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## **OPPORTUNITIES FOR BILINGUAL EDUCATION IN TEACHING ENGLISH TO STUDENTS**

Daniyarova Sitora Qulmat qizi

Independent Researcher of the National Pedagogical  
University of Uzbekistan

### **Annotation**

The theoretical foundations of learning foreign language skills development at bilingual education in teaching English to students. This article is devoted to bilingual features of development of learning foreign language skills in students.

**Keywords.** Bilingual approach, productive and receptive speech skills, cognitive knowledge, writing skills, language didactics, linguistics, artificial intelligence.

The introduction of a second foreign language into the educational process for students of non-philological fields of study leads to a bilingual state of the educational process, which is a unique bilingual phenomenon. Bilingualism expands the horizons of understanding the world and strengthens mutual understanding between individuals, peoples, and states.

In the scientific literature, bilingualism or bilingualism is considered as the ability to freely communicate in two or more languages and freely switch from one language to another depending on the purpose and situation of communication. The problems of bilingualism were studied by the following scientists: N.V.Bagromova[4], S.A.Ambalova[5], I.L.Bim[6], E.M.Vereshchagin [7], Yu.D.Desheriev[8], L.V.Shcherba[9], S.E.Piterskaya[10], A.E.Karlinskiy[11] and others.

S.E.Piterskaya [10;151-b], the phenomenon of bilingualism is so complex that many aspects are taken into account when studying it, and it is very difficult to express the essence of this concept with a single general definition. It is this situation that has led to different interpretations of bilingualism in scientific fields. From a psycholinguistic point of view, bilingualism is the ability to use two language systems in communication. The definitions of the above-mentioned different



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scientific schools and directions are united by one common opinion: bilingualism is the simultaneous free knowledge of two languages (native and second languages or two foreign languages). However, none of these definitions define the degree of language possession: simply the practice of using languages alternately implies the possibility of their use in communication. A.E. Karlinsky [11;99-b], when studying the phenomenon of bilingualism, it is necessary to take into account the level of acquisition of a new language, since the concept of bilingualism is very uneven and diverse.

The bilingual educational process is aimed at the formation of students' knowledge, skills, and abilities based on bilingualism, and in teaching English, it combines linguistic, cognitive, and cultural aspects. This approach serves to increase the effectiveness of language learning, develop students' bilingual thinking skills, and prepare them for successful work in the global communicative space. Bilingual education contributes to the development of not only linguistic knowledge, but also intercultural communication, logical thinking, and creative competencies in teaching English. This approach strengthens students' skills in the practical application of two languages, increases psycholinguistic flexibility, and forms competencies that meet modern educational requirements. Therefore, bilingual teaching methodology is one of the current and promising areas of effective English language teaching [12,136p]. Summarizing the above, the following important aspects are highlighted in the study of a second foreign language:

1. Linguistic aspect - analysis of the relationships between the structures and elements of two foreign languages, identification of similarities and differences between them, identification of commonalities and differences in phonetic, lexical, and grammatical systems. The main method is comparative analysis.
2. The psychological aspect is related to the study of how the process of learning a second foreign language affects mental growth and speech development, the unity of language and thinking, the influence of the native language on foreign language acquisition, and the presence of stable motivation.
3. The social aspect - determining the social functions of foreign languages, analyzing how the language is used in areas such as communication, education, and document management.



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4. Pedagogical aspect - solving methodological issues: when it is advisable to start learning a second foreign language, whether to study it in parallel with the first language or after it, what effective methods and techniques can be applied.

By deeply analyzing these aspects and correctly perceiving each point, students will be able to solve the tasks facing them, form a speech image and linguocultural content, that is, students will have the opportunity to acquire intercultural competence through language. Understanding the problem of learning two foreign languages based on the new educational paradigm creates promising directions for the effective organization of this process.

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