



## **PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS IN THE STUDY OF THE PROBLEM IN BILINGUAL TEACHING OF THE RUSSIAN LANGUAGE**

Allayarova Dilfuza Klichevna

Researcher of Samarkand Institute of Veterinary Medicine, Uzbekistan

Umarova Dilfuza Mamatkulovna

Researcher of Samarkand Institute of Veterinary Medicine, Uzbekistan

### **Abstract**

The need to improve the methodology of bilingual education is due to the fact that the modern institutes 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 the Russian language to bilingual students. The practical goal of the article is formulated as follows: based on the experience of linguists, teachers, psychologists, linguomethodologists, to determine the most optimal methods of working with bilingual students for more successful mastering of the Russian language by students.

**Keywords and phrases:** national language, culture, age, ethnicity, vocabulary, accuracy, correctness, grammatical structures, listening, reading.

### **Introduction**

Recently, the phenomenon of bilingualism has become the subject of close attention of many researchers. This is due to the multidimensionality of the problem of bilingualism, as well as its dependence on language policy, which, unfortunately, does not always take into account the nature of the interaction of cultures and languages of peoples living in the same territory. The scientific literature discusses general issues of bilingualism from the standpoint of linguistics, psychology, sociology, psycholinguistics, and reveals the causes of bilingualism. In the collective monographic works of domestic scientists of the twentieth century, aspects of this problem are systematized, the most important types of bilingualism, its forms and types are considered. The relevance of the problem of bilingualism and polylingualism in the context of European multiculturalism is determined by the fact that at the beginning of the 21st century the education of bilingualism was designated as one of the leading directions of the educational policy of European countries, including Uzbekistan.





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 (the size of the vocabulary, the 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 [1].

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 phrasebook.

The above definition of bilingualism shows 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 [2].

An important role in working with bilingual students is occupied by the appropriate use of entertaining elements in Russian language lessons when mastering various topics, as well as various forms of teaching lessons. One of these elements is the didactic game. The game contributes to a new look at the usual course of the lesson, and also contributes to the emergence of interest in the Russian language as an educational subject among students, as a result of which the effectiveness of the educational process increases.

The purpose of turning to the game in the Russian language lesson is the acquisition of certain practical skills and their consolidation at the level of motor skills, the translation of knowledge into experience. As a result of the use of didactic games, educational goals are also solved: the cultivation of patience, diligence, the development of accuracy, the formation of the ability to bring what has been started to the end. In group work, teamwork skills are developed, taking into account the





opinions of other students, a tolerant attitude towards criticism addressed to oneself, delicate feedback on the mistakes of group members; acquisition of the skill of public speaking, the formation of the ability to set a goal and achieve it. The game is considered an important condition for influencing the student. It frees the subconscious, makes the process of education and training free, attractive and unobtrusive. The phenomenon of the game lies in the fact that, being entertainment, recreation, it is able to develop into learning, contribute to education, creativity, helps to model human relationships and manifestations in work [3].

Thanks to the educational game tasks, bilingual students can more effectively master the educational material in the Russian language, they have an easier process of socio-cultural adaptation in the Russian-speaking environment.

Let us clarify the meaningful concept of "game". A.N. Shchukin in the Linguodidactic Encyclopedic Dictionary offers the following definition of the game: "A form of activity in language classes in conditional situations, specially created to consolidate and activate educational material in various communication situations. At the lessons of the Russian language is recommended as a source of increasing the effectiveness of learning. It also offers a detailed classification of game tasks according to the following significant characteristics:

- By purpose (linguistic, speech);
- According to the method of execution (oral, written, role-playing, imitative-modeling, etc.);

By level of complexity (reproductive, creative);

- By the number of students (individual, group, pair, frontal);

By type of tasks (operational, tactical, strategic) [4].

In the reference and educational and scientific literature, the advantage of using games is the natural nature of the assimilation of educational material during the game. Game tasks with the technology of communicative foreign-language (Russian-language) education allow the teacher to distribute roles, taking into account the individual psychological specifics of students. During the game, they feel free, less prone to fear of communicative failure.

Game techniques in the classroom are implemented in the following main areas:

- 1) Setting a didactic goal for students in the form of a game task; 2) subordination of educational activity to the rules of the game; 3) the use of educational material as a game tool.

The influence of the native language is the cause of errors in the speech of the target language. They arise at the stage of uncoordinated bilingualism - the state of the speaker's linguistic competence, when the two systems of norms - native and foreign





languages are not completely differentiated. A significant part of the deviations from the norm in the acquisition of a second language is caused by the universal features of language acquisition in general, and not by the influence of a particular native language. The phenomenon of interference is also important to take into account when considering specific cases of the appearance of errors in the speech of a bilingual [5].

Let us explain that speech interference is primarily phonetic, and linguistic interference is grammatical and lexical. In the earlier example “filled with warrants”, the difference in the semantic structure of homonymous Russian and Uzbek words is evident.

It is legitimate to pay special attention to phonetic interference and spelling problems, since they are, as a rule, inextricably linked with each other.

The causes of the phenomenon of interlingual interference in most cases are identified by linguistic methods: by comparing the phonetic and grammatical systems of two languages and determining their differences, linguists, as a rule, receive a list of probable forms of interference that are possible in a particular contact situation. They can be both objective and subjective. In turn, these reasons are of several types: social, linguo-methodological, psychological and linguistic.

In psychology, the phenomenon of interference is interpreted as the influence of previously acquired skills of the native language on the formation of new skills in the process of learning another language.

From the point of view of the social sciences, interference is seen as the result of ethnic contacts.

From the point of view of linguistics, interference is process and result of interaction between languages.

When a student learns a new foreign word equivalent to his native one, he must be careful in using it, since a concept is implied behind the word, and after it? an object or phenomenon of the reality of a foreign, alien world. Attention should be paid to the use of words, since in the process of producing oral or written speech, the problem of a cultural barrier and the availability of background knowledge about the culture of the world of the language being studied can be especially acute.

The greatest difficulties arise when teaching productive types of speech activity - writing and speaking: problems of word compatibility in speech, lexicography, communicative syntax, etc.

Taking into account the phenomenon of positive and negative transfer during the contact of two language systems, the language teacher should strive to build lessons taking into account the nature of the interaction of the two languages. The purpose of



this work is to ensure the widespread use of positive transfer from the native language to the studied foreign language and, if possible, to prevent negative transfer. The direction of linguistic research related to the comparison of different languages in order to identify similarities (differences) in them at all levels of the language system is being developed within the framework of or contrastive linguistics. Therefore, the teaching of Russian to bilinguals should be carried out in relation to their native language and culture.

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