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The Essence, Principles, and Approaches of Bilingualism in Teaching English

Bekbosinova Dilfuza Kuralbayevna*¹

1. Doctoral Student of Karakalpak State University

* Correspondence: dilya.bekbosinova9292@gmail.com

Abstract: This article examines the relationship between bilingualism and foreign language acquisition. Additionally, it analyzes the specific characteristics of bilingualism in Karakalpak schools, such as cognitive aspects, overcoming interference in language acquisition, and eliminating interference in teaching through similarities in language composition and mnemonic principles. The study also explores the theoretical and methodological foundations of teaching English to school students using these approaches.

Keywords: Bilingual Education, Language, Discuss, Transitional, Maintenance and Enrichment Models

1. Introduction

At present, the global tendency towards the development of multilingualism in Uzbekistan is steadily advancing both internally and externally. First of all, we imply the desire of small nations to learn their national language in order to fully exercise their civil rights within this framework [1]. Secondly, we refer to the aspiration of the Karakalpak people to integrate into the system of global information, social, and other relations, as well as to become acquainted with the values of the world's cultural heritage through the study of foreign languages (English, French, German, Spanish, Italian, and others).

In the country, including the Republic of Karakalpakstan, the main directions of teaching foreign languages in general secondary schools have been determined as follows [2]:

- Creating conditions for the development of students' basic language skills (listening, reading, writing, and speaking), including the organization of in-depth foreign language learning by attaching university departments of foreign languages to schools;
- Introducing internationally recognized methods of teaching and assessing students' knowledge;
- Widely applying innovative modern forms of education (distance learning, digital platforms, and others) in teaching English, and achieving the teaching of certain school subjects in foreign languages in order to enhance, on the one hand, students' comprehension of the subject, and on the other hand, to develop their communication skills in a foreign language besides their mother tongue and to foster motivation for language learning;

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- Ensuring that students master at least two foreign languages proficiently, thereby broadening their worldview, enhancing their potential, and increasing their competitiveness in the labor market throughout their future careers [3], among others.

2. Methodology

This study used quasi experimental research to investigate using communicative activities on improvement of oral communication skills in early childhood English learning. The study focus was on preschool settings where EFL is being taught. The subjects were five- to six-year-old children in equivalent preschool groups exposed to comparable learning environments and levels of English before entry. The group of learners was placed as either the experimental group or the control group. Before the intervention, both groups were administered a pre test measuring oral communication skills, namely fluency, pronunciation, vocabulary use and with willingness to communicate.

The intervention last for 12 weeks. For this period of time communicative activities were included in regular lessons and the experimental group was taught English using these systematically arranged activities. Some of these activities were role play, songs and chants, storytelling, interactive games, and some communicative speaking activities in pairs or groups adapted from real life situations experienced by children [4]. They targeted the steps needed to increase spontaneous speech, frequent repetition with a purposeful intent, peer interaction, and engagement in the activity. In contrast, the control group received the standard, teacher centered approach which focused on memorization of vocabulary, repetition drills, and restricted oral usage.

Data was collected using multiple instruments for ensuring reliability and validity. As pre tests and post tests, oral performance task, classroom based observations using checklists, and formative assessment of learners speaking behavior by the teacher. We analyzed the collected data descriptively and comparatively to determine they change in oral communication skills within the two groups [5]. This methodological approach provided a clear sense of the impact of communicative activities on oral communication competence of preschool learners.

3. Result and Discussion

Teaching English to students of grades 6–9 in Karakalpak schools requires methodical support of the learning process, as well as assistance in strengthening and applying students' basic language skills. For students of grades 10–11, involving highly qualified teachers in the educational process and increasing both the quality and quantity of master classes yield effective results.

Language is a multidimensional phenomenon. The interrelations and connections among its units are diverse [6]. The presence of such relationships among linguistic units has led to the formation of language as a holistic system.

Speech is one of the most effective means of characterizing each individual as a person. Although speech is an individual phenomenon, in most cases, mutual understanding is achieved. Understanding becomes possible due to the existence of both specific and common features in speech activity. Such features lie in the shared use of linguistic units (phonemes, morphemes, words, sentences) and the common rules of their application within a language community.

The elements of speech are arranged in a certain sequence within the text according to the progression of thought being expressed. A similar sequence is also observed in the perception of speech: we comprehend speech information based precisely on such sequential arrangement, with linguistic units obeying certain rules, which ensures accurate understanding.

Bilingualism is the ability of a person to speak fluently in two languages. For example, Uzbek–Kazakh, Uzbek–Karakalpak, Uzbek–English, Karakalpak–English, Uzbek–Russian, Belarusian–Polish, French–English, and so on.

The term *bilingualism* originates from Latin and consists of two components: *bi* meaning “two, dual” and *lingua* meaning “language.” Although the term *bilingualism* is often treated as synonymous with *two-lingualism*, in linguistics we also encounter the concept of **diglossia**.

Diglossia, according to sociolinguists, refers to the phenomenon in which members of a society use two or more languages in communication [7]. For example, in New York City, many members of the Latin community speak both Spanish and English, frequently switching from one language to another.

In recent years, under the new wave of global integration, the study of the complex problems related to the formation and functioning of bilingualism has significantly increased. Scientific and technological progress, which led to the creation of the Internet as a global information network, has also played an equally important role in intensifying linguistic contacts.

In his dissertation “*Theoretical and Practical Aspects of Bilingualism: Based on the Materials of the Adyghe and Russian Languages*”, H. Z. Bagirokov notes that, although more than ten thousand languages and dialects currently exist in the world, nearly two-thirds of the planet’s population speak only twenty-seven languages. Therefore, professional communication, regulated by economic and political needs, relies on a limited number of languages. The author systematically identifies the multi-coordinate features of bilingualism in conjunction with the concept of linguistic personality [8].

