

PSYCHOLOGICAL-PEDAGOGICAL BASIS OF DEVELOPING METALINGUISTIC THINKING IN PARALLEL TEACHING OF RUSSIAN AND ENGLISH LANGUAGES

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Abstract

This scientific article is devoted to the analysis of the problem of developing metalinguistic thinking in the process of parallel teaching of Russian and English from a psychological and pedagogical point of view. In the study, metalinguistic thinking is interpreted as the ability of a student to perceive two language systems not only at the level of practical speech, but also on the basis of conscious analysis, comparison and generalization. The article scientifically reveals the mechanisms of formation of metalinguistic consciousness in the conditions of parallel language teaching, its interrelation with cognitive development, language transfer and interference processes. The study, conducted on the basis of the IMRaD model, analyzes the possibilities of developing metalinguistic thinking through a comparative study of the phonetic, lexical and grammatical systems of Russian and English, and shows the limitations of traditional language teaching approaches. The results of the study substantiate the psychological and pedagogical conditions that contribute to the conscious perception of language systems by students in the process of parallel teaching, independent analysis of errors and effective assimilation of new language knowledge. The article proposes methodological approaches aimed at developing metalinguistic thinking in integrated teaching of Russian and English and provides scientific and practical recommendations for increasing the effectiveness of language education.

Keywords: Metalinguistic thinking, parallel language teaching, Russian, English, bilingualism, cognitive development, language transfer, interference, psycholinguistics.

Introduction

Despite the increasing popularity of the process of parallel teaching of Russian and English in modern language teaching practice, the psychological and pedagogical essence of this process is often limited to the formation of communicative skills, while the ability of students to consciously perceive language systems is sufficiently neglected. However, the effective acquisition of language skills in the context of simultaneous learning of two languages is directly related not only to the volume of speech practice, but also to the student's metalinguistic thinking - that is, the ability to perceive language as an object, analyze its structural and functional properties, and consciously distinguish between linguistic similarities and differences. Practical experience shows that students studying Russian and English in parallel often do not sufficiently distinguish the boundaries between language systems, which leads to an increase in interference phenomena, the stabilization of errors, and the acquisition of a fragmentary nature of language knowledge. This situation is largely explained by the fact that traditional teaching approaches interpret language as an "object of use" and do not elevate it to the level of an "object of analysis". From the point of view of psycholinguistics and cognitive pedagogy, the process of parallel language learning creates favorable conditions for the development of metalinguistic thinking in the student, since the coexistence of two language systems inevitably leads the student to the activity of comparison, generalization and abstraction. Therefore, this article aims to analyze the problem of developing metalinguistic thinking in the process of parallel learning of Russian and English not as a separate methodological issue, but as a psychological and pedagogical process, to identify the mechanisms of its formation and to develop scientifically based approaches that serve to increase the effectiveness of language learning.

METHODS

The methodology of this study was aimed at analyzing the development of metalinguistic thinking in the process of parallel teaching of Russian and English not as a set of separate methodological exercises, but as a process of formation of mechanisms for perceiving language as an object in the cognitive system of the student; therefore, the concept of method in this work was interpreted as a scientific process combining theoretical synthesis, diagnostic modeling and reflective

analysis, not limited to a sequence of empirical investigations. The integration of psycholinguistic and cognitive-pedagogical approaches was used as the primary methodological basis of the study, in which the main structural components of metalinguistic thinking - the ability to consciously analyze language units, interlingual comparison, generalization and abstraction - were theoretically isolated and the mechanisms of their formation in the conditions of parallel language teaching were clarified. At the next stage, based on the comparative-analytical method, the structural similarities and differences between the phonetic, lexical and grammatical systems of the Russian and English languages were reinterpreted from a pedagogical point of view, and the role of these differences in the formation of interference or positive transfer in students was analyzed. In the research process, a diagnostic-reflective approach was used, and the level of metalinguistic thinking of students was determined through their ability to interpret language units, consciously analyze errors and justify interlingual differences, where intellectual activity in explaining and analyzing language rather than automatic use was taken as the main criterion. As an important component of the methodology, a pedagogical modeling approach was introduced, in which the process of parallel teaching of Russian and English was reorganized through didactic situations that activate metalinguistic reflection, comparative analysis and cognitive transfer. The final methodological stage of the study consisted of logical-analytical generalization, in which, based on the theoretical conclusions obtained, a psychological and pedagogical model of the development of metalinguistic thinking in the process of parallel language teaching was developed and the methodological conditions ensuring its effectiveness were identified.

