

## PRINCIPLES OF TEACHING WRITTEN LANGUAGE IN A FOREIGN LANGUAGE AS A SOCIAL PRACTICE WITHIN THE FRAMEWORK OF BILINGUAL EDUCATION AT UNIVERSITIES

Sultanova Nargiza Toxirjonovna  
Tashkent Railway Technical School

Saydivaliyeva Barno Saidbaxramovna  
Associate Professor of Tashkent State Transport University

### ABSTRACT

Teaching written language in a foreign language within the realm of bilingual university education is a nuanced and intricate procedure demanding a robust research approach for optimal learning results. This article seeks to delve into the guiding principles of instructing written language as a social practice within the context of bilingual education at universities. The exploration will involve a thorough examination of the current body of literature on this subject, coupled with the proposal of a research methodology. This methodology aims to integrate key principles from communicative language teaching, task-based learning, and sociocultural theory to comprehensively understand the dynamics of teaching written language in a foreign language within the framework of bilingual education at universities.

**Keywords:** theory emerges, various fields, crafting emails, language learning, bilingual education, grammar, vocabulary, communication strategies, contemporary landscape.

### INTRODUCTION

To effectively impart the skills of written language in a foreign language, it is imperative to embrace the principles of communicative language teaching. This pedagogical approach places paramount importance on communication and interaction in the language learning process, steering away from rote memorization and grammar drills. According to this methodology, language acquisition is conceptualized as a social practice, with written language serving as a tool for purposeful communication. This principle gains heightened significance in the realm of bilingual education, motivating students to apply the target language meaningfully and authentically. Task-based learning stands as another pivotal principle applicable to the instruction of written language in a foreign language. This method accentuates the use of real-world tasks to facilitate language learning, prompting students to engage in meaningful communication while completing specific assignments. In the domain of written language instruction, tasks may encompass activities such as crafting emails, reports, or essays, necessitating students to employ the target language in a practical and purpose-driven manner. By integrating task-based learning principles into the teaching of written language, students can hone their writing skills while concurrently refining other language aspects like grammar, vocabulary, and communication strategies.

Furthermore, sociocultural theory emerges as a fundamental tenet in teaching written language in a foreign language within the framework of bilingual education. According to this theoretical perspective, language learning is inherently a social and cultural phenomenon,

shaped by the interactions and experiences individuals undergo within their social milieu. Within the context of bilingual education, this principle underscores the creation of an authentic and supportive language learning environment, where students can engage with the target language in a meaningful and culturally pertinent manner. By incorporating sociocultural theory into the teaching of written language, students not only refine their writing skills but also do so in a way that resonates with their social and cultural surroundings, fostering an understanding of the target language as a tool for meaningful engagement with the world around them.

### LITERATURE REVIEW

The utilization of written language as a social practice is integral to academic literacy and is cultivated within the framework of bilingual education. This discussion explores the essence of bilingual education and its distinctive characteristics, particularly when considering the facets of teaching foreign language written language as a social practice in a non-linguistic university. In the contemporary landscape, there is an escalating demand in Russian society for professionals proficient in foreign languages who can actively engage in international projects across various fields[1]. Russian universities are proactively incorporating English courses to attract international students and enhance their global standing. English has emerged as the primary language for disseminating research findings globally across all disciplines.

Research in higher education indicates the successful implementation of bilingual education in the Baltic states, Scandinavia, and Russia for an extended period. English functions as a coequal means of communication alongside students' native languages. However, the specifics of bilingual education vary in each country, region, and educational institution, closely tied to the state's language policy, the status of native and English languages, and the goals of higher education[2]. According to N.V.Bagramova, the contemporary educational model embodies a creative adaptation. This implies the necessity of nurturing students' capacity to autonomously manage their learning, enhancing their involvement as active participants in the educational process, and equipping them to tackle emerging challenges while applying acquired knowledge across various subjects [1]. A cornerstone principle of modern education is internationalization, with the study of foreign languages serving as an essential component. A foreign language assumes a distinct role in higher education as it functions as 1) the language of international communication in business, scientific, and educational realms, 2) a mandatory element of professional training, and 3) a means of acquainting individuals with global culture [1].

