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## O‘ZBEKISTON MAKTABLARI MISOLIDA MILLIY-RUS IKKI TILLILIGI SHAROITIDA O‘QUVCHILARNING DISKURSIV KOMPETENSIYASINI SHAKLLANTIRISHNING KONTSEPTUAL ASOSLARI

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**Annotatsiya:** Ushbu maqolada milliy-rus ikki tilliligi sharoitida maktab yoshidagi o‘quvchilarning diskursiv kompetensiyasini shakllantirish uchun nazariy asoslangan kontseptual asos taqdim etiladi, e‘tibor O‘zbekiston ta‘lim tizimiga qaratilgan. O‘zbekiston maktablarida rus tili ko‘pincha chet tili sifatida o‘qitish (RCHT) uslubiga yaqin rasmiy ta‘lim orqali o‘zlashtiriladi, shu bois diskursiv kompetensiya nafaqat kognitiv-lingvistik maqsad, balki o‘quvchilarning ko‘p tilli muhitga ijtimoiy, ta‘lim va fuqarolik integratsiyasi mexanizmi sifatida ko‘rib chiqiladi. Sotsiomadaniy nazariya, kommunikativ kompetensiya modeli va ikki tillilik ta‘limidagi so‘nggi yutuqlarga tayangan holda, maqola mavjud kontseptual yondashuvlarni sintez qiladi va ikki tilli o‘quvchilar uchun diskursiv kompetensiyaning asosiy tarkibiy qismlarini aniqlaydi. 2005–2025-yillarda nashr etilgan 45 ta tanlangan tadqiqot bo‘yicha tizimli adabiyotlar sharhi metodologiyasidan foydalanilgan holda kontseptual tahlil o‘tkazilib, to‘rt o‘zaro bog‘liq o‘lchovni – lingvistik-diskursiv, ijtimoiy-pragmatik, kognitiv-strategik va identifikatsion-refleksiv – birlashtiruvchi Integrativ ikki tilli diskursiv kompetensiya modeli (IBDCM) ishlab chiqildi. Natijalar shuni ko‘rsatadiki, ikki tilli diskursiv kompetensiyani samarali rivojlantirish tillararo transfer mexanizmlarining izchil ifodalanishini, kontekstlashtirilgan diskurs skaffoldingini, tilni o‘rganishga integrativ yo‘nalishni va shaxsni tasdiqlovchi pedagogik yondashuvlarni talab qiladi. Ushbu asos O‘rta Osiyo til ta‘limi ilm-fanidagi muhim bo‘shliqni to‘ldirib, ko‘p tilli O‘zbekiston maktablarida o‘quv dasturlarini ishlab chiqish, o‘qituvchilarni tayyorlash va baholash uchun madaniy jihatdan mos va empirik jihatdan asoslangan kontseptual bazani taqdim etadi.

**Kalit so‘zlar:** diskursiv kompetensiya; ikki tillilik; o‘zbek-rus ikki tilli ta‘lim; kommunikativ kompetensiya; til ta‘limi; O‘zbekiston maktablari; ko‘p tilli pedagogika; diskurs tahlili; chet tili sifatida rus tili (RCHT); ijtimoiy-madaniy integratsiya; integrativ motivatsiya.

**КОНЦЕПТУАЛЬНЫЕ ОСНОВЫ ФОРМИРОВАНИЯ ДИСКУРСИВНОЙ  
КОМПЕТЕНЦИИ УЧАЩИХСЯ В УСЛОВИЯХ НАЦИОНАЛЬНО-РУССКОГО  
ДВУЯЗЫЧИЯ: НА ПРИМЕРЕ ШКОЛ УЗБЕКИСТАНА**

