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THE ROLE OF TEACHERS IN DEVELOPING SPEECH COMPETENCE IN A BILINGUAL ENVIRONMENT

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ABOUT ARTICLE

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Abstract: The article examines the key role of teachers in developing speech competence among students in a bilingual environment. It emphasizes the significance of bilingualism as a tool for personal and professional growth. The authors highlight the importance of a professional approach by educators in developing students' language skills. Major methodologies, such as immersive learning and integration of cultural aspects into the educational process, are presented. The impact of an individualized approach to each student on the successful acquisition of the

second language is discussed. The importance of speech competence as a fundamental component of effective communication in a multicultural environment is stressed. Educators also play the role of mentors, supporting students' motivation and confidence. The use of interactive technologies for creating a linguistic environment is identified as a key aspect. It is noted that the development of written and oral speech should be balanced. The article demonstrates that teachers' professionalism directly influences the success of bilingual education. It emphasizes that their efforts contribute to students' personal development and integration into the globalized community. Thus, it is stated that finding innovative methods in bilingual education is essential.

Introduction. In today's world, knowledge of multiple languages has become an essential skill that fosters personal and professional growth. A bilingual environment provides unique opportunities for the development of speech competence, yet it requires a specific approach to education. In such conditions, the role of teachers becomes pivotal. They serve as guides into the world of languages, helping students overcome linguistic and cultural barriers. Speech competence, as an essential component of communication skills, plays a central role in the successful integration of an individual into a bilingual environment. However, the process of its formation is not without challenges. Teachers must consider the diverse levels of student preparation, cultural specifics, and the intricacies of the second language. Their task is to create favorable conditions for language acquisition, motivate students, and develop innovative teaching methods.

An important aspect is the development of both oral and written communication skills. Interactive technologies, a culturally oriented approach, and the creation of a linguistic environment become the primary tools in teachers' work. Moreover, teachers act as mentors, supporting students on their journey to bilingualism. The harmonious development of both language systems contributes not only to the improvement of speech competence but also to the overall personal growth of students. This approach helps prepare students for life in a globalized society. Considering these factors, the role of teachers in a bilingual environment

gains even greater importance. Their professionalism and enthusiasm directly influence the success of the learning process. This introduction to the issue underscores the importance of further discussion and the search for effective methods of developing speech competence in bilingual educational settings.

Literature review. The development of speech competence among students in a bilingual environment is an important task of modern pedagogy. Considering the globalization and multicultural nature of contemporary society, it is teachers who assist students in adapting to a bilingual environment and developing their language skills. A bilingual environment offers numerous opportunities to enhance students' communicative potential. However, successful mastery of two languages requires not only practice but also professional support from educators. Teachers act as bridges between languages, helping students overcome barriers and achieve a high level of proficiency in both languages. The formation of speech competence in a bilingual environment demands flexible and multifaceted approaches. Educators employ a wide range of methods to ensure students can acquire language skills effectively and confidently:

Immersion Programs — The method of full immersion into a language environment allows students to actively use the language in everyday situations. For example, lessons are conducted in the second language, which not only promotes speech development but also accustoms students to linguistic structures.

Integration of Cultural Context — Learning the language through the exploration of culture helps students better understand its usage context. This might involve reading literature, discussing traditions, and participating in cultural events.

Interactive Technologies — Using modern tools such as language applications, communication platforms, and virtual simulations offers students the opportunity to practice the language in a convenient and engaging manner.

Games as a Learning Tool — Game-based activities and role-playing exercises in the second language enable students to practice speech skills in a relaxed atmosphere. This may include dialogues, real-life scenario simulations, quests, and quizzes.

Pair and Group Work — Working in pairs or groups facilitates the development of interpersonal communication skills. Students learn to express their thoughts, negotiate, and formulate responses, significantly enhancing their confidence.

Project-Based Learning — Completing projects in the second language motivates students to use vocabulary and grammar in broader contexts. Project themes can relate to current issues or students' interests, making the learning experience more meaningful.

Developing Self-Reflection Skills — Speech competence education should include an analysis of personal achievements. For example, recordings of oral responses or essays that students review to identify and work on their errors.

Multimodal Learning — This approach integrates multiple methods of presenting information: visual, audio, and textual. Videos, podcasts, texts, and presentations help students immerse more deeply in the language.

Individual Approach — Adapting teaching methods to the preparation level, interests, and needs of each student allows for more effective skill development. This approach enhances motivation and achieves better outcomes.

