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## WORKING WITH BILINGUAL STUDENTS: SPECIFICS AND EFFECTIVE TEACHING METHODS

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**Abstract.** This article examines the key psycholinguistic features of bilingual students and analyzes the specific difficulties that arise in the process of learning Russian in an educational environment. The main theoretical approaches to teaching a second language are defined. Special attention is paid to methodological techniques aimed at minimizing language interference and the formation of full-fledged communicative and linguistic competencies.

**Keywords:** bilingualism, language interference, methods of teaching Russian, communicative approach, additive bilingualism, socio-cultural adaptation.

As Edward Sapir rightly pointed out, like cultures, languages are rarely "self-sufficient.": "Communication needs force speakers of the same language to come into direct or indirect contact with speakers of neighboring and culturally dominant languages" [4]. The modern global educational space is undergoing significant changes due to the processes of globalization and population migration. The consequence of these processes is a steady increase in the number of children raised in a bilingual environment. According to various studies (N.V. Imedadze, E.M. Vereshchagin), bilingual students make up a significant part of the contingent of both general education and specialized educational institutions. Depending on the conditions of learning a second language, L.V. Shcherba distinguished "two types of bilingualism, which are essentially two extreme cases of bilingual speech behavior: pure bilingualism, i.e. a case of independent coexistence of two language systems in the mind of a bilingual, and mixed bilingualism, when each element of one of the languages turns out to be associated with a corresponding meaning an element of another language"[5].

Russian teaching methods aimed at native learners often prove ineffective when working with children for whom Russian may be a second or non-dominant language.

Bilingualism (bilingualism) is not just the sum of two monolingual systems, but a qualitatively different language competence. The typology of bilingualism is of fundamental importance in the methodology of teaching Russian as a foreign language.

According to the time of mastering, there are early (simultaneous or sequential acquisition of two languages before the age of 3) and late (after 3-4 years). Early bilingualism is often characterized by a deeper, more intuitive command of both languages.





According to the degree of proficiency, there is a difference between balanced (approximately equal level of proficiency in both languages) and dominant (one of the languages is significantly predominant).

By the nature of the interaction of cultures: additive (enriching) and subtractive (displacing). The pedagogical strategy should be aimed at the formation of additive bilingualism, in which learning a second language does not suppress the first, but contributes to overall cognitive development.

Thus, a bilingual is a person "capable of using two language systems for communication" [1]. Psycholinguistic research proves that bilinguals have a number of cognitive advantages: an increased level of metacognitive control, developed attention, the ability to multitask and flexible thinking. However, their language system is in a state of constant interaction and competition.

The main problem in the development of the Russian language by bilinguals is language interference — the transfer of rules, norms and structures of the native (or first) language translation into the (second) language being studied. Interference can manifest itself at all levels of the language system: phonetic, lexical, grammatical, and syntactic.

The difficulties faced by bilingual students are systemic in nature and require targeted remedial work.

The Russian language has a complex inflectional system. The main problems arise with the case system, gender category, and specific pairs of verbs (perfect/imperfect).

There is often a mixture of case forms or their replacement by one universal one (usually the nominative or accusative case). For native speakers of languages where there is no grammatical category of gender (for example, the Turkic languages), determining the gender of nouns and matching adjectives with them is a serious problem. The rules of using the verb type are not intuitively mastered and require a special methodological explanation.

Bilinguals may have a good command of everyday vocabulary, but they lack abstract concepts, synonymous terms, and academic terminology, which affects their academic performance.

Accent, difficulties in differentiating hard/soft consonants, sibilant sounds.

Bilinguals often do not know the norms of Russian speech etiquette, do not feel the stylistic nuances of the language, which makes it difficult for them to fully socialize in a Russian-speaking team.

Teaching Russian to bilingual students should be based on a communicative-activity approach and the principle of differentiation.

Using a child's linguistic experience is a powerful resource. The use of the comparative method allows the teacher to predict typical interference errors and work on them purposefully. Explaining grammatical rules by





comparing the structures of two languages (for example, the order of words in a sentence) makes the material more understandable and conscious.

Priority should be given to tasks that simulate real communication situations. For example, role-playing games: "In the library", "At the doctor", "At school", which allow you to work out stable speech cliches and lexical units.

Creation of joint projects (for example, "My city", "My family") It encourages the use of language in a motivated context.

The visual channel of perception is often dominant for bilinguals, therefore, in Russian lessons, flashcards with lexical and spelling tasks, mental maps, and schemes of grammatical rules can be used. Of particular importance is the work on educational platforms, in applications for learning a language with elements of gamification.

In a multilingual educational environment, it is especially important to teach bilingual children Russian not only as a system of norms and rules, but also as a universal tool for learning and understanding the world. Bilingualism forms a special linguistic picture of the world: a child interacts with two languages, two cultures, and two models of categorization of the surrounding reality at once. Therefore, only grammatically correct language proficiency does not ensure full-fledged cognitive development.

For a bilingual, each language performs communicative and cognitive functions, but the degree of development of these functions may vary. If attention is paid only to formal language acquisition (vocabulary, spelling, morphology), then there is a risk that the child will have difficulty formulating his own thoughts, will think superficially within the framework of a non-native language, and will less often use language as a means of analysis, generalization, and comparison.

On the contrary, if learning is structured in such a way as to show the connection between language and cognition, then a bilingual learns to think in two languages, interpret phenomena from the perspective of two cultures, and expand conceptual boundaries. This is especially valuable because bilingual children have the potential for more flexible thinking, high linguistic plasticity, and the ability to switch between different cognitive strategies.

Working with adapted texts, learning reading strategies (forecasting the content, highlighting the main idea, retelling), developing the ability to express one's own position — all this is aimed at making language a tool of thinking, and not just a channel for transmitting information.

This approach contributes to the formation of a harmonious linguistic personality, which freely navigates two socio-cultural spaces, recognizes itself as a carrier of a multifaceted identity and has a broader cognitive horizon.

Working with bilingual students is a difficult but extremely promising task of modern Russian language teaching methods. Taking into account their





unique psycholinguistic features, relying on communicative and differentiated approaches, as well as the active use of modern educational technologies make it possible to effectively overcome the difficulties associated with language interference.

The ultimate goal of education is not only the formation of solid knowledge of the Russian language, but also the creation of conditions for the harmonious development of the child's personality, the support of additive bilingualism and successful socio—cultural integration into the Russian-speaking space. Further research in this area should be aimed at developing universal diagnostic tools and specialized educational and methodological complexes.

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