**Аннотация:** В статье представлена теоретически обоснованная концептуальная модель формирования дискурсивной компетенции у учащихся школьного возраста в условиях национально-русского двуязычия, с особым вниманием к образовательному контексту Узбекистана. В школах Узбекистана русский язык часто осваивается через формальное обучение, методологически близкое к преподаванию русского как иностранного (РКИ), поэтому формирование дискурсивной компетенции рассматривается не только как когнитивно-лингвистическая цель, но и как механизм социальной, образовательной и гражданской интеграции учащихся в многоязычную среду. Опираясь на социокультурную теорию, модель коммуникативной компетенции и последние достижения в области исследований билингвального образования, статья систематизирует существующие концептуальные подходы и определяет ключевые структурные компоненты дискурсивной компетенции применительно к билингвальным учащимся. Предлагаемая модель объединяет четыре взаимосвязанных измерения. Концептуальный анализ проведён с использованием методологии систематического обзора литературы на основе 45 отобранных исследований, опубликованных в период с 2005 по 2025 год. Результаты показывают, что эффективное развитие билингвальной дискурсивной компетенции требует согласованной артикуляции механизмов межъязыкового переноса, контекстуализированного дискурсивного скаффолдинга, интегративной ориентации в изучении языка и педагогических подходов, утверждающих идентичность учащихся. Разработанная модель восполняет значимый пробел в центральноазиатской лингводидактике, предлагая культурно обоснованную и эмпирически подкреплённую концептуальную базу для разработки учебных программ, подготовки педагогов и оценивания в многоязычных школах Узбекистана.

**Ключевые слова:** дискурсивная компетенция; билингвизм; узбекско-русское двуязычное образование; коммуникативная компетенция; языковое образование; школы Узбекистана; многоязычная педагогика; дискурс-анализ; русский как иностранный язык (РКИ); социокультурная интеграция; интегративная мотивация.

## **CONCEPTUAL FOUNDATIONS FOR THE FORMATION OF DISCURSIVE COMPETENCE OF STUDENTS IN THE CONTEXT OF NATIONAL-RUSSIAN BILINGUALISM: EVIDENCE FROM SCHOOLS IN UZBEKISTAN**

**Annotation:** This study presents a theoretically grounded conceptual framework for developing discursive competence among school-age learners operating within a national-Russian bilingual environment, with a particular focus on the educational context of Uzbekistan. As Uzbekistan pursues multilingual educational reforms, understanding how students construct discourse across Uzbek and Russian – the two primary languages of instruction – has become both a theoretical and pedagogical priority. The paper places particular emphasis on the integrative function of language teaching: for many Uzbek-medium students, Russian is acquired through formal instruction resembling the teaching of Russian as a Foreign Language (RFL), and discursive competence formation is treated here not only as a cognitive-linguistic goal but as a mechanism of learners' social, educational, and civic integration into a multilingual environment. Drawing on sociocultural theory, the

Communicative Competence Model, and recent advances in bilingual education research, this paper synthesises existing conceptual frameworks and identifies key structural components of discursive competence applicable to bilingual learners. The proposed model integrates four interconnected dimensions: linguistic-discursive, socio-pragmatic, cognitive-strategic, and identity-reflexive. A conceptual analysis was conducted using systematic literature review methodology across 45 selected studies published between 2005 and 2025. Results indicate that effective bilingual discursive competence development requires coherent articulation of interlingual transfer mechanisms, contextualised discourse scaffolding, an integrative orientation toward language learning, and identity-affirming pedagogical approaches. The framework addresses a significant gap in Central Asian language education scholarship by providing a culturally responsive and empirically anchored conceptual basis for curriculum design, teacher training, and assessment in multilingual Uzbekistan schools.

**Key words:** discursive competence; bilingualism; Uzbek-Russian bilingual education; communicative competence; language education; Uzbekistan schools; multilingual pedagogy; discourse analysis; Russian as a Foreign Language (RFL); sociocultural integration; integrative motivation.

## INTRODUCTION

In contemporary multilingual societies, the ability to construct coherent, contextually appropriate, and communicatively effective discourse across two or more languages has emerged as a central competence for educational achievement and civic participation. This competence – broadly designated as discursive competence – encompasses not only grammatical and lexical knowledge, but also the capacities for text cohesion, genre recognition, pragmatic appropriateness, and strategic communication across varied social contexts.

