



ISSN: 3060-4613



MAKTABGACHA
VA MAKTAB
TA'LIMI VAZIRLIGI



O'zbekiston
Milliy Pedagogika
Universiteti



№7(3)
2026

- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

M

AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



MAKTABGACHA VA MAKTAB TA'LIMI



*Elektron nashr. 338 sahifa,
25-iyul, 2026-yil.*

BOSH MUHARRIR:

Karimova E'zoza Gapirjanovna – O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vaziri

BOSH MUHARRIR O'RINBOSARI:

Ibragimova Gulsanam Ne'matovna – Pedagogika fanlari doktori, professor

TAHRIRIYAT KENGASHI A'ZOLARI

Ibragimov X.I. – pedagogika fanlari doktori, akademik
Shoumarov G'.B. – psixologiya fanlari doktori, akademik
Qirg'izboyev A.K. – Tarix fanlari doktori, professor
Jamoldinova O.R. – pedagogika fanlari doktori, professor
Sharipov Sh.S. – pedagogika fanlari doktori, professor
Shermuhhammadov B.Sh. – pedagogika fanlari doktori, professor
Ma'murov B.B. – pedagogika fanlari doktori, professor
Madraximova F.R. – pedagogika fanlari doktori, professor
Kalonov M.B. – iqtisodiyot fanlari doktori, professor
Nabiyev D.X. – iqtisodiyot fanlari doktori, professor
Qo'ldoshev Q. M. – iqtisodiyot fanlari doktori, professor
Ikramxanova F.I. – filologiya fanlari doktori, professor
Ismagilova F.S. – psixologiya fanlari doktori, professor (Rossiya)
Stoyuxina N.Yu. – psixologiya fanlari nomzodi, dotsent (Rossiya)
Magauova A.S. – pedagogika fanlari doktori, professor (Qozog'iston)
Rejep O'zyurek – psixologiya fanlari doktori, professor (Turkiya)
Woosyu Cha – Koreya milliy ta'lim universiteti rektori (Koreya)
Polonnikov A.A. – psixologiya fanlari nomzodi, dotsent (Belarus)
Mizayeva F. O. – Pedagogika fanlari doktori, dotsent
Baybayeva M.X. – pedagogika fanlari doktori, professor
Muxsiyeva A.T. – pedagogika fanlari doktori, professor
Aliyev B. – falsafa fanlari doktori, professor
Abdullayeva N. Sh. – Pedagogika fanlari doktori (DSc), professor
Doniyorov S. M. – “Yangi O'zbekiston” va “Pravda Vostoka” gazetalari tahririyati DM bosh muharriri, O'zbekiston Respublikasida xizmat ko'rsatgan jurnalist, filologiya fanlari bo'yicha falsafa doktori (PhD), dotsent
G'afurov D. O. – falsafa fanlari doktori (Phd)
Shomurodov R.T. – iqtisodiyot fanlari nomzodi (PhD), dotsent
Mirzayeva F. O. – pedagogika fanlari doktori (DSc), dotsent
Jalilova S.X. – psixologiya fanlari nomzodi (PhD), dotsent
Bafayev M.M. – psixologiya fanlari bo'yicha falsafa doktori (PhD), dotsent
Usmonova D.I. – Samarqand iqtisodiyot va servis institute dotsenti
Saifnazarov I. – falsafa fanlari doktori, professor
Nematov Sh.E. – pedagogika fanlari nomzodi (PhD)
Tillashayxova X.A. – psixologiya fanlari nomzodi (PhD), dotsent
Yuldasheva F.I. – pedagogika fanlari bo'yicha falsafa doktori (PhD), dotsent
Yuldasheva D.B. – filologiya fanlari bo'yicha falsafa (PhD) doktori, dotsent
Tangriyev A. T. – Toshkent davlat iqtisodiyot universiteti kafedra professori
Ashurov R. R. – psixologiya fanlari bo'yicha falsafa doktori (PhD), dotsent
Panjiyev M. A. – Qashqadaryo viloyati Maktabgacha va maktab ta'limi boshqarmasi boshlig'ining birinchi o'rinbosari
Xudayberganov N. A. – Xorazm Ma'mun akademiyasi Tabiiy fanlar bo'limining katta ilmiy xodimi, biologiya fanlari bo'yicha falsafa doktori (PhD)
Vaxobov Anvar Abdusattor o'g'li – Pedagogika fanlari bo'yicha falsafa doktori, dotsent

Muassis: “Tadbirkor va ishbilarmon” MChJ

Hamkorlarimiz: O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vazirligi, O'zbekiston milliy pedagogika universiteti

