

Teaching the Uzbekistan Language in A Tajik-Uzbekistan Bilingual Environment

Khojiyeva Iroda Zokirjon qizi

Tashkent State University of Uzbek Language and Literature named after Alisher Navoi, Independent researcher, Uzbekistan

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Abstract: This article presents observations on the teaching of the Uzbek language in schools where education is conducted in Tajik and on issues of a second language in a Tajik-Uzbek bilingual environment through world experience.

Keywords: Tajik-Uzbek, bilingualism, schools where education is conducted in Tajik, state language education, morphology of the Uzbek language.

Introduction: Uzbekistan is one of the multinational states. In terms of the ethnic composition of the population, education is provided in 7 languages (Uzbek, Russian, Kazakh, Kyrgyz, Karakalpak, Tajik, Turkmen). The government guarantees education in the state language, along with education in their native language for other nationalities. In addition, most of the country's population is considered bilingual and can speak both their native language and Uzbek fluently. In particular, students studying in schools where education is conducted in Tajik use Tajik at home, while Uzbek is used in district and city centers. They acquire the skills of listening, understanding and speaking Uzbek from a young age through constant communication with representatives of the Uzbek nationality and the media (television, radio) and grow up as people who can speak both languages. The reason is that the state language plays an important role in their residence, education, entry into higher education, and employment in Uzbekistan. However, although language strengthens social ties and naturally develops listening, comprehension, and speaking skills, its internal grammatical structure, spelling, language styles, and vocabulary are a separate subject that must be taught by teachers-specialists.

METHOD

Several studies have been conducted in this regard in the world, in particular, a study conducted in 2015 (Dongbo Zhang) aimed to investigate the most

appropriate methods for teaching English morphology to bilingual children who know Malay and English. According to it, 4th grade bilingual students of one of the Singaporean schools, who were selected for the experimental group, received lessons on the rules of word formation in English for one semester. The lessons were taught using a method called intervention (a method of special influence, i.e. organizing daily lessons through graphs and tables, interesting games). The control group continued the lessons based on the usual curriculum and textbook. The word formation section of the morphology section was systematically explained to students in the experimental group through special tables, games, and tests. Initially, both groups were given an introductory test (pre-test) and the results were recorded, and after the completion of the 10-week training, the experimental group completed the full course of word-forming suffixes, base and suffix division, paired and compound words based on games, tables, and test tasks. When the results of the final assessment test (post-test) obtained at the end of the training were compared with the results of the previous test, it was found that the bilingual children in the experimental group performed not only the word-forming system in English, but also exercises and tasks related to the division of base and suffix, and the identification of compound words in Malay more accurately and reliably than those in the control group. As a result of such an experiment, it was found that the development of morphological or

grammatical knowledge of one language in bilingual students has a positive effect on the grammatical structure of both languages, their morphological awareness, vocabulary, and text comprehension level increase, and the level of comprehension of subsequent language sections also increases. In addition, another such experiment was conducted in 2020 (Ana Fernandez-Dobao and Julia Herschensohn), which tested Spanish verb tenses on bilingual speakers who grew up in a Spanish-speaking environment (heritage speakers) and speakers who learned Spanish as a second language (L2 learners). The experimental materials were selected as follows: according to it, the participants of the experiment were given the task of correctly using the tense forms of Spanish verbs (simple present tense and past tense). When the results of the task were studied, the "heritage speakers", that is, bilingual children who had never studied the grammar of their language anywhere, but had been in the language environment since childhood, made many mistakes in the correct use of verb tenses, and they used the same suffix they knew in different tenses to create sentences that were wrong in content. However, during the experiment, it was found that their listening comprehension and speaking skills were high, and they had problems with formal written forms. On the other hand, second language learners (L2 learners), that is, students who had been educated to learn the grammatical rules of the language for a certain period of time, used verb tenses correctly. However, it was found that the speaking and listening comprehension skills of second language learners were lower than those of heritage speakers. Similarly, during the lessons conducted by us with Tajik and Uzbek-speaking students, it was observed that students who were aware of the grammatical structure of the Uzbek language also had a solid knowledge of the Tajik language (although it belongs to a different language family), and conversely, students who were aware of sections such as the grammatical structure and word formation of the Tajik language learned Uzbek grammar quickly and easily. Therefore, we can also come to the same conclusion as above.

RESULTS

1. Since most of the students of schools where education is conducted in Tajik are raised in a bilingual environment, their speaking and listening comprehension skills are high.
2. Students who learn the language based on rules have grammatical rules, but their listening and speaking skills in live communication are poorly developed. Therefore, it is appropriate to provide education based on two different approaches, two different curricula, and two different textbooks, regardless of the language

in which education is conducted, taking into account their level of use of the Uzbek language.

CONCLUSION

In our country, the issue of language teaching in a bilingual or multilingual environment is closely related to the issue of second language teaching, that is, for bilingual students who are representatives of another nationality, but can understand and speak the state language in force in the country, the Uzbek language is considered a second language in comparison with their native language. Therefore, it is determined that the Uzbek language will be taught as a second language, taking into account the needs of all nationalities and ethnic groups in Uzbekistan, except for the Tajik nationality. The reason is that there is an ethnic composition of the population that can speak Uzbek fluently and use the language for work and study, and a population that has a relatively low need to use the Uzbek language. So we can conclude that when teaching the Uzbek language as a second language in schools where education is conducted in the Tajik language, we must take into account issues such as their bilingualism, high level of use of the language in authentic conditions, and the presence of listening comprehension and speaking skills.

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