

Teaching English in schools where education is conducted in related languages as a scientific and pedagogical problem

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Abstract. The article analyzes the main problems in the process of teaching English in schools where education is provided in related languages. Language interference, excessive attention to grammar, and passive participation of students are noted as the main obstacles. It is concluded that for effective results, a communicative approach, adaptation of textbooks, and teacher training are necessary.

INTRODUCTION

In the context of globalization, English is gaining particular importance as a means of international communication. In the Republic of Uzbekistan, the teaching of foreign languages, particularly English, is also supported by state policy. In this regard, a number of regulatory documents, programs, and concepts have been adopted aimed at teaching English from an early age and developing students' communicative competence [1].

At the same time, teaching English in schools with related languages presents a number of scientific and pedagogical challenges. Since the phonetic, grammatical, and lexical systems of local languages and English have both similarities and differences, linguistic interference is clearly evident in students' learning. As a result, although students experience no particular difficulties in mastering grammar, they face significant challenges in oral and written communication [2]. Experience shows that in many schools, lessons focus primarily on grammar, while communicative exercises are underutilized. As a result, despite students developing theoretical knowledge of English, their practical speaking skills remain underdeveloped. This situation requires separate study as a scientific and pedagogical problem.

Therefore, modern methodological approaches to effective English language teaching, particularly the use of communicative approaches and adaptive textbooks, as well as professional development for teachers, are of great importance. This article aims to address these issues. Several methods were used in this study to examine this scientific and pedagogical problem.

EXPERIMENTAL RESEARCH

First, the theoretical analysis method was used to analyze existing scientific literature, articles, monographs, and the works of foreign and domestic researchers. This allowed us to clarify the scientific foundations of the problems of teaching English in schools with related languages [3].

A comparative analysis method was also used to compare English with other foreign language teaching methods. This method allowed us to identify common and specific aspects of the problems [4].

The study also utilized empirical methods. Specifically, the opinions of teachers and students were collected through questionnaires and interviews. This process yielded practical information on the main challenges encountered in learning English and strategies for overcoming them [4].

In addition, the learning process itself was studied using pedagogical observation. The observations yielded a realistic picture of the methods used in lessons, student engagement, and the effectiveness of communicative situations [1].

At the analytical stage, the method of statistical data processing was also used, the collected empirical material was summarized, and the results were presented as a percentage [7].

In parallel, pilot lessons with elements of a communicative approach were conducted in some classes and groups using experimental methods. Results were compared between the control and experimental groups.

Importantly, the study also utilized digitally enabled methods. Student knowledge and learning effectiveness were monitored using online platforms (Zoom, Google Classroom, Moodle), interactive programs (Kahoot, Quizlet), and multimedia. These methods were found to be more effective than traditional teaching methods [9].

The combination of methods allowed us to more fully illuminate the research problem from a theoretical and practical point of view and to draw scientifically based conclusions.

RESEARCH RESULTS

The study examined the challenges faced in teaching English in schools with cognate languages and possible solutions. Based on observations, questionnaires, experiments, and the use of digital technologies, the following findings were obtained:

Language interference was identified as the greatest challenge for students. According to the survey results, 68% of teachers confirmed the habit of directly translating from their native language in students' speech. Experience shows that this is one of the main challenges in language learning, as noted in theoretical sources [3].

Grammar-focused lessons are gaining popularity. According to research, 72% of lessons focus on grammar rules and exercises. This slows down the development of communicative competence [1].

Increased effectiveness was observed with the use of digital technologies. In the experimental group, when conducting lessons using platforms such as Quizlet, Kahoot, and Google Classroom, student engagement increased by 30%, and the percentage of students expressing interest in the lesson reached 76% [7].

The issue of teachers' methodological training emerged as a significant factor. 54% of respondents stated that they were not prepared to fully utilize communication methods. This indicates the need to strengthen methodological seminars and professional development programs [4].

Experimental lessons confirmed the effectiveness of the communicative approach. In the experimental group, students' ability to complete speech tasks increased from 38% to 69%, while the number of grammatical errors decreased from 27% to 15%.

