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APPROACHES TO TEACHING UZBEK TO YOUNG LEARNERS USING A BILINGUAL METHOD

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Abstract

This thesis examines the effectiveness of the bilingual method in teaching Uzbek to young and foreign learners. Based on C. J. Dodson's framework, the study highlights the strategic use of the learners' mother tongue to support comprehension, oral proficiency, and vocabulary development. By integrating the stages of presentation, practice, and production, the bilingual method enables efficient explanation of linguistic content and increases learner motivation. The findings suggest that the bilingual method is an effective approach for developing functional bilingualism and improving overall language learning outcomes in Uzbek language instruction.

Keywords: bilingual method; Uzbek language teaching; bilingual education; medium of instruction; mother tongue (L1); second language acquisition; young learners; content-based language teaching.

Bilingual education, focusing on the medium of instruction, clarifies the effectiveness of content-based language teaching and other methods, so language teachers can evaluate educational options such as mainstream, ethnic, international, or bilingual schools.

Our focus here is on the method: the **bilingual method**. This method was developed by C.J. Dodson in the 1960s and 1970s. Dodson set out to make



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improvements to the audio-visual method (which has much in common with the direct method outlined above). The bilingual method makes use of **the traditional three P's: presentation, practice, production**. The three P's are the three main stages of any language lesson. First, the chosen material is presented. Then instructors practice together and students are expected to produce something with their new knowledge. The bilingual method advocates the use of the first language in learning the second language. It's distinct from the grammar-translation method in that it places a **strong emphasis on oral language**. If the aim of language learning is ultimately for the student to become fully bilingual then this method models this positive outcome from the very beginning. As the students begin their language learning journey, their destination is visible in their language teacher. The competence and confidence of the teaching materials and teachers as she moves from L1 to L2 and back again is a clear model for the student to emulate. If foreign students would like to learn Uzbek with the help of comparing their native language and use it while translating Uzbek new words. For instance, following sentence "Men qahva ichmoqchiman" in order to be understandable teacher or learner can translate it from Uzbek to their native language. The bilingual method presents an attractive alternative to other methods. The direct method consumes much time in establishing meaning; the bilingual method establishes meaning immediately through the mother tongue and, in the initial stages, the printed word. It employs the mother tongue to cue foreign language responses, and it uses the printed word as an aid in accurate initial reproduction of the foreign language. Orthographical interference is avoided by never asking the student to read aloud. Experience in classrooms shows that students' motivation increases due to full comprehension, high retention, and flexible procedure. Teachers must be fluent in both foreign



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language and mother tongue, and must develop facility in the steps of the method in order to provide rapid cuing.

The three principles are the three main stages of any language lesson. First, you present material. Then you all practice together and students are expected to produce something with their new knowledge. Principles of The Bilingual Method:

- ✓ The understanding of words and sentences in foreign languages can be made easier by the use of mother tongue.
- ✓ There is no need to create artificial situations for explaining the meaning of words and sentences of the target language.
- ✓ Bilingual method is the combination of the Direct method and the Grammar translation method.

There are 7 advantages of the bilingual method of teaching Uzbek:

1. Students become functional bilinguals
2. Never miss out on a lesson

Rather than being a hindrance, advocates of the bilingual method argue that the mother tongue of the students is the greatest resource in the language learning process. This is true particularly for those students over the age of 7 or 8, when the mother tongue has been firmly established in the students' minds. The bilingual method allows easy glossing of difficult words and efficient explanations of points of grammar. Time saved in this manner optimizes learning opportunities. For instance, a learner is at the age of 7 and he wants learn Uzbek. He notes first his Uzbek word on his notebook and may write meaning of this word in his native language.

Though the bilingual method employs the students' native language, it's important to note that it's predominantly the teacher who makes use of L1.



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This distinguishes it from the grammar-translation method which relies more on rote learning and the translation of texts.

As with the direct method, basic texts make use of picture strips to accompany the dialogue. The bilingual method makes use of the written form of the language from the start. This allows students to begin to see the shapes of words as they repeat them orally.

Since the bilingual teacher is a model for the goal of students to develop into users of two languages, this recognition supports the teacher using the students' native language strategically when it would be futile to explain things in the target language. While monolingual teachers are more liable to strictly enforce L2 use, it is frustrating to a learner or a child to hear something that is too difficult, so L1 support can be part of their overall language development.

Finally, bilingualism sheds light on language acquisition, how research on first language acquisition, bilingual acquisition, and bilingual education informs L2 teaching. Seeing the whole picture from a bilingual perspective, from the societal to the individual level, informs one's approach to teaching and communication.

Reflecting on these and other insights from bilingualism can make a difference in everyday decisions in practice as well as in cultivating theories to undergird Uzbek language teaching. While providing Uzbek language course, tutor may ask meaning of new words or grammar structure in their mother tongue and it helps to compare both of language.

THE LIST OF USED LITERATURE

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