EDITOR-IN-CHIEF:

Karimova E'zoza Gapirzhanovna – Minister of Perschool and School Education of the Republic of Uzbekistan

DEPUTY EDITOR-IN-CHIEF:

Ibragimova Gulsanam Ne'matovna – Doctor of Pedagogical Sciences, Professor

EDITORIAL BOARD MEMBERS:

Ibragimov X.I. – Doctor of Pedagogical Sciences, Academician

Shoumarov G'. B. – Doctor of Psychological Sciences, Academician

Qirg'izboyev A. K. – Doctor of Historical Sciences, Professor

Jamoldinova O.R. – Doctor of Pedagogical Sciences, Professor

Sharipov Sh.S. – Doctor of Pedagogical Sciences, Professor

Shermuhhammadov B.Sh. – Doctor of Pedagogical Sciences, Professor

Ma'murov B.B. – Doctor of Pedagogical Sciences, Professor

Madraximova F.R. – Doctor of Pedagogical Sciences, Professor

Kalonov M.B. – Doctor of Economic Sciences, Professor

Nabiyev D.X. – Doctor of Economic Sciences, Professor

Koldoshev K. M. – Doctor of Economic Sciences, Professor

Ikramxanova F.I. – Doctor of Philological Sciences, Professor

Ismagilova F.S. – Doctor of Psychological Sciences, Professor (Russia)

Stoyuxina N.Yu. – Candidate of Psychological Sciences (PhD), Associate Professor (Russia)

Magauova A.S. – Doctor of Pedagogical Sciences, Professor (Kazakhstan)

Rejep O'zyurek – Doctor of Psychological Sciences, Professor (Turkey)

Wookyu Cha – President of the National University of Education, Korea (South Korea)

Polonnikov A.A. – Candidate of Psychological Sciences (PhD), Associate Professor (Belarus)

Mizayeva F. O. – Doctor of Pedagogical Sciences, Professor

Baybayeva M.X. – Doctor of Pedagogical Sciences, Professor

Muxsiyeva A.T. – Doctor of Pedagogical Sciences, Professor

Aliyev B. – Doctor of philosophy, professor

Abdullayeva N. Sh. – Doctor of Pedagogical Sciences (DSc), Professor

Doniyorov S. M. – Editor-in-Chief of the DM Editorial Office of the newspapers “Yangi O'zbekiston” and “Pravda Vostoka”, Honored Journalist of the Republic of Uzbekistan, Doctor of Philosophy (PhD) in Philology, Associate Professor

Gafurov D. O. – Doctor of Philosophy (PhD)

Shomurodov R.T. – Candidate of Economic Sciences (PhD), Associate Professor

Mirzayeva F. O. – Doctor of Pedagogical Sciences (DSc), Associate Professor

Jalilova S.X. – Candidate of Psychological Sciences (PhD), Associate Professor

Bafayev M.M. – Doctor of Philosophy in Psychological Sciences (PhD), Associate Professor

Usmonova D.I. – Associate Professor, Samarkand Institute of Economics and Service

Saifnazarov I. – Doctor of philosophy, professor

Nematov Sh.E. – Candidate of Pedagogical Sciences (PhD)

Tillashayxova X.A. – Candidate of Psychological Sciences (PhD), Associate Professor

Yuldasheva F.I. – Doctor of Philosophy in Pedagogical Sciences (PhD), Associate Professor

Yuldasheva D.B. – Doctor of Philosophy (PhD) in Philological Sciences, Associate Professor

Tangriyev A.T. – is a professor of Tashkent State University of Economics

Ashurov R. R. – Doctor of Philosophy (PhD) in Psychology, Associate Professor

Panjiyev M. A. – First Deputy Head of the Department of Preschool and School Education of the Kashkadarya Region

Khudaiberganov N. A. – Senior Researcher of the Department of Natural Sciences of the Khorezm Mamun

Academy, Doctor of Philosophy (PhD) in Biological Sciences

Vakhobov Anvar Abdusattor oğlu – Doctor of Philosophy in Pedagogical Sciences, Associate Professor

“Maktabgacha va maktab ta'limi” jurnali O'zbekiston Respublikasi Oliy attestatsiya komissiyasining quyidagi qarorlariga asosan pedagogika va psixologiya fanlari bo'yicha falsafa doktori (PhD) hamda fan doktori (DSc) ilmiy darajasiga talabgorlarning dissertatsiyalaridagi asosiy ilmiy natijalarni chop etish uchun milliy ilmiy nashrlar ro'yxatiga kiritilgan:

Pedagogika fanlari bo'yicha: OAK Kengashi tavsiyasi (26.08.2024-y., №11-05-4381/01) asosida:

- Ekspert kengashi (29.10.2024-y., №10)
- Rayosat qarori (31.10.2024-y., №363/5)

Psixologiya fanlari bo'yicha: Toshkent davlat pedagogika universiteti murojaatiga asosan OAK tavsiyasi (24.04.2025-y., №11-05-2566/01):

- Ekspert kengashi (25.05.2025-y., №10)
- Rayosat qarori (08.05.2025-y., №370/5)

“Maktabgacha va maktab ta'limi”
jurnali

26.09.2023-yildan

O'zbekiston Respublikasi Prezidenti
Administratsiyasi huzuridagi Axborot
va ommaviy kommunikatsiyalar
agentligi tomonidan **№C-5669363**
reyestr raqami tartibi bo'yicha
ro'yxatdan o'tkazilgan.

Litsenziya raqami: **№136361**

MUNDARIJA

Imkoniyati cheklangan talabalarda jismoniy sifatlarni sport mashg'ulotlari yordamida rivojlantirishning afzalliklari	8
Davronov Rustam Iloxovich	
Использование фонетических игр и современных технологий в обучении русскому языку в общеобразовательных школах Узбекистана	15
Абумалик Муталлиевич Дедаханов	
Maktablarda chaqiruvga qadar boshlang'ich tayyorgarlikni isloh qilish muammo va yechimlar	20
Qudratov O'ktam G'ofurovich	
The Role of Motivation in Learning English	25
Kamoldinova Mushtariybonu Azizbek qizi	
Maktabgacha ta'lim tashkilotlarida inklyuziv ta'lim muhitini boshqarishning ijtimoiy-pedagogik asoslari	30
Axrarova Gulrux Gulamkadirovna	
Bo'lajak logopedlarda metakognitiv-dagnostik kompetentlikni rivojlantirishning xorijiy va milliy tajribasi	37
Suvankulova Shaxnoza Karimkulovna	
Ingliz tili darslarida individual va pragmatik yondashuvni amalga oshirish texnologiyalari	43
Yuldasheva Dilnoza Bobojonovna	
Talabalarining texnologik fikrlash kompetensiyalarini rivojlantirishning tarkibiy komponentlari	48
Kushbakova Barno Batirkulovna	
Maktabgacha ta'lim tashkilotlarida inklyuziv ta'limni joriy etishda ijtimoiy hamkorlik va jamoatchilik fikrini shakllantirish	54
Arslanova Madinaxon Mansurovna	
O'quvchi-yoshlarga axloqiy ta'lim-tarbiya berishda qoraqalpoq dostonlarining ahamiyati	59
Esemuratova Turganbike Aytmuratovna	
Talaba markazli yondashuv asosida ingliz tilini o'qitishda interaktiv metodlardan foydalanish samaradorligi	63
Narzullayeva Firuza Olimovna	
Maktabgacha ta'lim tashkilotlarida 5-6 yoshdagi bolalarni kasbga yo'naltirish bo'yicha metodik xizmatni takomillashtirish	67
Rizayeva Munisxon Maxkamovna	
Generativ sun'iy intellekt vositalarining ta'lim jarayonidagi pedagogik imkoniyatlari	71
Shodiyev Azizbek Olim o'g'li	
Shaxs kamolotida psixologik salomatlikning ahamiyati va asosiy ko'rsatkichlari	76
Xolova Yulduz Erkinovna	
Zamonaviy ta'lim paradigmasida fizika fanini o'qitish: virtual va to'ldirilgan borliq hamda sun'iy intellekt texnologiyalarining integrativ metodikasi	83
Zuhriddinov Farrux Faxriddin o'g'li	
Event ta'lim texnologiyasi vositasida talabalarining o'qish samaradorligini oshirish	87
Latipova Ma'rifat Salohiddin qizi, Bo'tayeva Saodat Xudoyor qizi	
Boshlang'ich sinf o'quvchilarining intellektual faolligini rivojlantirishga ta'sir etuvchi individual-psixologik omillar	90
Djurakulova Munira Suyunovna	
Ingliz tilini o'qitishda interaktiv metodlarni takomillashtirish modeli hamda ularning ta'lim samaradorligiga ta'siri	97
Narzullayeva Firuza Olimovna	
Народное творчество как великое сокровище интеллектуального воспитания	102
Матмуратова Гулистан Камалатдиновна	
Raqamli intellekt: o'quvchilarda mediasavodxonlik kompetensiyasini rivojlantirish – davr talabi	108
Nishonova Muattarxon Alisherovna, Toirova Nafisa Muzaffar qizi	