RESULTS

The results of the obtained psycholinguistic and pedagogical modeling showed that the development of metalinguistic thinking in the conditions of parallel teaching of Russian and English is not a random phenomenon, but is directly related to the activation of certain cognitive mechanisms. As it was found in the course of the study, under the conditions of regular use of didactic situations aimed at the comparative analysis of language units, the ability to perceive language not only as a communicative tool, but also as an analyzed system begins to be formed in students. In particular, the parallel analysis of grammatical categories of Russian

and English increased the level of students' abstraction, leading them to generalize language rules, separating them from a specific speech situation, which was manifested as an important indicator of metalinguistic thinking. The results showed that in the process of parallel learning, interference phenomena are reduced and positive transfer mechanisms are strengthened, as students begin to consciously distinguish between language differences and tend to analyze errors rather than automatically repeating them. Diagnostic analysis showed that the nature of errors in students with developed metalinguistic thinking has changed: they began to be distinguished not by the number of errors, but by their explanation and correction strategies, that is, even if the student uses the wrong form, he tries to explain its cause within the framework of the language system. The results also confirmed that the increase in metalinguistic reflection in parallel learning conditions had a positive effect on students' internal motivation for language learning, since the process of language comprehension begins to move away from mechanical memorization and is perceived as an intellectual activity. In general, the results scientifically substantiated that the effectiveness of parallel learning of Russian and English is determined not by the volume of language material or the number of exercises, but by the level of pedagogical design that activates metalinguistic thinking.

DISCUSSION

The results obtained show the limitations of some traditional views on the development of metalinguistic thinking in parallel teaching of Russian and English, since the communicative approach that has long been dominant in language education has interpreted metalinguistic awareness not as an independent pedagogical goal, but as a secondary product. When comparing the results of the study with the concepts of metalinguistic awareness put forward in the framework of psycholinguistics, it can be seen that in the conditions of parallel language teaching, metalinguistic thinking is formed not only as a result of the abundance of language material, but also by forcing the student to consciously analyze the relationships between language systems, that is, this process is determined by internal cognitive activity. From the point of view of Vygotsky's cultural-historical theory, the parallel study of Russian and English creates a system of psychological tools that lead the student to a high level of generalization and abstraction, which

serves the development of metalinguistic thinking. At the same time, the results obtained in comparison with cognitive approaches show that the reduction of interference and the increase in positive transfer are not an automatic process, but the product of pedagogically guided comparative activity; if parallel teaching is organized without elements of conscious analysis, it can, on the contrary, increase the confusion between language systems. This situation indicates the need to make the development of metalinguistic thinking a central component of the teaching strategy, since then the student will perceive the error not as a sign of "ignorance", but as a signal for comparing language systems. A comparison of the results with existing scientific research shows that the effectiveness of parallel teaching of Russian and English depends not only on the fact of integration, but also on the degree to which this integration activates metalinguistic reflection, and it is this aspect that determines the scientific novelty of this study and more clearly outlines the psychological and pedagogical boundaries of parallel teaching in language education.

CONCLUSION

This study scientifically substantiates that the development of metalinguistic thinking in the process of parallel teaching of Russian and English is not a secondary methodological task in language education, but a central psychological and pedagogical factor determining the cognitive development of the student. The results obtained showed that metalinguistic thinking is formed not through the volume of language material or the abundance of exercises, but through a pedagogical design that forces interlingual comparison, generalization and reflective analysis; it is in the presence of this design that interference is reduced, positive transfer is enhanced, and the student's ability to consciously perceive language systems is stabilized. The study showed the need to interpret parallel teaching not as an organizational model that accelerates communicative skills, but as a cognitive-cultural environment that develops metalinguistic awareness, thereby revealing the boundaries of traditional communicative approaches. The scientific novelty is that metalinguistic thinking was operationalized for the first time as an independent pedagogical category in the context of parallel teaching of Russian and English, its development mechanisms were clarified and explained at the intersection of psycholinguistic and pedagogical theories. The practical

significance of the study is manifested in the development of a system of scientifically based recommendations that will allow redesigning the process of parallel language teaching, deepening the methodological decision-making competence of teachers, and sustainably increasing the effectiveness of language teaching. In general, this article serves to reinterpret the practice of parallel teaching of Russian and English from a psychological and pedagogical perspective, identifies metalinguistic thinking as a strategic goal of language teaching, and creates a solid theoretical and methodological foundation for further scientific research aimed at conscious language acquisition in bilingualism..

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