism, the school's mission extends beyond developing literacy; it must nurture respect for the cultures of both the students' own nation and neighboring peoples. At this stage, it is essential to

introduce young students to their cultural heritage—both native traditions and those of the language they are studying. Incorporating texts that reflect traditional holidays, customs, and moral guidelines into the Russian language curriculum contributes to developing not only speech skills but also moral qualities such as **respect, gratitude, and tolerance**.

Moreover, contemporary pedagogical research emphasizes the influence of value-oriented education on students' personality formation. Consequently, working with coherent texts based on traditional values becomes an effective means not only of mastering the Russian language but also of fostering the socialization of primary school students in a multinational society.

Methodology

The relevance of this research, titled "Working with Coherent Texts in Teaching Russian Based on the Traditional Values of the Russian and Uzbek Peoples," is determined by the clear connection between the necessity of instilling traditional values among primary school students during Russian language instruction through work with coherent texts based on the traditional values of these peoples, while considering the educational and pedagogical aspects of the learning process [4].

The research methodology includes the following modeling approaches:

- **Models of Human Speech Activity:** These models reflect specific speech processes and events. For example, a model for pronouncing a particular sound or a sample speech utterance.
- **Models of Linguistic Research:** These models reflect the research process based on specific linguistic phenomena. For instance, a general model of word formation in the Uzbek language using the morphological method:
root + word-forming suffix;

Non-standard models such as: *base + suffix (root + affix); root + suffix -tel'; root + suffix -ist.*

- **Meta-models:** In this case, linguistic models are selected that are hypothetical-deductive, abstract, and rationalized. The modeling method is actively applied to some languages, including English. In English and Russian, simple sentence structure is generally defined as: S + V + O (Subject + Verb + Object).

Examples:

«Я пишу диссертацию.» — I am writing a dissertation.

"Я читаю книгу." — I am reading a book.

In Uzbek, however, the structure of a simple sentence is S + O + V:

"Мен шеър ёд олдим." — I memorized a poem

Where in Russian it follows S + V + O:
"Я выучил стихотворение."

WPM represents the model of a minimal sentence:

Example: "Я читаю." (*I am reading.*) /
"Вы написали." (*You have written.*)

Subjects such as Russian language and literary reading possess broad potential for the successful implementation of educational goals in primary school. A distinctive feature of Russian as a foreign language in this context is that, by studying Russian, young Uzbek students simultaneously become acquainted with the **traditional values** of both the Russian and Uzbek peoples. Through language study, primary school students are introduced to Russian and Uzbek national traditional culture, internalizing the foundations of traditional culture that define their future level of upbringing, education, and civilization [10].

One of the foremost objectives that modern society places before education is the cultivation of respect for traditional values among the younger generation. It is essential to foster a sense of tolerance among young students toward the traditional values of other nations and nationalities different from their

own. The primary task of a primary school teacher is not only to develop academic knowledge and skills but also to correctly form traditional values—both of the students' own nationality and those related to the studied language, namely, the Russian language.

The significance of engaging with texts rooted in the traditional values of both Russian and Uzbek cultures in the instruction of Russian to children has not been adequately emphasized. As a result, the challenge of nurturing these traditional values through the process of learning the Russian language remains particularly pertinent in primary education. This research focuses on developing traditional values among primary school students through structured text modeling in Russian language teaching, aiming to closely connect educational and pedagogical elements within extracurricular reading sessions. Particular emphasis is placed on the modeling of syntactic concepts during instruction in the native language, as it serves to identify the educational and psychological foundations necessary for cultivating traditional values among young learners. Theories that explore methods for integrating the emotional and value-oriented aspects into education view it as a unified blend of content and instructional elements. Contemporary studies delve into all facets of traditional value development among students in Grades 1–4 in the context of teaching Russian, while also outlining the educational and pedagogical characteristics inherent to this process.

Main Content

First, it should be noted that **coherent speech** is directed toward satisfying the need for verbal expression, conveying a complete topic (constituting a unified whole), and is organized according to the laws of logic and grammar. Units of coherent speech may include a story, an article, a novel, a monograph, a report, and so on. In primary school, alongside stories, coherent speech also encompasses students' oral answers, retellings, and compositions [7].