Uzbekistan presents a particularly compelling and underexplored context for the study of discursive competence formation. Following independence in 1991, Uzbekistan implemented a state language policy designating Uzbek as the official state language while simultaneously preserving a significant functional role for Russian in scientific discourse, higher education, and inter-ethnic communication. Today, approximately 11–14 million people in Uzbekistan use Russian on a regular basis, and Russian-medium schools continue to operate alongside Uzbek-medium institutions across major urban centres, including Tashkent, Samarkand, and Namangan. In this environment, many students are de facto bilinguals navigating institutional expectations in both Uzbek and Russian simultaneously. Despite this widespread bilingualism, curricular frameworks for language instruction have historically emphasised formal linguistic accuracy – grammar, vocabulary, and phonology – at the expense of discourse-level proficiency, pragmatic flexibility, and inter-linguistic transfer strategies [1]. This structural gap results in learners who may demonstrate surface-level linguistic accuracy in both languages yet remain unable to produce or interpret coherent, genre-appropriate discourse, particularly in academic and professional registers.

It is important to note that not all learners in this environment acquire Russian as a co-native language from early childhood. A considerable proportion of students in Uzbek-

medium schools encounter Russian primarily through formal classroom instruction, in a manner methodologically closer to the teaching of Russian as a Foreign Language (RFL), known in the Russian-language pedagogical tradition as Русский язык как иностранный (RKI) [2]. Within this tradition, language teaching has long been understood not merely as the transmission of grammatical and lexical knowledge but as a means of social and cultural integration, enabling learners to participate fully in the educational, civic, and professional life conducted in the target language. Accordingly, the present study treats the development of discursive competence not only as a linguistic-cognitive objective but as a vehicle for the broader integration of Uzbek-medium students into a multilingual educational and social environment.

The present study addresses this gap by developing a conceptual framework for the formation of discursive competence among school-age learners in the context of national-Russian bilingualism in Uzbekistan. Specifically, the paper pursues three interrelated objectives: (1) to review and synthesise existing theoretical models of communicative and discursive competence relevant to bilingual educational contexts; (2) to identify the key structural components of discursive competence as they apply to Uzbek-Russian bilingual learners; and (3) to propose an integrated, culturally responsive conceptual model that can serve as a basis for curriculum design, instructional practice, and assessment in multilingual Uzbekistan schools. The study extends existing models of communicative competence by foregrounding the discourse dimension within a Central Asian bilingual context that has received limited scholarly attention, integrates insights from cognitive, sociolinguistic, and identity-based theoretical traditions into a unified framework, and responds to current national education reform priorities in Uzbekistan by providing theoretically grounded tools for pedagogical practice in multilingual classrooms.

### **LITERATURE ANALYSIS**

The conceptual history of communicative competence originates with Hymes’ seminal critique of Chomsky’s idealized linguistic competence, which Hymes argued was insufficient to account for the socially situated nature of language use [3]. Hymes proposed the concept of communicative competence to encompass the knowledge of both formal linguistic rules and the social rules governing appropriate language use in context. Canale and Swain subsequently operationalized communicative competence into four subcomponents: grammatical, sociolinguistic, discourse, and strategic competence, establishing a framework that continues to inform language education research and policy worldwide [4]. Within this framework, discourse competence refers specifically to the ability to combine and interpret grammatical forms and meanings to achieve a unified spoken or written text across different genres and registers [5].

Subsequent theoretical developments refined and expanded this construct. Bachman reconceptualised language competence as comprising organisational competence (grammatical and textual) and pragmatic competence (illocutionary and sociolinguistic), positioning textual competence – closely analogous to discursive competence – as a core organising dimension [6]. More recently, the Common European Framework of Reference for Languages (CEFR) adopted discourse competence as a standalone descriptive category, emphasising coherence,

cohesion, spoken fluency, thematic development, and genre control [7, 8]. Contemporary discourse scholarship has further enriched the construct by drawing on Critical Discourse Analysis and systemic functional linguistics: Van Dijk positioned discourse competence within a broader social cognitive framework in which mental models of discourse context mediate the production and comprehension of coherent discourse [9], while Flowerdew and Richardson emphasised that discursive competence is a dynamic practice co-constructed through social interaction rather than a static cognitive possession [10].