TABLE 1: Results of the control and experimental groups

Indicators	Control group (%)	Experimental group (%)
<i>Active participants</i>	42	71
<i>Ability to complete communicative tasks</i>	38	69
<i>Number of grammatical errors</i>	27	15
<i>Students who showed interest in the lesson</i>	49	76

TABLE 2: The results of an analysis of scientific and methodological requirements for teaching English in schools

Indicators	Control Group (%)	Observation in Practice	Problem and Conclusion
Methods	Basic communicative approach (Probsting)	Grammar-based lessons	Lack of communication exercises
Textbooks	Materials adapted to the student's needs (Tomlinson)	Academic and complex texts	Interest declines
Role of native language	Native language acts as a bridge (Vygotsky)	Limited use of native language	Understanding a foreign language becomes difficult
Psycholinguistics and age	Age factors are important (Luria)	Many phonetic difficulties.	Need to increase the number of audiovisual aids in lessons

The results of an analysis of scientific and methodological requirements for teaching English in schools with instruction in related languages show that language interaction is of great importance in such schools. This fact allows us to draw a number of scientific, theoretical, and practical conclusions [5].

Firstly, it is difficult to organize an effective learning process without taking language transfer into account. For example, according to S. Kushkarov, due to phonetic and lexical similarities, children studying related languages often experience "unreasonable equivalence," which leads to student errors [12]. Therefore, the issue of interference and transfer must be constantly considered in methodological requirements.

Secondly, from a theoretical perspective, the grammatical structure of English differs significantly from that of Turkic languages. This requires a change in students' thinking. As M. Khamidova noted, when teaching English grammar, it is important not only to explain the rules, but to repeatedly apply them in practice [13-17].

A practical example is provided by the results of a study conducted at School № 37 in Nukus. Sixty students in grades 5–7 participated, divided into two groups. In the first group, English lessons were organized using the contrastive method, while in the second, they used the standard grammar-translation method. A two-month observation period revealed that in the first group, phonetic errors decreased from 32% to 12%, and grammatical accuracy increased from 46% to 71%.

Third, although the similarity between the two languages increases students' motivation during language acquisition, in some cases it can also be a barrier. For example, the repeated mistake "I'm 15 years old" is explained by the fact that in Uzbek and Kazakh, age is expressed. This situation further confirms the need to use the contrastive method in practice.

Fourth, the use of modern pedagogical technologies, particularly multimedia resources, online platforms, and mobile applications, improves the effectiveness of students' language learning. According to a survey conducted at School №27 in Nukus, 78% of students noted that the use of mobile applications facilitated the learning of new words in English.

Fifth, the development of students' linguistic competence cannot be limited to linguistic knowledge alone. According to U. Abdullaev, "the main requirement for teaching English in a multilingual environment is the integration of cultural factors and the development of students' intercultural competence [13]."

Thus, from the discussion conducted, it can be concluded that scientific and methodological requirements for teaching English in schools with instruction in related languages should be determined on a comprehensive basis, taking into account such factors as language interference, differences in grammatical structure, the use of modern technologies and cultural integration.

CONCLUSIONS

A number of scientific, theoretical, and practical conclusions were drawn from the analysis of English language teaching in schools with instruction in related languages.

1. One of the main obstacles is language interference and transfer, which must be taken into account when defining methodological requirements.
2. The grammatical and lexical structure of English differs from that of Turkic languages, so a contrastive approach to teaching yields effective results.
3. Practical research shows that modern educational technologies, especially multimedia and mobile applications, significantly enhance student motivation and linguistic proficiency.
4. It is necessary to teach English not only within the framework of linguistic knowledge but also in conjunction with cultural and intercultural competence.

It is also advisable to revise the scientific and methodological requirements based on State Educational Standards and adapt them to local conditions. The use of interactive methods in teaching foreign languages, can also be used during the lesson. Theoretical-deductive results, taking into account the principles of analysis and synthesis, logic, can give the desired result when using innovative technologies and methods, as in foreign language learning. As a general conclusion, it can be said that the effectiveness of English language teaching in schools with instruction in related languages can be improved through an integrated methodological approach, the use of innovative technologies and the consideration of cultural factors.

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