Bilingual education is becoming an increasingly common phenomenon in the modern world. In conditions where two languages coexist and interact, the teacher's role goes far beyond merely teaching the subject. The teacher enhances and develops students' speech competence, helping them master both languages at a high level and switch freely between them.

The formation of speech competence in a bilingual environment is a complex and multifaceted process. It involves the development of all types of speech activities: speaking, listening, reading, and writing, in both languages. The teacher must consider the characteristics of each language as well as the specifics of language interaction in each student.

Creating a supportive linguistic environment: The teacher establishes a classroom atmosphere where the use of both languages is normal and encouraged. It is important for students to feel comfortable speaking in either language and not to fear making mistakes.

Developing language awareness: The teacher helps students understand how each language is structured, including its grammatical rules, lexical features, and stylistic norms. This enables them to consciously use language tools and avoid interference—the influence of one language on the other.

Targeted teaching of speech skills: The teacher employs various methods and exercises aimed at developing all types of speech activities in both languages. Particular attention is paid to developing communication skills in various situations.

Individualized approach: The level of proficiency in each language can vary among bilingual students. The teacher must take these individual characteristics into account and adapt their teaching methods to meet the needs of each student.

Motivation and support: Learning two languages can be a challenging task. The teacher plays a crucial role in motivating students and supporting their efforts. It is important to encourage their achievements and help them overcome difficulties.

Cultural aspect: Language is inextricably linked with culture. The teacher introduces students to the cultural features of the countries where the studied languages are spoken. This helps them better understand the mentality of native speakers and communicate with them more effectively.

Collaboration with parents: In a bilingual environment, cooperation between teachers and parents is especially important. Parents can support and develop their children's language skills at home, creating additional opportunities for the use of both languages.

Discussion. Despite its obvious advantages, Uzbek-Russian bilingualism faces a number of challenges. For instance, in the educational sphere, there is often an imbalance in the level of proficiency in the two languages. In some cases, children growing up in a Russian-speaking environment may struggle to learn Uzbek, and vice versa. A teacher in a bilingual environment is not only a source of knowledge but also a mentor who motivates students, supports their desire to learn the language, and inspires further development. Effective communication between teacher and student helps to overcome difficulties and build the student's confidence in their abilities. The role of a teacher in forming students' speech competence in a bilingual environment cannot be overstated. The success of mastering both languages and students' further educational and professional achievements depend on the teacher's professionalism, creative approach, and ability to work with bilingual students. Therefore, the continuous professional development of teachers working in bilingual environments is a necessity.

Thus, the role of teachers in developing speech competence in a bilingual environment is multifaceted, exceptionally important, and indispensable. Through their professionalism and creative approach, teachers create the conditions for harmonious mastery of two languages and adapt educational programs, thereby facilitating the successful integration of students into a multilingual society. Ultimately, this helps unlock the potential of each student. By using a variety of methodologies and innovative technologies, teachers not only develop students'

language skills but also build their confidence in their abilities. An individualized approach, an emphasis on cultural context, and motivation make the learning process more effective and meaningful.

Furthermore, teachers fulfill an essential mission as mentors, inspiring and supporting their students on the path to achieving bilingual competence. A teacher is not merely a transmitter of knowledge but also acts as an organizer of a supportive linguistic environment, a mentor, a motivator, and a cultural mediator. Their goal is to help students master all aspects of both languages, developing not only linguistic skills but also cognitive abilities and intercultural communicative competence. The successful development of bilingual students' speech competence directly depends on the teacher's professionalism, their ability to apply modern methods, consider students' individual characteristics, and build effective collaboration with parents.

Conclusion. Thus, balancing the development of oral and written speech ensures the comprehensive growth of students' personalities. It is emphasized that successful learning in a bilingual environment is possible through cooperation between students, parents, and teachers. In a multicultural society, the importance of bilingual education is growing. Consequently, the search for and implementation of innovative teaching approaches remain a pressing task. Teachers, playing a decisive role in this process, contribute not only to students' academic achievements but also to their successful socialization in a multilingual environment.

Further research in this field should focus on developing and improving methodological tools for working with bilingual students, as well as enhancing the qualifications of teachers working in bilingual settings. Only a comprehensive approach, based on the cooperation of all interested parties, will make it possible to achieve high results in forming full-fledged speech competence among bilingual students and prepare them for successful lives in a multilingual world.

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