Research on bilingualism has consistently demonstrated that bilingual individuals do not simply maintain two parallel and independent linguistic systems; rather, they develop an integrated, dynamic linguistic repertoire in which features of both languages interact productively [11, 12]. This perspective, broadly associated with the concept of translanguaging [12], challenges additive and subtractive models of bilingualism and proposes instead a view of bilingual discourse as fluid, purposeful movement between linguistic codes in response to communicative goals. In educational settings, a substantial body of research has demonstrated that well-developed discourse competence in one language can function as a cognitive resource supporting discourse development in a second language: Cummins' Interdependence Hypothesis posits that concepts, knowledge, and academic language skills developed through one language are transferable to other languages [13]. However, this transfer is neither automatic nor unidirectional; it depends on explicit instructional attention to discourse-level features and learners' meta-discursive awareness [14].

Research specifically focused on post-Soviet bilingual education contexts provides important contextual grounding for the present study. Pavlenko and Blackledge documented how language ideologies in post-Soviet states have shaped bilingual learners' identity negotiations and their orientations toward institutional languages [15]. Mustajoki et al. observed that in Central Asian educational settings, Russian continues to carry significant socioeconomic capital and prestige in scientific and professional domains, creating complex motivational dynamics for learners navigating Uzbek-Russian bilingualism [16].

Scholarship specifically addressing language education in contemporary Uzbekistan is growing but remains methodologically and theoretically fragmented. Djuraev and Hamidov identified a persistent emphasis on form-focused instruction in Uzbekistan language classrooms [1], while Shorish documented how ongoing language policy shifts – including periodic revisions of the alphabet, changes in medium of instruction policies, and the expanding role of English as a third language of prestige – have created instability that complicates systematic development of discursive competence [17]. Rakhimova proposed a model of Russian-language communicative competence for Uzbek-speaking students emphasising pragmatic, textual, and strategic dimensions, though her framework did not explicitly address bilingual dynamics of code-switching, interlingual transfer, or identity formation [18]. Abdullayeva and Yunusova examined discourse strategies employed by Uzbek-Russian bilingual students in academic writing tasks, finding that students frequently transferred discourse organisational patterns from Uzbek – which reflects the Altaic topic-prominent discourse tradition – into Russian written texts, resulting in genre-inappropriate text structures [19].

A further body of scholarship relevant to the present framework concerns the teaching of Russian as a Foreign Language (RFL), a well-established methodological tradition within Russian applied linguistics [2]. Within this tradition, language instruction is oriented not solely toward formal accuracy but toward learners’ capacity to function communicatively within the target-language community, positioning language teaching itself as a mechanism of social and institutional integration. This orientation resonates with the classic distinction between integrative and instrumental motivation in second-language acquisition [20], whereby integrative motivation reflects a learner’s positive orientation toward participating in, and being accepted by, the target-language community. For Uzbek-medium students, whose acquisition of Russian frequently occurs through structured classroom instruction rather than home bilingualism, an RFL-informed integrative orientation is particularly relevant, and this orientation runs as a thread across all four dimensions of the proposed model.

### **RESEARCH METHODOLOGY**

This study employed a systematic conceptual analysis methodology to develop a theoretically grounded framework for discursive competence formation in bilingual educational contexts. Conceptual analysis, as a research approach, involves the systematic examination, synthesis, and critical evaluation of existing theoretical models and empirical findings in order to develop new theoretical constructs or frameworks [21]. This approach is appropriate when the goal is theoretical development and conceptual clarification rather than primary empirical data collection, and is widely employed in educational and linguistic research to build frameworks that can subsequently guide empirical investigation [22].

A systematic literature search was conducted across four major academic databases – ERIC, Scopus, Web of Science, and Google Scholar – covering publications from 2005 to 2025. Search terms included combinations of the following concepts: discursive competence, discourse competence, communicative competence, bilingual education, Uzbek-Russian bilingualism, language education Uzbekistan, multilingual pedagogy, translanguaging, academic discourse, and language identity. Non-English publications in Russian and Uzbek were also included to capture relevant regional scholarship, along with grey literature including national curriculum documents and state educational standards of Uzbekistan.

An initial search yielded 312 potentially relevant sources. Inclusion criteria required that studies be peer-reviewed or policy documents, address discourse or communicative competence in bilingual or multilingual educational contexts, and be available in full text. Studies focused exclusively on phonological, morphological, or lexical competence without addressing discourse-level features were excluded, as were studies unrelated to school-age populations or formal educational settings. Following the application of inclusion and exclusion criteria, 45 sources were retained for in-depth conceptual analysis (Figure 1). The retained literature was analysed using Jabareen’s framework for qualitative conceptual analysis, which involves four phases: mapping selected data sources, categorising and organising the data, integrating concepts, and creating the conceptual framework [21].