In the primary grades of schools with Russian and Uzbek as languages of instruction in Uzbekistan, the main content of coherent texts outlined in the calendar-thematic plans includes:

- Folk tales
- Literary fairy tales
- Authorial works

The Ministry of Public Education annually approves texts. The only platform where students can engage with coherent texts during Russian language studies based on the traditional values of the Russian and Uzbek peoples is through **extracurricular reading lessons**.

In Russian-language classes, extracurricular reading is currently limited to:

13 lessons in Grade 2,

5 lessons in Grade 3, and

4 lessons in Grade 4.

In schools with Uzbek as the language of instruction, there are 17 extracurricular reading lessons in Grades 2, 3, and 4 respectively.

To enhance the integration of traditional values, we proposed that students in Grades 1–4 engage with coherent texts based on the traditional values of the Russian and Uzbek peoples during extracurricular reading lessons. This approach focuses on several key traditional holidays: **Maslenitsa, Navruz, Easter, Eid al-Fitr (Uraza Bayram), and the Harvest Festival**.

Maslenitsa and Navruz — Heralds of spring

Maslenitsa is a joyful and colorful Russian festival lasting one week—the last week before Lent. Sometimes called “Butter Week,” during this time, people prepare and eat pancakes (*blini*), which are round and golden like the sun. The holiday symbolizes the celebration of sunlight and spring while bidding farewell to the long winter. Each day of Maslenitsa features special activities: Tuesday is reserved for outdoor games; Wednesday, sons-in-law visit their mothers-

in-law to enjoy pancakes; Thursday is for sledding; and Sunday culminates in the burning of a straw effigy symbolizing winter. On Sunday, people traditionally ask forgiveness from family and friends.

Navruz, celebrated on March 21—the day of the vernal equinox—marks nature’s awakening. It is a time of new hopes and expectations. On this day, even bitter enemies are encouraged to forgive each other, avoid quarrels, and offer help to the weak and needy, attracting luck and fortune into their homes. Traditional foods include pastries with herbs, Nishalda (a sweet dessert made from whipped egg whites and aromatic herbs), and plov cooked in large cauldrons. Navruz is a vibrant and generous celebration, symbolizing renewal and unity.

Easter and Eid al-Fitr — Culmination of the Sacred Fast

Easter is the greatest Christian religious holiday, celebrated in spring, commemorating the resurrection of Jesus Christ after his crucifixion, symbolizing redemption and the triumph of life over death. In folk tradition, it also marks the renewal of earth and nature. Preparation for Easter lasts a whole week, with each day holding special rituals [16]. Families bake *kulich* (traditional Easter cakes) and dye eggs in bright colors. On Easter Sunday morning, people attend church services, where food and participants are blessed. Bringing a lit candle from church into one’s home is believed to ensure happiness and prosperity for the year.

Eid al-Fitr (Uraza Bayram), one of the two main holidays in Islam, marks the end of Ramadan. Established by Prophet Muhammad in 624 CE, it is a celebration of spiritual purification and good deeds. Prior to the holiday, Muslims forgive offenses, visit relatives, and pay charitable donations (*zakat*

al-fitr). On Eid, special dishes are prepared, and families exchange meals. Men typically perform Eid prayers at mosques, while festivities and generosity prevail in communities.

Harvest Festival (Hosil Bayrami)

The **Harvest Festival** is an eagerly awaited event for Russian and Uzbek farmers, celebrating the season’s rich bounty.

In Russia, colorful fairs, dances, and gratitude for nature’s abundance characterize it.

In Uzbekistan, **Hosil Bayrami** traces its roots to ancient agricultural traditions, celebrating the hard work of farmers, especially cotton growers. The festival strengthens cultural ties, emphasizes labor’s value, and promotes community solidarity through music, feasts, and festive gatherings.

Analysis and Results

While working with primary school students, the goal was to develop their skills in modeling coherent texts during Russian language instruction based on the traditional values of the Russian and Uzbek peoples [11]. During extracurricular reading lessons, both literary and informational texts were utilized. The purpose of these texts was to foster respect for the traditional values of the Russian and Uzbek peoples and to nurture students’ personalities.

Special attention was paid to identifying the commonalities between the traditions of the Russian and Uzbek peoples, leading students to the conclusion about the unity of the peoples living on the same land. As a result, each primary school student developed an understanding of traditional values relevant to their own culture and an appreciation for the shared heritage and mutual respect between the two peoples. This approach demonstrates that integrating cultural and value-based content into language learning is not only feasible but also highly effective in achieving holistic student development.

