

Ways of Teaching Uzbek Language in a Multilingual Environment

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Abstract:

Teaching a language is a complex process. And teaching a specific language in a multilingual environment requires even more effort. Since in this situation it is impossible to focus on the language of one or more students. In this regard, it is necessary to find effective ways and strategies for teaching language in a multilingual environment. This article discusses the issue of teaching the Uzbek language in a multilingual environment. Approaches to teaching language in general and the Uzbek language in particular are analyzed.

Keywords: multilingual environment, culture, Uzbek language, teaching, principle, approach, method, foreign groups.

INTRODUCTION

In human society, side by side lives, people of different languages and cultures coexist. That is why the language and culture of people of different ethnic groups living in one region interact, assimilate each other and absorb each other's elements. It is known that culture is the appearance (clothing) of mankind, the way of life of a certain person or society, moral norms, worldview, customs, traditions, a window of knowledge of the world and a way of expressing identity. Culture is a set of norms, that is, what is allowed and which is prohibited. These norms are subject to certain society, they are absorbed by people, and a person becomes part [Shirinova E.T., Iskandarova G.T. 2023;

Shirinova E.T. 2022]. A mixture of cultural norms of representatives of different cultures living in the same environment can be actively observed in the educational process.

Languages are taught as state and as a foreign. In both cases, a group of studying this language can consist of native speakers of this language and culture, or multilingual and multicultural people may include such a group.

In Uzbekistan, as a multi -ethnic and densely populated country, the Uzbek language is taught as a native, state and foreign. At the same time, the issue of teaching the Uzbek language to foreigners as foreigners has become one of the most pressing issues of the agenda [VII № 6084; VIII № 19].

MAIN PART

Despite the fact that the Uzbek language has a state status, has more than fifty million native speakers and is a language far from the danger of disappearance, effective activities are carried out to ensure its regular development in order to increase the prestige and status of our native language, reflecting the national culture of the Uzbek people. Tourist attractiveness, rich history and rich natural resources of our country, which can provide opportunities for economic growth, increase the interest of many foreigners in studying the Uzbek language and culture. Despite such efforts, there are a number of problems in the field of pedagogy and methods for the implementation of the effective teaching of the Uzbek language as a foreign language, to create methodological support for this activity that must be solved.

Many scientific works and articles are devoted to solving such problems, in particular in the article authored by E.P. Glumova, S.H. Mukhamedova, N.B. Rashidova “Regional educational environment in multilingual universities of Russia and Uzbekistan” it is emphasized that the issue of quality training teaching staff capable of organizing training in several languages is also a priority; linguistic, sociocultural, pedagogical and psychological components form the basis of the personality of a multilingual teacher, regardless of the region, are universal in nature [Glumova E.P., Mukhamedova S.Kh., Rashidova N. B. 2022]. The article by N. Musulmanova analyzes the problems of teaching the Uzbek language in foreign language groups using the example of language tiers. Some tasks from school textbooks are analyzed and options for solving these problems are proposed [Musulmanova N.R. 2021].

Effective organization of the language learning process becomes more complicated when representatives of different languages and cultures gather in a group of students studying Uzbek as a foreign language. Because usually when studying a foreign language, a certain language takes part as an intermediary language (interlanguage, interlanguage). However, when group members speak completely different languages and cultures, the issue of choosing an intermediary language is difficult. Imagine: out of a group of 6 language learners, 3 are Chinese, 2 are French, 1 is Russian, and none of them knows a common language (for example, English). Naturally, it is very unlikely that a language teacher knows all these languages, and even if he does, it is difficult to explain the topic to each of the students individually 3 times in their native language. However, such a multilingual teacher gets out of a problematic situation relatively easily. But most teachers may not know the language learners' native language or a language they know well. In such a situation, there will be no common intermediary language (interlanguage, interlanguage), and this situation creates psychological and pedagogical inconveniences for both language learners and language teachers. Such inconveniences certainly complicate the process of learning and mastering the language. As a result of difficulties, learners may stop learning the language.

