
To The Issue Of Innovative Methods And Bilingual Education

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It is known that nowadays there is a tendency in secondary school to study not only English but also such languages as German, French, Chinese, Korean, Japanese and others.

"Bilingualism" is the knowledge and application of more than one language, and the degree of knowledge of one or another language can be very different. The functional distribution of languages in a given sphere can also be different. Individual bilingualism is a phenomenon that manifests itself primarily where there are language minorities. At the same time, the term "natural bilingualism" is also used to distinguish bilingualism acquired in a language environment and in the process of learning a foreign language.

The question of which modern foreign languages should be studied as a second foreign language can now be decided as a minimum approximation.

The following primary factors that affect the process of selecting foreign languages should be considered:

- a) The spread of a foreign language throughout the world;
- b) The social order of society;
- c) needs and regional conditions;
- d) training of specialists in pedagogical universities;
- e) communication and cognitive needs and interests.

At present, three languages prevail English, German and French. Due to the fact that English is currently the most frequently studied language in Uzbek schools, it could be assumed that German, French will be the most popular foreign languages studied as a second language.

At present, a new system of education is being developed aimed at entering the world educational space. This process is accompanied by significant changes in pedagogical theory and practice of the educational process.

Bilingual education is accordingly understood to be the organization of learning in which it is possible to use more than one language as the language of instruction. The second language, therefore, is not only the object of study but also a means of communication, the language of instruction.

The problem of the mother tongue invariably arises whenever a foreign language teaching method is developed. The complexity of this problem is reflected in the well-known methodological principles of teaching, such as reliance on the mother tongue, its account or exclusion of their learning process. To this day, no solutions can change the reality: all learners' speech mechanisms are shaped and work in the mother tongue and reflect a national vision of the reality around them.

As a result, the first steps towards mastering foreign speech are taken through the mother tongue, linking new lexemes to the words of the native language and not to objects of reality.

Such programmes aim to introduce national minorities' pupils to the language of the prevailing population. Bilingual education, as the most effective form of foreign language education, is a type of enrichment programme. There are also different models of bilingual education, but with one thing in common:

A foreign language is not an object of learning, but a means of acquiring knowledge and, as a result, a double effect is achieved simultaneously by acquiring

new knowledge and language skills (this concept is not new in the history of foreign language teaching. In the XVII-XVIII centuries, the so-called "conversational method" was, in particular, subject teaching). At the same time, the scope of use of this method ranges from a maximum program (full immersion in the language) to the consistent use of a foreign language as a working language in small groups when teaching individual subjects or one subject.

The famous researcher Vode stresses that a foreign language is used not as a subject of study, but as a language of teaching subjects such as mathematics, biology, geography. The effectiveness of the method lies in the fact that from the very beginning of school instruction is conducted in a foreign language while laying the foundation for the second language. Only later will the mother tongue as the language of instruction increase its influence. If immersion in the language begins in the third or fourth year of school, then there is an average level of immersion, but if in the fifth or sixth year it is later immersion.

Nando Meshav, who was involved in the development of the German-French education system, argues that bilingual education, or bilingual subject education, is different from the simple immersion method insofar as the mother tongue plays an important role in bilingual education. Such subjects include mathematics, science and geography. In bilingual schools, there is usually a certain set of subjects that are taught in a bilingual system, and the use of the mother tongue and the foreign language as the languages of instruction is also envisaged, making it possible to combine them.

There are separate activities for bilingual education, which aim to integrate bilingual schooling. Such a system can only be implemented if the objectives are taken into account in the training of teachers in teacher training institutions and if the

school is provided with the necessary teaching materials to meet the requirements of bilingual education.

The indisputable achievement of special schools is the early and advanced learning of foreign languages, as well as their use as a medium of instruction. Therefore, the basis of bilingual teaching in individual subjects should be original materials developed by the proposed bilingual method.

The following types of work should be considered:

- 1) Processing curricula and teaching and learning guidelines;
- 2) approve the study programs and curriculum of bilingual education by subjects;
- 3) process textbooks for schools to ensure that they conform to newly developed programs;
- 4) the topics and texts from textbooks should be adjusted to the content of the new curricula. If necessary, provide the translation of unfamiliar vocabulary. Texts are accompanied by tasks and comments in the native language;
- 5) materials are tested in bilingual classes on special subjects at school.

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