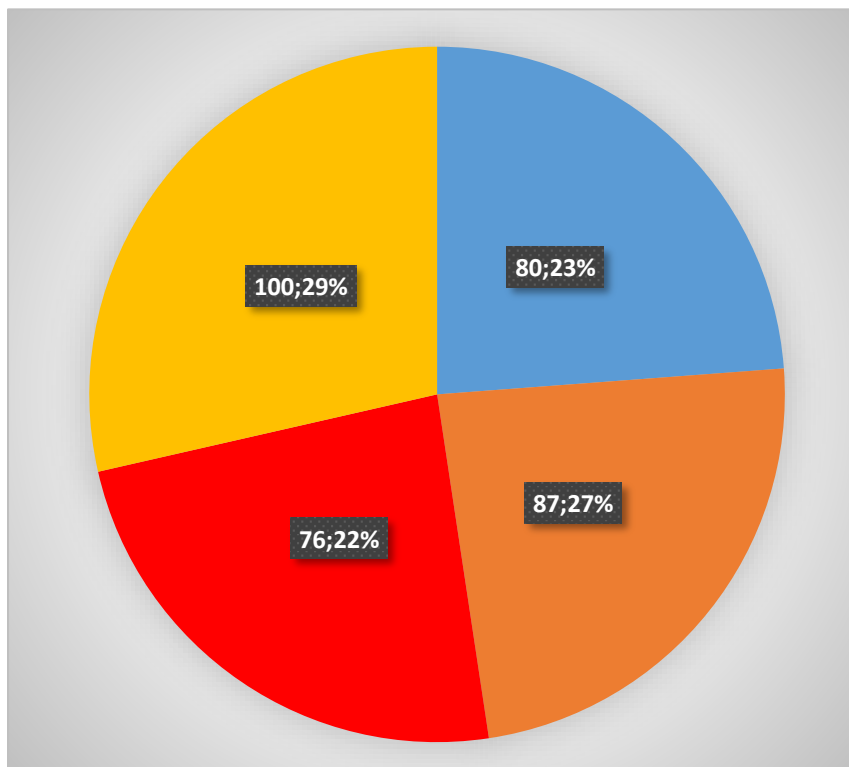
Level of Skill Formation in Working with Coherent Texts during Russian Language Instruction Based on Traditional Values

Level Task number	High		Medium-high		Medium		Medium-low		Low	
	Number of students	in %	Number of students	in %	Number of students	in %	Number of students	in %	Number of students	in %
1	6	11	14	24	19	35	11	19	6	11
2	7	14	10	20	16	32	12	24	5	10
3	8	18	19	25	6	8	9	12	13	18
4	9	24	17	52	6	17	2	5	2	5

Students' Abilities in Working with Coherent Texts during Russian Language Instruction Based on Traditional Values

Textual Skills	Number of Students	%	Textual Skills	Number of Students	%
Enhancing respect for traditional values, enriching vocabulary, developing speech	80	72%	Enhancing respect for traditional values, enriching vocabulary, developing speech	80	72%
Formation of fundamental moral relationships determining social position and worldview	76	68%	Formation of fundamental moral relationships determining social position and worldview	76	68%

Skills of students in working with coherent text in teaching the Russian language, based on the traditional values of the Russian and Uzbek peoples



the Russian language, based on structured Russian grammar exercises. Educational and methodological research

Figure 1: Diagram – "Students' Skills in Working with Coherent Texts Based on Traditional Values of the Russian and Uzbek Peoples"

(This section would typically contain the visual diagram as Figure 1. Since I cannot generate images, this serves as a placeholder for where the diagram should be inserted in the final document.)

Observations

At the diagnostic stage, texts exploring the traditional values of both Russian and Uzbek cultures significantly contributed to expanding students' horizons. These texts fostered a comprehensive understanding of diverse traditional cultures, highlighting their unique characteristics and shared elements. During initial work with primary school students, we leveraged traditional and historical texts focusing on Russia, Uzbekistan, and their respective traditional holidays. This approach was instrumental in enhancing students' **moral and ethical education**.