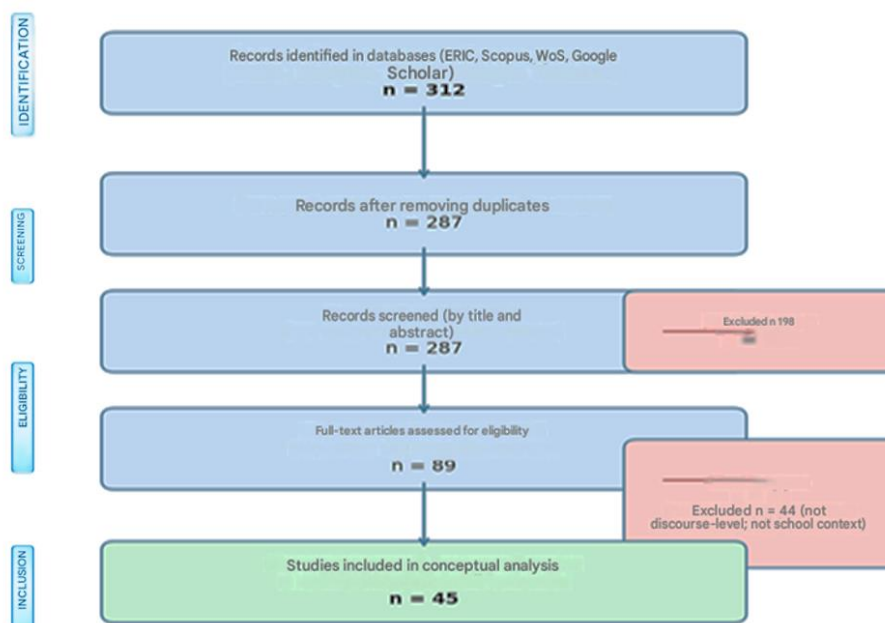


**Figure 1. Literature search and selection procedure (PRISMA-adapted)**

## RESULTS AND THEIR ANALYSIS

The proposed conceptual framework, designated the Integrative Bilingual Discursive Competence Model (IBDCM), organises discursive competence into four interconnected dimensions: (1) the Linguistic-Discursive Dimension; (2) the Socio-Pragmatic Dimension; (3) the Cognitive-Strategic Dimension; and (4) the Identity-Reflexive Dimension. Each dimension encompasses a set of sub-components operationalised at the level of observable learner behaviours and instructional activities. The dimensions are not hierarchically ordered; rather, they interact dynamically in the bilingual discourse practices of learners, with each dimension both supporting and being supported by the others. The framework is presented schematically in Figure 2.

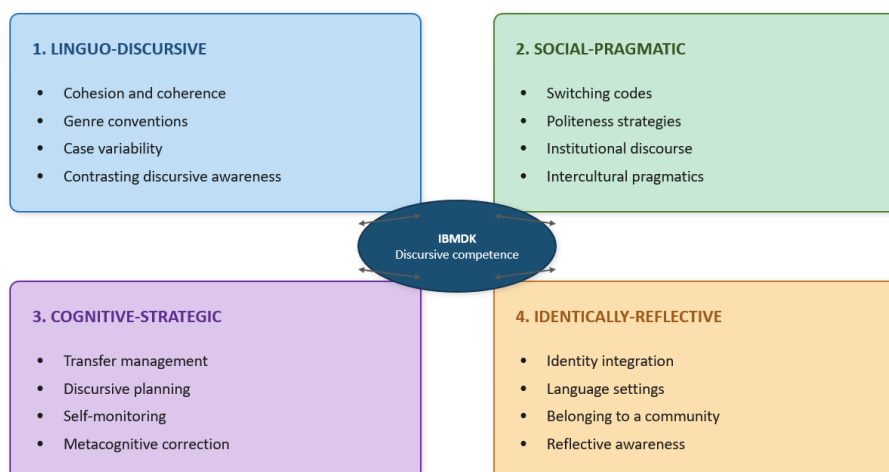


**Figure 2. The Integrative Bilingual Discursive Competence Model (IBDCM)**

**Linguistic-Discursive Dimension.** Drawing on Canale and Swain’s discourse competence construct and Bachman’s textual competence [4, 6], this dimension includes cohesion, coherence, genre conventions, and register variation. A particularly significant sub-component, specific to the Uzbek-Russian bilingual context, is contrastive discourse awareness – the explicit understanding of structural differences between Uzbek and Russian

