



Analysis of Pedagogical Aspects in the Study of the Problem of Bilingual in Teaching the Russian Language

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ABSTRACT

The need to improve the methodology of bilingual education is due to the fact that the modern university has not yet properly organized systematic work with bilinguals, has not created an optimal methodology, it is still being created, with its help it will be possible to teach Russian to bilingual students. The practical goal of our study is formulated as follows: based on the experience of linguists, teachers, psychologists, linguomethodologists, to determine the most optimal methods of working with bilingual children for more successful mastering of the Russian language by students.

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Introduction. At present, it is legitimate to talk about the greater spread of a broad understanding of bilingualism as knowledge of two or more languages to varying degrees, both in domestic and foreign linguistics. We emphasize that foreign researchers, speaking about the degree of language acquisition, suggest not to forget about the dynamic category of language skills, which are divided into two groups: productive (speaking and writing) and receptive (listening and reading).

To assess the degree of mastery of the above skills and micro-skills (volume size, accuracy and correctness of the grammatical structures used, etc.), various tests are used that need to be revised due to the ever-increasing scale of world globalization. In other words, the language skills of bilinguals can be formed to varying degrees, as well as improved, which implies the need to take these skills into account when determining bilingualism. For example, the definition of bilingualism in the concept of J. McNamara, who considered a bilingual person to be any person with minimal competence in one of the four types of speech activity: reading, listening, speaking and writing, including people who are just starting to learn foreign languages in the formal environments of educational institutions, or, for example, tourists who have learned a few phrases and expressions from a phrase book.

Such a simplistic approach to interpreting the phenomenon of bilingualism leads some researchers to falsely claim that almost everyone in the world of growing globalization is bilingual, as they know at least a few phrases in a foreign language, while monolingualism is a problem that needs to be corrected. The above understanding of bilingualism, in our opinion, is too categorical, and for this reason is not generally accepted. The most common in modern foreign linguistics has become a complex interpretation of the phenomenon, in which bilingualism is seen as a social and psychological state caused by the interaction of people in two or more languages in order to communicate. Bilinguals, on the other hand, are considered to be persons who

have, to varying degrees, the communicative skills of oral and written speech, sufficient to communicate in a particular society in two or more languages [1].

The above definitions of bilingualism show us that this phenomenon has a linguistic and social nature and refers to facts related not only to a person's speech activity, but also to his cognitive abilities, psychological characteristics, belonging to one or another social (for example, national-cultural, age, ethnicity) group. For this reason, the main modern concepts of bilingualism and practical research on this issue are carried out taking into account the social and psychological aspects of bilingualism.

For example, E. Makei proposes to define bilingualism by its degree, social function, language situation and interference, noting the importance of studying this phenomenon not only from linguistics, but also from sociology, psychology and other related sciences.

F. Grosjean, being a supporter of a holistic approach to the interpretation of bilingualism, believes that bilinguals should in no case be considered as "two monolinguals in one person", or "semi-bilinguals". In modern scientific literature, the last term is subject to serious criticism, and such an approach to members of modern society who speak two languages is currently considered a gross mistake. In the future, people (usually immigrants), whose language competence is considered insufficient for existence in a particular language community, often lose the opportunity to build a successful future in a new country for them.

In modern scientific literature, it is noted that in the process of forming linguistic competencies in bilinguals, a special linguistic behavior is formed, which differs in nature from the behavior of monolinguals. Modern researchers (A.D. Schweitzer, P.D. McIntyre) believe that inattention to the problem of teaching social competencies in the 20th century led to the fact that often full-fledged communication in a foreign language with native speakers was not possible even for those students who had enough high level of receptive skills and abilities. Thus, we come to the conclusion that the relationship between the degree of mastery of language skills and bilingualism is ambiguous. A low level of language competence (in the opinion of the speaker himself) often causes a stressful state when using a foreign language, which occurs due to the fear of making mistakes or language anxiety [2].

The complexity and complexity of the phenomenon of bilingualism served as the basis for many successful attempts to classify bilinguals based on different criteria: language competence, scope of language use, degree of language proficiency, balance in language use, progress in the development of language competence, age of a person, context of language use, etc. For example, in a multinational state, where linguistic forms are often acquired in the process of direct contact between speakers of languages of different ethnic groups and nationalities, such types of bilingualism as contact and non-contact are usually distinguished.

A non-contact type occurs when there is no contact between languages, or when it is interrupted. One of the clearest examples of this type of bilingualism is the study of foreign languages at university or language courses. With contact bilingualism, there is a constant direct connection between speakers of different languages. It should also be noted that specially studied bilingualism arises and exists both in conditions of direct contact and in isolation from the main group of native speakers of a given language, therefore, specially studied and non-contact bilingualism cannot be considered identical concepts.

Classification according to the nature of the use of the language in the social sphere of life was proposed by the domestic linguist L.V. Shcherboy. He singled out pure and mixed bilingualism. The author of this classification believed that being bilingual? "means to belong simultaneously to two or more different social groups, since language is a function of social groupings". So, for example, a situation in which a person speaks one language in his family circle, but uses another language for communication outside of it is considered pure bilingualism. Mixed bilingualism is a phenomenon in which, regardless of the place and conditions of speech generation, languages are used alternately [3].

It should be noted that bilingualism is a dynamic category, and, accordingly, some individuals are able to change their bilingual profile when personal or social conditions change. For example, a person's oral communication skills in a previously learned language may begin to fade if they use a predominantly second language.

The above facts allow us to assert that bilingualism? this complex and multifaceted phenomenon, which has a linguistic and social nature, includes psychological and cultural aspects. We add that the study of the phenomenon of bilingualism is significant for theoretical research in the field of linguistics, and for the

methodology of teaching languages, and for solving issues of language policy, and also requires an interdisciplinary approach and taking into account knowledge in the field of linguistics, psychology, sociology, etc.

The use of the listed methodological techniques for the development of types of speech activity, characteristic of the methodology of teaching foreign languages, expands the possibilities of language teachers. Even without extensive knowledge in the field of methods of teaching Russian as a foreign language, a qualified teacher is aware of a significant difference in approaches to teaching native and non-native languages. At the beginning of the XX century L.S. Vygotsky wrote [4]:

“It can be said that the assimilation of a foreign language proceeds in a way that is directly opposite to that in which the development of the native language proceeds”. A child learns his native language unconsciously and unintentionally, and a foreign language - starting with awareness and intentionality. In other words, when learning their native language, students rely on already established speech competence; they master the language as a system in the process of analyzing the basic units of the language (words, phrases, sentences, texts). In this case, communicative competence is formed on the basis of functional varieties of the language by induction. The communicative competence of bilinguals is formed on the basis of mastering the grammatical models of the Russian language, therefore, the principle of deduction is implemented [5].

Conclusion. To ensure equal opportunities for teaching students to be a language teacher, it is important to take into account the psychological and pedagogical characteristics of the specified age period and the specific difficulties that entered the university. Successful language adaptation of bilingual students is possible when taking into account their peculiarities in the creation of Russian language curricula, according to which the content of the lesson is designed to demonstrate the real speech practice of non-Russian-speaking students, thus implementing the principle of communication, and the content and volume of educational material should be determined by the communicative activity of a particular lesson, implementing the principle of consciousness. Thus, we come to the conclusion that a conscious-communicative approach is a way that can solve the main problem - an increase in the influx of students with poor command of the Russian language and their subsequent mastery of the language at a level that is not inferior to native speakers.

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