The socio-economic and cultural context of higher education in Russia, coupled with the conceptualization of foreign language literacy as an economic category[3], necessitates a reassessment of the goals, objectives, and conditions governing the teaching of foreign language writing at the university level. Within the framework of globalization, bilingual education and the cultivation of a bilingual personality take center stage, highlighting the significance of introducing individuals to world culture[4].

Bilingualism, acknowledged as an intricate phenomenon, aligns with N.V.Bagramova's perspective [1] that teaching a foreign language involves more than just mastering its lexical

and grammatical structures. It encompasses a study of the socio-cultural, pragmatic, and sociolinguistic essence of a non-native language in comparison to one's native tongue. We advocate for the formation of a bilingual mechanism grounded in an understanding of the sociolinguistic and socio-cultural characteristics of a written text, operating on the principle of conscientiousness in learning. This principle realized through the development of reflection and self-reflection skills, fosters self-assessment of created written texts. It plays a pivotal role in successfully cultivating foreign language writing skills and preemptively overcoming the potential influence of a foreign language within the context of bilingual education.

### **RESEARCH METHODOLOGY**

To delve into the principles of instructing written language in a foreign language as a social practice within the framework of bilingual education at universities, a research methodology encapsulating the tenets of communicative language teaching, task-based learning, and sociocultural theory proves indispensable. The methodology should be meticulously crafted to collect data elucidating the implementation of these principles in written language instruction and their repercussions on student learning outcomes. A viable research methodology for exploring this subject involves adopting a mixed-methods approach that integrates both qualitative and quantitative data collection techniques. Qualitative methods, such as classroom observations and interviews with educators and students, offer an in-depth comprehension of how communicative language teaching, task-based learning, and sociocultural theory principles are applied in the teaching of written language. These qualitative approaches also facilitate an exploration of the influence of these principles on student learning outcomes, including writing proficiency and language fluency.

Quantitative methods, such as surveys and standardized language proficiency tests, are instrumental in acquiring data on the efficacy of these principles in written language instruction. They enable a comparative analysis of the writing proficiency of students exposed to these principles versus those who are not, allowing an assessment of the impact of these principles on learning outcomes. The amalgamation of qualitative and quantitative data collection methods empowers researchers to gain a holistic understanding of how communicative language teaching, task-based learning, and sociocultural theory principles are integrated into written language instruction and their subsequent impact on student learning outcomes.

### **ANALYSIS AND RESULTS**

Our conviction is that, in the conditions of bilingual education, it is feasible to instill the necessary knowledge, skills, and abilities. We contend that the introduction of the concept of written speech as a social practice and academic literacy, serving as the foundation for the development of written speech as a social practice, will bring clarity to the goals, content, and methods of foreign language instruction for students specializing in socio-economic fields within the context of bilingual education. Teaching writing as a method of intercultural communication should be approached with consideration of socio-cultural, pragmatic, and sociolinguistic aspects of a non-native language compared to one's native language. This approach facilitates successful university studies and continued professional development.

## CONCLUSION

In conclusion, exploring the principles of instructing written language in a foreign language as a social practice within the realm of bilingual education at universities can be aptly examined through a research methodology integrating the tenets of communicative language teaching, task-based learning, and sociocultural theory. Employing a mixed-methods approach that encompasses both qualitative and quantitative data collection techniques, scholars can acquire a comprehensive insight into the practical application of these principles in the instruction of written language and their subsequent impact on student's educational outcomes. This well-rounded research methodology holds the potential to guide the formulation of effective pedagogical strategies tailored to the teaching of written language in a foreign language within the context of bilingual education at universities.

## REFERENCES

1. Баграмова Н. В. Языковая личность с позиции теории билингвизма / Н. В. Баграмова // *Формирование билингвальной личности на основе компетентностного подхода* / под ред. Г. А. Баевой. — СПб., 2012. — С. 5–20.
2. Баева Г. А. Формирование билингвальной личности на основе компетентностного подхода / Г. А. Баева. — СПб. : Изд-во С.-Петербур. унта, 2012. — 270 с.
3. Пассов Е. И. Программа-концепция коммуникативного иноязычного образования / Е. И. Пассов. — М. : Просвещение, 2000. — 172 с.
4. Kharkhurin A. The role of cross-linguistic and cross-cultural experiences in bilinguals' divergent thinking / A. Kharkhurin // *Cognitive aspects of bilingualism* / I. Kecskes & L. Albertazzi (eds.). — Dordrecht, The Netherlands, 2007. — P. 175–210.