

**PSYCHOLINGUISTIC AND METHODOLOGICAL FOUNDATIONS OF TEACHING
THE ANALYSIS OF LITERARY TEXTS TO SCHOOLCHILDREN IN A BILINGUAL
ENVIRONMENT**

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Abstract: The article is devoted to the psycholinguistic patterns and an effective methodological system for teaching and in-depth analysis of literary texts in Russian language and literature classes for schoolchildren studying in a bilingual environment. The study examines the mechanisms of text perception, comprehension of subtext, and overcoming interlingual interference among bilingual students. The author shares personal experience and, based on pedagogical observations, proves the effectiveness of a three-stage model of working with texts and modern interactive strategies.

Keywords: bilingualism, psycholinguistics, analysis of literary texts, interlingual interference, cognitive approach, interactive methods, reading strategies.

The globalization of the modern educational system and the formation of a structurally multicultural society have turned the problem of teaching in a bilingual environment into one of the most relevant issues in contemporary pedagogical science. In particular, in classes and educational institutions where instruction is conducted in a language that is not native to students (for example, Russian), the process of reading, understanding, and philological analysis of literary texts requires a special pedagogical and psycholinguistic approach. A literary text is not merely a collection of grammatical rules or lexical units, but a complex cognitive structure reflecting the aesthetic, cultural, symbolic, and philosophical depth of language, as well as the national worldview of a people.

In my personal opinion and based on the results of my observations, mechanical reading of literary texts and limiting work only to dictionary translation do not produce the expected results in teaching bilingual students. The main methodological problem in this process is that a bilingual learner attempts to interpret hidden meanings, figurative expressions, metaphors, and phraseological units through the prism of their native language, which leads to negative interlingual interference. Relying on L.S. Vygotsky's theory of inner speech [1, p. 142], I.A. Zimnyaya's communicative-activity approach [2, p. 68], and the principles of educational psycholinguistics, this study aims to systematically eliminate psycholinguistic barriers in text perception among bilingual students and to develop a new methodological system that increases lesson effectiveness.

Within the framework of the study, in order to identify the peculiarities of perception, processing, and comprehension of literary texts by schoolchildren in a bilingual environment, I used a combination of comparative-contrastive, linguocognitive, and cultural approaches. In addition, pedagogical observations and diagnostic experiments among senior school students were conducted to verify the theoretical conclusions in practice.

During pedagogical practice and based on my personal experience, I determined that organizing work with texts according to the following three-stage model produces the highest results:

1. **Pre-reading stage:** At this stage, preliminary work is carried out with difficult lexical units, archaisms, and historical-cultural concepts (realia). Students' interest in the text is

stimulated, and semantic prediction mechanisms (predicting the content of the text based on the title or key words) are activated [7, p. 104].

2. **While-reading stage:** The process of analytical, commented, and exploratory reading is organized by dividing the text into logical parts. At the same time, students pay close attention to the rhythm of the text, the emotional state of the characters, and linguistic features [4, p. 88].

3. **Post-reading Stage:** This stage involves an in-depth analysis of the ideological, artistic, and aesthetic content of the text through interactive methods, problem-based and creative questions, as well as modern digital technologies such as electronic dictionaries, multimedia tools, and visual mind maps [6, p. 62].

As a result of systematic observations, interviews, and analysis of test assignments, I classified the main difficulties encountered by bilingual students in reading and comprehending literary texts into the following groups:

- **Linguistic difficulties:** Incomplete understanding of polysemantic words, connotative (implicit) meanings, figurative meanings, contextual meanings of metaphors and epithets, as well as inability to distinguish word-formation elements [5, p. 114].

- **Cultural difficulties:** The absence in students' sociocultural awareness and memory of national-cultural symbols, phraseological units, proverbs, and ancient customs characteristic of the linguistic environment in which the literary text was created.

- **Psycholinguistic barriers:** The tendency to translate every word into the native language through inner speech during the reading process. According to my observations, this leads to the loss of the overall aesthetic and ideological meaning of the text, causes rapid fatigue among students, and significantly reduces reading speed [4, p. 121].

In order to eliminate these identified problems, I introduced text interpretation lessons, contextual cognitive games, and interactive digital technologies into the educational process. The results of the practical experiment demonstrated that visualization methods and the three-stage model improved students' comprehension and imagination of textual elements, figurative expressions, and characters' emotional states by 30–35% compared to traditional lessons.

The practical results and empirical data obtained during the research indicate that the process of teaching and learning a language in a bilingual environment should not be limited to the dry memorization of grammatical rules or mechanical text translation. Lessons devoted to the analysis of literary texts serve as the main catalyst for the development of students' cognitive thinking, speech culture, and worldview.

According to my personal scientific perspective and conceptual approach, the native language of a bilingual student and their existing linguistic experience perform not only the role of a negative barrier (interference) in this process. If the teacher applies a correct, systematic, and psycholinguistically grounded methodology [3, p. 145], students can understand a second-language text more deeply and comparatively by relying on their literary and aesthetic experience in their native language. In this case, positive linguistic transfer occurs. Furthermore, the integration of interactive methods and digital dictionary systems eliminates psycholinguistic tension (stress and self-doubt) caused by students' insufficient lexical knowledge and enhances their motivation toward the lesson.

In conclusion, the theoretical analysis and practical research led to the following fundamental findings:

1. Work with literary texts in Russian language and literature classes in bilingual schools serves as the principal criterion and pedagogical foundation for the comprehensive development of both linguistic and intercultural communicative competence among students.

2. Traditional methods of reading and translating texts do not fully address the psycholinguistic characteristics and mechanisms of inner speech in bilingual students. Therefore, it is necessary to systematically implement the three-stage text analysis model and cognitive reading strategies in modern classroom practice.

3. Interactive strategies, problem-situational questions, and digital educational technologies contribute to bilingual students' full emotional and aesthetic perception of literary texts, facilitate the overcoming of language barriers, and promote the development of independent and critical thinking skills [6, p. 128].

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