discourse organisation. As Abdullayeva and Yunusova demonstrated [19], Uzbek discourse typically organises information according to a topic-comment structure in which the main thesis is often deferred to the end of extended discourse units, reflecting a rhetorical tradition characteristic of Turkic languages, whereas Russian academic discourse tends toward a theme-rheme structure with earlier thesis placement. Without explicit instruction in these contrastive patterns, bilingual learners frequently produce genre-inappropriate texts when writing in Russian, applying Uzbek organisational schemas to Russian academic registers.

**Socio-Pragmatic Dimension.** This dimension addresses learners’ capacities for contextually appropriate language use, drawing theoretically on Hymes’ communicative competence model and van Dijk’s social cognition framework [3, 9]. Code-switching competence refers to the strategic and socially appropriate alternation between Uzbek and Russian at discourse boundaries, a practice that is widespread in urban Uzbekistan but is rarely addressed systematically in formal instruction [16]. Politeness and face-management strategies differ systematically between Uzbek and Russian cultural-communicative traditions, with Uzbek discourse frequently employing indirect speech acts and elaborate honorific forms that have no direct structural equivalents in Russian [17]. Consistent with the RFL-informed integrative orientation, this dimension also encompasses learners’ willingness to engage with the Russian-speaking community and institutional environment rather than treating Russian solely as an academic subject [20].

**Cognitive-Strategic Dimension.** This dimension encompasses the metacognitive and procedural strategies that bilingual learners deploy to plan, monitor, and regulate their discourse across both languages, grounded in Vygotsky’s theory of the role of language in cognitive development and the literature on metacognitive strategy instruction [23, 24]. Key sub-components include interlingual transfer management – the capacity to identify when linguistic features, textual schemas, or pragmatic strategies from one language can be productively drawn upon in the other, and when such transfers are likely to produce communicative difficulties [13] – and discursive planning and self-monitoring, referring to learners’ abilities to set communicative goals, monitor their own texts for coherence and genre-appropriateness during production, and revise and repair discourse breakdowns when they occur [10].

**Identity-Reflexive Dimension.** This dimension addresses the ways in which learners’ linguistic identities, attitudes toward their two languages, and sense of belonging within bilingual communities shape their engagement with discursive competence development, drawing on social identity theory, Norton’s theory of language learning and social identity, and Carlone and Johnson’s science identity framework [25, 26, 27]. A central construct is linguistic identity integration – the degree to which learners perceive their Uzbek and Russian linguistic identities as complementary rather than competing elements of a unified self. Learners who experience their two languages as mutually validating components of a rich multilingual identity are more likely to invest in developing high-level discourse competence in both languages, whereas learners who experience one language as threatening or undermining the other may develop resistance to instruction in the institutionally dominant language [15].

**Table 1**

**Summary of the Integrative Bilingual Discursive Competence Model (IBDCM) dimensions and sub-components**

| Dimension                | Key Sub-Components                                                                          | Theoretical Basis                                               |
|--------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| 1. Linguistic-Discursive | Cohesion, coherence, genre conventions, register variation, contrastive discourse awareness | Canale & Swain [4]; Bachman [6]; Abdullayeva & Yunusova [19]    |
| 2. Socio-Pragmatic       | Code-switching competence, politeness strategies, institutional discourse norms             | Hymes [3]; van Dijk [9]; Mustajoki et al. [16]                  |
| 3. Cognitive-Strategic   | Interlingual transfer management, discursive planning, self-monitoring                      | Cummins [13]; Chamot [24]; Vygotsky [23]                        |
| 4. Identity-Reflexive    | Linguistic identity integration, language attitudes, community belonging                    | Norton [26]; Pavlenko & Blackledge [15]; Carlone & Johnson [27] |

A crucial feature of the IBDCM is its emphasis on the dynamic interdependence of the four dimensions. The Linguistic-Discursive Dimension provides the foundational formal resources for discourse production and comprehension, but these resources are mobilised and shaped by the Socio-Pragmatic Dimension’s contextual sensitivity. The Cognitive-Strategic Dimension mediates between the two systems, while the Identity-Reflexive Dimension acts as both a motivational foundation and a reflexive constraint, fundamentally shaping learners’ willingness to engage with discursive challenges and invest in the sustained effort that high-level discursive competence requires.