In the dissertation of B. M. Jandar “*The Theoretical Foundations of Teaching Foreign Language Monologic Speech in the Context of Bilingualism*” (2012), the assimilation (interference) of language levels is classified within phonetic-phonological, lexical-semantic, morphological, syntactic, phraseological, stylistic, linguistic, sociolinguistic, and linguo-cultural domains. The research presents an analysis of interferences identified in the oral and written speech of bilingual peoples belonging to different social and demographic groups, as well as information on the linguistic typology of post-bilingualism, its sociolinguistic model, and linguo-cultural paradigm [9].

In her article “*Features of the Formation of Foreign Language Communicative Competence in a Multilingual Environment*”, N. L. Nizamieva highlights the issue of developing communicative competence in a foreign language within a multilingual context. The article discusses the characteristics of multilingualism in the Russian Federation, a country that has developed as a multiethnic state. Special emphasis is placed on drawing from the experience of acquired languages, applying positive transfer, and overcoming interferences in the process of learning new languages [10].

A distinctive feature of the contemporary humanities research under consideration is the evident attempt to reconstruct the “spiritual world” of people belonging to various cultural and historical communities.

The modern concept of *bilingual education* has gone beyond its traditional interpretation. It now implies the simultaneous and equal acquisition of two languages and cultures within a naturally multilingual environment, contributing to the development of learners as bilingual and bicultural individuals [11].

In a broad sense, *bilingual education* in the educational environment refers to a set of principles aimed at enabling learners to use two languages simultaneously, as well as creating the necessary conditions to make the process of teaching a second foreign language more effective.

Polylingualism, on the other hand, occupies a distinct place in the research of Western scholars as a set of large-scale phenomena associated with the formation of bilingualism

in a natural environment. However, in relation to multilingualism in education, the potential of these approaches has not yet been fully explored.

Therefore, based on the similarities between multilingualism and multilingual education, it is necessary to discuss the specific features of teaching a second foreign language.

First of all, it should be emphasized that the concepts of natural and artificial bilingualism are not purely linguistic issues. In the 1970s, William Mackey stressed that in studying the phenomenon of bilingualism, the main focus should be directed not at the language itself, but at the individual.

This orientation toward the individual has enhanced interest in the processes and outcomes of language learning and stimulated the development of new areas of study such as linguistic contact, contactology, and linguo-contactology [12].

On the other hand, natural and artificial bilingualism in the content of education is characterized by the integration of subject and language components. Taking these similarities into account, it is important to distinguish between natural and artificial bilingualism, since certain conditions inherent to the natural environment are absent in the artificial one.

According to academic sources, (1) the teacher's effectiveness in language instruction is realized primarily through guidance, advice, and modeling of learning situations; (2) interaction with other participants in the learning process is understood as constructing the educational process collaboratively through group work; (3) supporting weaker learners is crucial, in which both participants benefit—the stronger learner as well, since they must organize their ideas and actions in a way that maximally assists their partner. In this regard, the concept of problem-based learning and its application to foreign language teaching, particularly English, continues to maintain its relevance in the works of Uzbek, Karakalpak, and foreign scholars. Research has been directed at developing a system of problem-solving tasks that learners are expected to address during the process of learning English [13].

In the case of Karakalpak school students, learning English first requires the awareness that every word constituting the lexical system carries meaning, and that words possess specific features from the standpoint of meaning. For this reason, the English teacher should instruct students that the meaning (semantics) of words and the issues connected with it constitute one of the central topics in lexicology.

In the development of any language, its most dynamic and rapidly changing component is the lexicon. Thus, in the process of language evolution, the vocabulary is enriched with new words, while at the same time, certain words become obsolete and gradually fall out of use. Therefore, the lexical system is characterized by the coexistence of words that have been assimilated and are currently in use, along with relatively new words and archaisms. This particular aspect of vocabulary is also studied in lexicology [14].

In English lessons organized in Karakalpak secondary schools, the method of developing the linguistic competences of upper secondary school students (grades 10–11) on the basis of the specific features of bilingualism remains highly relevant in the modern world, where the ability to communicate in multiple languages and understand different cultures is playing an increasingly important role.

The development of linguistic competences among secondary school students in English language teaching consists of ensuring the effective and systematic acquisition of language skills that are essential for successful learning at subsequent stages of education.

Issues of bilingualism represent one of the areas that generate broad interest in the contemporary educational environment. However, a number of challenges in this field still remain insufficiently explored. Consequently, it is necessary to identify the mechanisms of

bilingual functioning, as well as the stages of overcoming the difficulties faced by bilingual and monolingual learners in the educational process and in language acquisition.

In recent years, scientific research has been carried out on brain imaging in order to study the impact of bilingualism on human cognition.

It should be emphasized that the unique formation and developmental history of bilingualism, as well as the features of its functioning, can be thoroughly investigated through synchronic and diachronic research methods [15]. The combined application of methodological and sociolinguistic approaches makes it possible to clarify and analyze the origins, processes of formation, and various manifestations of bilingualism.

4. Conclusion

Bilingualism in Karakalpak schools is a powerful factor in shaping students' English proficiency and intercultural competence. Advantages such as cognitive growth and adaptability are counterbalanced by challenges including interference and cultural barriers. To maximize outcomes, teaching English should integrate:

- Problem-based and communicative approaches;
- Contrastive grammar and phonetic training;
- Bilingual education models (transitional, maintenance, enrichment).

Such strategies ensure that bilingual learners develop both linguistic competence and cultural awareness, preparing them for active participation in global educational and professional contexts.

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