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SCIENTIFIC-THEORETICAL AND PEDAGOGICAL FOUNDATIONS OF TEACHING ENGLISH IN SCHOOLS WITH TEACHING IN RELATED LANGUAGES

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Abstract. The thesis analyzes the linguistic, psycholinguistic, and pedagogical foundations of teaching English in schools in the Republic of Karakalpakstan where instruction is conducted in the Karakalpak, Uzbek, Kazakh, and Turkmen languages. English is regarded as the third language of students, which is mastered based on native and state languages. Principles and didactic conditions have been identified, the consideration of which allows for transforming the kinship of Turkic languages from a source of homogeneous errors into a learning resource.

Keywords: related languages, multilingualism, third language, comparative analysis, teaching principles.

Introduction. According to the Law of the Republic of Uzbekistan "On Education," instruction in general education schools may be conducted in various languages, and the study of foreign languages is a mandatory part of the educational content [5]. In the Republic of Karakalpakstan, this norm is being implemented particularly clearly: schools with Karakalpak, Uzbek, Kazakh, and Turkmen languages of instruction operate in one region. For most students in such schools, English is already the third language: it is preceded by the mother tongue and the state (or second) language. Consequently, the methodology of teaching English in these schools should be based not on the "mother tongue – foreign language" model, but on a multilingual education model that takes into account the child's entire linguistic experience.

Linguistic foundations. The starting point is the comparative analysis of languages, according to which the difficulties of mastering a foreign language are largely predictable from the differences between it and the student's native language (Lado, 1957). The Karakalpak, Kazakh, Uzbek, and Turkmen languages belong to the Turkic family and are similar in grammatical structure: they are characterized by agglutination, synharmonism, preposition of the attribute, the verb at the end of the sentence, postpositions instead of prepositions, and the absence of articles and grammatical gender. English, on the other hand, is analytic: grammatical meanings are conveyed through word order, auxiliary words, and auxiliary verbs. From this, an important conclusion follows: students in all four types of schools face the same "risk zones" (articles, prepositions, fixed word order, form-time system, to-be conjunction), so a common error prevention system can be created for them with brief explanations in each of their native languages.

Psycholinguistic foundations. According to the hypothesis of linguistic interdependence, skills formed in one language form a common base that is transferred to other languages (Cummins, 1979). Studies of third-language acquisition show that bilingual students have more developed metalinguistic awareness and use both previously acquired languages when learning a new language (Cenoz, 2013). At the same time, a student perceives a new language primarily through similarities with previously known languages: it is precisely the observed similarity that facilitates understanding and memorization (Ringbom, 2007). For students of Turkic-speaking schools, such a "bridge" can be the international vocabulary familiar through the Russian language, common word-formation patterns, and the ability to compare grammatical phenomena developed during the study of a second language.

Pedagogical foundations. Based on the provisions set forth, the following principles of teaching English in schools with related languages of instruction can be identified: the principle of relying on the mother tongue (the rational use of the mother tongue to explain difficult phenomena and semantize vocabulary); the comparative principle (conscious comparison of the structures of English and the mother tongue); the principle of communicative orientation (subordinating linguistic material to the solution of speech tasks);

the principle of considering multilingual experience (using students' knowledge of the second language); the principle of intercultural orientation (comparing the realities of native and English-speaking cultures).

Implementing these principles requires creating a number of didactic conditions: developing educational materials with comparative commentary in the students' native languages; training English teachers who possess the basics of contrastive grammar in Turkic languages; differentiating assignments according to the A1–A2 levels of the Common European Framework of Reference (CEFR); and incorporating interactive forms of work into the lesson that develop not only the linguistic but also the communicative and intercultural competence of students.

Conclusion. The scientific and theoretical basis for teaching English in schools with related languages is made up of comparative linguistics, the theory of linguistic interdependence, and research on multilingualism. The typological proximity of the Karakalpak, Kazakh, Uzbek, and Turkmen languages allows for the development of a unified methodological system for all four types of schools, supplemented with brief supports in each mother tongue. The leading pedagogical principles of such a system are relying on the mother tongue, comparison, communicative orientation, and consideration of students' multilingual experience.

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