Guides for teaching foreign languages can be divided into two main categories:

1. Manuals intended for the implementation of the language learning process using a specific world language;

2. Aids designed to teach a language through the language itself, without relying on an intermediary language.

The first category aids somewhat facilitate the process of language learning, but narrow the audience (coverage) of users of these aids. That is, only those who know the language specified in the manual as an intermediary language can use it.

Using manuals of the second type may cause some difficulties in the process of learning a language, but with the help of such literature, any native speaker will be able to learn the language of their choice. Both categories of aids are widely used in the world practice of teaching and learning languages.

According to Kh. Kadirova, teaching the Uzbek language is carried out using two different approaches: teaching the Uzbek language in foreign language groups that have access to the language environment and teaching the Uzbek language as a foreign language [Kadirova Kh.B. 2023]. In the article, the author cites two modes of the process of teaching the Uzbek language in gaming technology and gives his reasoning on how these modes affect the effectiveness of language education.

In addition, methodological linguists offer different methods of language education:

1. Language teaching based on grammatical rules and formulas;
2. Learning a language without grammatical rules, based on natural communication, listening to audio, watching videos, etc.

Of course, while noting that both methods may have advantages and certain technical aspects, it is worth saying that since language is a system based on laws and certain patterns, it should be learned and taught in a natural communication environment with an emphasis on the development of speech skills such as like reading, writing and listening, speaking, based on important grammatical rules.

The classical methodology is mainly based on the first approach, and modern methods of teaching the Uzbek language tend to use the second approach.

It is known that the process of learning a second language is very similar to the ontogenesis of a child's speech, and he acquires the language from the natural environment. Because there is no specific language reserve in the child's mind for learning by comparison and making rules. As a result, the child has no other opportunity to learn the language. Today, many methodological linguists rely on this argument and note that it is necessary to study a foreign language in the same way, that is, as the child masters his native language, textbooks and manuals are created based on this strategy. Of course, without denying that this approach has its positive effect, I would also like to note that in the minds of adults, unlike a child learning a language for the first time, the reserve of a certain language (or languages) is preserved, and the skills of comparison and comparison are formed and developed. training. Children learn their native language to the best of their abilities. So why don't adults also take advantage of all the opportunities that they have (abilities that children do not yet have)? A child learns a language naturally, and no matter what method he uses to learn it, an adult realizes that he is learning a new language. This means that the process of learning and mastering a language in adults goes in parallel, and, in our opinion, it is advisable to effectively use a methodology based on grammar (formulas) and which makes it possible to compare and study the native language and the target language.

In the process of teaching Uzbek as a foreign language, effective integration of the above methods and approaches for teaching native speakers of a foreign language can lead to positive results. In addition, the most important thing is to engage the activity that occurs in the brain when a person has an urgent need to learn a language. That is, by giving tasks to representatives of different languages and cultures to complete in pairs in language training classes, it is necessary to create in

them the need to be a team and understand each other. Of course, this method can be partially used at level A2 and improved at levels B1 and higher. It can be very difficult at first, but elements of non-verbal communication, online translators, dictionaries, visual tools help overcome these difficulties, and thanks to the need for communication, a positive result can be achieved.

CONCLUSION

In multilingual and multicultural groups, teaching the Uzbek language requires a detailed approach, taking into account the linguistic and cultural identity of those teaching the language. It is necessary to provide educational and authentic materials that reflect the cultural specifics of the Uzbek people. The effective use of modern technologies in teaching the Uzbek language in multilingual and multicultural groups can play an important, motivating role in increasing the effectiveness of language teaching. Internet resources, language learning applications and virtual language platforms promote engaging learning and mastery of the target language. With the help of virtual assistants, online visits to tourist sites in Uzbekistan, and museums, you can increase interest in Uzbek culture.

Language learning is a complex process that requires strong needs, effective teaching methods and approaches, and sustained effort on the part of both language learners and teachers. Requires strong potential and responsibility.

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