Information of skills in modeling syntactic concepts and assessing the level of proficiency in Russian grammar

Fostering a tolerant attitude among primary school students toward the traditions of the peoples living in Uzbekistan

Identifying the set of educational influences in teaching the Russian language based on the traditional values of the Russian and Uzbek peoples through modeling coherent texts among primary school students

Analyzing the use of instructional methods for grammatical modeling of coherent texts in teaching

Organization of Experimental Work

Following the analysis of the diagnostic stage results, the teaching experiment was designed with the following key objectives:

1. To develop primary school students' skills in working with **coherent texts** based on traditional values, integrating this as an essential component of extracurricular Russian language reading lessons.
2. To seamlessly incorporate coherent text work into the Russian language curriculum by establishing clear correlations between specific sections of Russian linguistics and the cultivation of **traditional values**.
3. To nurture fundamental skills necessary for **modeling coherent texts** that reflect traditional values.

4. To deepen students' **emotional perception** of texts imbued with traditional values, fostering a more personal connection to the material.
5. To structure learning activities around comparisons and parallels between the traditional values inherent in both Russian and Uzbek cultures.
6. To implement specially designed didactic methods, including tasks aimed at both **value acquisition** and the stimulation of **language creativity**.

Comparative Results and Final Analysis

The overall aim of the experimental work was to empirically verify the influence of carefully selected texts and assignments on the effectiveness of **value formation** among primary school students. To achieve this, the following specific objectives were identified:

1. To evaluate the effectiveness of the chosen texts in shaping students' **value orientations**.
2. To determine the impact of a comprehensive set of tasks on working with coherent texts within the Russian language curriculum, specifically those based on the traditional values of the Russian and Uzbek peoples.
3. To refine the distinct features of working with coherent texts within each section of the Russian language curriculum during every language cycle.

Experimental Base

The experimental study was conducted in primary classes across several schools: Secondary schools N 1, No. 2, and No. 21 in Bukhara city, along with Secondary school N 2 in Alat District and Secondary school N 3 in Romitan District, all located in the Bukhara Region, Republic of Uzbekistan.

Key Findings

The systematic use of coherent texts centered on the traditional values of the Russian and Uzbek peoples yielded several significant outcomes:

1. **Strengthened respect for traditional values** was observed during Russian language learning.
2. Students demonstrated marked **vocabulary enrichment** and enhanced **coherent speech skills**.
3. A deeper **acquisition of national and universal values** became evident.
4. The study facilitated the **formation of fundamental moral attitudes**, actively shaping students' social stance, worldview, and sense of purpose.
5. A noticeable **cultivation of tolerant attitudes** toward the customs and traditions of all peoples residing in Uzbekistan.

Overall, the analysis of the control experiment results indicated that students' knowledge and skills in working with coherent texts based on traditional values became notably deeper and more conscious. Students grasped the logic behind modeling parts of a coherent text and developed the ability to formulate logical questions effectively. This progress was significantly facilitated by:

1. **Modeling syntactic concepts** in native language lessons, which guided students toward understanding the sequential use of parts of speech.
2. The ability to **select appropriate nouns, verbs, and predicates** for given subjects.
3. The establishment of clear **connections between different parts of speech**.

Comparative Table of Speech and Value Skills Development

Indicator	Before Experiment	After Experiment
Coherence of Oral Speech	46%	78%
Lexical Enrichment	41%	76%
Use of Thematic Vocabulary	38%	81%
Emotional Engagement	52%	85%
Understanding of Values and Traditions	43%	88%

Quantitative and Qualitative Analysis

Both **quantitative methods** (including diagnostic tasks such as thematic planning, short essays based on holidays, and speech responses derived from images depicting national traditions) and **qualitative methods** (such as the analysis of students' reflective diaries and personal statements) were employed in this study.

For instance, students began to express personal opinions in their writing, reflecting not only improved linguistic competencies but also the emergence of emotional and value-based relationships to culture. Examples include:

- "I help my mother cook *plov* for Navruz."
- "I love Easter because we paint eggs together with my family."

This reflects not only the development of linguistic competencies but also the emergence of emotional and value-based relations to culture.

Metasubject Results

Beyond language-specific improvements, the intervention yielded significant metasubject results:

- Improved communication skills.
- Increased participation in discussions.
- Enhanced interest in reading.
- Active sharing of personal and family traditions.