**Theoretical Contribution and Practical Implications.** The IBDCM advances the existing literature in several respects. First, by integrating cognitive, sociolinguistic, and identity-based theoretical traditions into a single framework, the model moves beyond the predominantly cognitive orientation of earlier communicative competence models [4, 6] to incorporate the social and ideological dimensions of discourse particularly salient in post-Soviet bilingual contexts [12, 26]. Second, the explicit inclusion of contrastive discourse awareness addresses a gap identified by multiple researchers in the Uzbekistan context [19, 1]. Third, the Identity-Reflexive Dimension represents a theoretically novel addition to frameworks for discursive competence in Central Asian bilingual education, which has not previously been systematically attempted [26, 15]. With respect to instructional practice, teachers should incorporate genre-based instruction that explicitly compares the discourse organisational conventions of academic texts in Uzbek and Russian, aligning with the growing evidence base for genre pedagogy in second language writing [28]. Rather than treating code-switching as a failure of linguistic competence, teachers should be equipped to recognise and build upon students’ translanguaging practices as evidence of sophisticated socio-pragmatic knowledge [12], drawing on established RFL methodology [2] to design communicatively oriented, integration-focused activities. The Cognitive-Strategic Dimension calls for explicit

instruction in metacognitive discourse strategies, including think-aloud protocols and discursive planning templates, while the Identity-Reflexive Dimension calls for classroom environments in which both linguistic identities are validated through bilingual discussion forums and mentoring relationships with accomplished bilingual speakers.

**Limitations.** The present study has several limitations. First, the IBDCM is a conceptual rather than empirically derived framework; while it is grounded in systematic review of existing literature, its validity and applicability in the specific context of Uzbekistan schools has not yet been empirically tested. Future research should develop operationalised assessment instruments and evaluate the framework’s predictive validity through empirical studies with bilingual student populations. Second, the systematic literature review methodology may have missed relevant scholarship published in Uzbek or other Central Asian languages not indexed in the major databases searched. Third, the framework does not currently address the increasingly important role of English as a third language of instruction and prestige in Uzbekistan, a limitation that may become more significant as trilingual education initiatives expand in the country.

## **CONCLUSIONS**

This study has proposed the Integrative Bilingual Discursive Competence Model (IBDCM) as a theoretically grounded conceptual framework for understanding and developing discursive competence in the context of national-Russian bilingualism in Uzbekistan schools. By synthesising insights from communicative competence theory, bilingualism research, critical discourse studies, and sociolinguistic identity theory, the IBDCM articulates a four-dimensional model that encompasses linguistic-discursive, socio-pragmatic, cognitive-strategic, and identity-reflexive dimensions of discursive competence.

The framework responds to a significant gap in both regional scholarship and international research on bilingual language education: the absence of a theoretically coherent, contextually grounded model for developing discursive competence in the specific Uzbek-Russian bilingual configuration. In doing so, it offers practical implications for curriculum design – particularly the integration of genre-based instruction and contrastive discourse awareness – teacher professional development, learner assessment, and broader language education policy in Uzbekistan.

Most fundamentally, the IBDCM reframes discursive competence development not as a narrow technical matter of acquiring formal linguistic skills, but as a complex, multidimensional process through which bilingual learners develop the communicative, cognitive, and identity resources required to participate fully and confidently in the multilingual communities of practice that define contemporary Uzbekistan’s educational and professional landscape. As Uzbekistan continues its ambitious educational reform process, frameworks such as the IBDCM can serve as essential theoretical tools for ensuring that linguistic modernisation is accompanied by genuinely effective, equity-oriented pedagogical practice. In particular, reframing Russian-language instruction through an integrative, RFL-informed lens – one that treats discursive competence development as inseparable from learners’ broader integration into a multilingual educational and civic community – offers a promising direction for both curriculum reform and future empirical research.

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