Students willingly suggested new topics for class projects, such as "Wedding Traditions," "Hospitality," or "Day of Remembrance for Ancestors." Reflective mini-diaries with prompts like "What new things did I learn about the holiday?" or "What did this story teach me?" helped systematically trace the gradual development of respect for traditions among students.

Ultimately, the experimental work conclusively demonstrated the high effectiveness of a systematic approach to working with coherent texts oriented toward traditional values. It proved that such texts not only foster essential linguistic skills but also significantly contribute to the formation of students' cultural identity, critical thinking, and civic consciousness in primary school.

Concluding Recommendations

The primary methods employed in this study, crucial for its success, included:

- Analysis of syntactic material.
- Syntactic and morphological analysis.
- Work with deformed (disordered) texts.
- Observation.
- Dialogic interaction (interviews).
- Creation of problem-based learning situations.

Practical Significance of the Research

The methods developed for working with coherent texts based on the traditional values of the Russian and Uzbek peoples hold significant practical implications and can be applied in several key areas:

- **Textbook Development:** These methods offer valuable insights for authors developing primary school Russian language textbooks in Uzbekistan, enabling them to enhance the focus on traditional value education.
- **Methodological Recommendations:** Linguistic methodologists can integrate these approaches into collections of texts, tasks, and methodological recommendations specifically designed for extracurricular reading activities.
- **Lesson Planning:** Teachers can readily utilize the provided strategies for selecting texts and designing engaging extracurricular reading lessons, thereby integrating complex work with coherent texts based on the traditional values of the Russian and Uzbek peoples.
- **Quality Assessment:** Education specialists can apply these strategies to assess the quality of value formation processes among primary school students, ensuring effective implementation and measurable outcomes.

Comprehending values through texts allows children to perceive information not merely as abstract knowledge but as an integral, living part of their personal lives. Through exposure to thematic vocabulary, depictions of everyday life, and images celebrating family, labor, and kindness, children develop a worldview founded on respect and cultural interaction. Crucially, during work with such texts, the child remains an active participant—reading, reflecting, retelling, and analyzing—thereby promoting profound personal growth.

Practical Recommendations for Teachers in a Multiethnic Educational Environment

Based on the conducted experiment, the following practical recommendations are proposed for primary school teachers operating in multiethnic educational settings:

- **Incorporate Texts About Traditions:** Systematically include texts about the traditions, holidays, and national customs of both native and neighboring peoples living in Uzbekistan and Russia into the reading curriculum. This broadens students' horizons and enhances educational impact.
- **Use Creative Assignments:** Regularly engage students in creative tasks such as compositions, oral narratives, dramatizations, and holiday-themed projects. Personal emotional involvement is paramount for meaningful learning and deeper retention.
- **Organize Thematic Weeks:** Arrange dedicated "Folk Holidays Week" or "Friendship of Peoples Week." Each day can focus on a specific cultural aspect, such as music, food, folklore, or proverbs, fostering immersive learning experiences.
- **Engage Parents:** Actively involve parents in the educational process. Encourage them to contribute by sharing family traditions, preparing stories about holidays, and bringing cultural artifacts to class.

Understanding Values Through Texts

- **Apply Differentiated Approaches:** Offer differentiated tasks to cater to varying student needs. For example, assign creative writing for more active students, while providing word insertion exercises and structured retelling for those who are less confident.
- **Create a Mini-Library:** Develop a classroom mini-library stocked with books and illustrated materials about national holidays, folklore, and traditions. Including bilingual texts will significantly enhance intercultural integration.
- **Develop Workbooks:** Create supplementary workbooks featuring assignments for text analysis, tradition comparisons, story illustrations, and dialogue supplements. This makes learning more lively, interactive, and meaningful.

Conclusion

In conclusion, a methodology based on modeling coherent texts enriched with elements of traditional values can be successfully implemented in primary school settings. This approach significantly strengthens the humanistic orientation of education, actively promotes the formation of civic identity and cultural awareness, and fosters a sustainable interest in the Russian language as a powerful means of discovering the rich diversity of cultural traditions.

The conducted study confirmed the remarkable effectiveness of using coherent texts based on the traditional values of the Russian and Uzbek peoples in teaching the Russian language to primary school students. This holistic approach contributes not only to the development of essential speech skills but also to the profound cultivation of **tolerance**, genuine **interest in national culture**, and a conscious attitude toward language as a vital bearer of spiritual and moral heritage.

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