Umumta'lim fanlaridan dars samaradorligini oshirishda axborot texnologiyalaridan foydalanishni takomillashtirishning ilmiy-metodik asoslari.....	111
Toshmamatova Munisa Toshmamatovna	
Xorazm viloyatida ekoturizmni rivojlantirish istiqbollari (tumanlar kesimida)	115
Xo'jyozova Dildora Shonazar qizi, Dusanova Sharofat Baltaboyevna	
Maktabgacha yoshdagi bolalarda kreativ yondashuv asosida innovatsion tafakkur ko'nikmalarini rivojlantirishning zamonaviy yo'nalishlari.....	121
Kadirova Dildora Najadbekovna	
The Integration of Artificial Intelligence in English Language Teaching: Opportunities and Challenges	125
Moxinur Yusupova	
Pragmatik-tizimli portfolio (PTP) texnologiyasi: talabalar reflektiv tafakkurini faoliyat dalillari asosida rivojlantirish.....	131
Abdullayeva Ziroatxon Qurbonovna	
Sog'lig'ida cheklovlari mavjud bolalar jismoniy va psixologik holatini takomillashtirishda yengil atletika mashg'ulotlarining ahamiyati	136
Hikmatova Nigoraxon Hasanboy qizi	
Art badiiy ta'limning rivojida klaster yondashuvi	140
A. S. Umarov	
Simulyatsion o'yin muhitida maktabgacha yoshdagi bolalarning ijtimoiy-hissiy kompetentligini shakllantirish imkoniyatlari.....	143
Turg'unova Mohinaxon Akmaljon qizi	
O'smirlarda deviant xulq-atvor shakllanishining ijtimoiy-psixologik xususiyatlari (empirik tadqiqot).....	150
Toshpolatova Robiya Akmal qizi	
Bo'lajak boshlang'ich sinf o'qituvchilarida milliy mafkurani shakllantirishning pedagogik mexanizmlarini takomillashtirish	154
Ahmadov Olimjon Shodmonovich, Esanova Mehrgul Qurbanazarovna	
Maktabgacha ta'lim tashkilotlaridagi dizartriyaning yengil shakliga ega 6-7 yoshli bolalardagi nutq kamchiliklarini o'yin texnologiyalari asosida korreksiyalashning samaradorligi.....	159
Baxadirova Zulfizar Azimbayevna	
Boshlang'ich sinf o'quvchilarida kommunikativ va ijtimoiy-hissiy kompetensiyalarni baholashning diagnostik vositalarini tanlash va qo'llash metodikasi.....	163
Abdullayeva Munojot Muxtorovna	
Talabalarni o'quvchilarning tibbiy tashxisiga mos pedagogik yondashuvlardan foydalanishga o'rgatish usullari.....	169
Yuldashova Iroda Dilshodovna	
Uzoq muddat davolanishga muhtoj bolalar uchun ta'lim muassasalarining tashkil etilishi.....	174
Yusupjanova Shaxnoz Mirzatillayevna	
O'zbekiston umumiy o'rta ta'lim tizimida raqamli STEAM muhitini joriy etish: o'qituvchilar tayyorgarligi va infratuzilma cheklovlari tahlili.....	178
Abdullayev Doston Sheraliyevich	
Bo'lajak maxsus pedagoglarning faol fuqarolik kompetensiyasining tarkibiy-mezonli modeli va rivojlanganlik darajalari	183
Sultonov Muxammadali Fayzulla o'g'li	
Совершенствование механизмов интеграции стратегического и функционального менеджмента на основе анализа деятельности государственных и международных филиалов вузов	189
A. M. Маргунов	
Решение педагогических проблем, возникающих при обучении письму леворуких учащихся начальных классов	194
Эгамбердиева Юлдуз	
Biologiya ta'limida generativ sun'iy intellekt texnologiyalaridan foydalanishning pedagogik imkoniyatlari va metodik asoslari	198
Parmonova Marjona O'ktam qizi, Baybayeva Muxayyo Xudoyberganovna	

Bolalarda emotsional intellektni rivojlantirishning pedagogik-psixologik asoslari	204
<i>Sherdanova Farangiz Raxmat qizi</i>	
Zamonaviy televideniya suxandon nutqining tabiiyligi va auditoriya bilan ishonchli muloqot	208
<i>Maxanbetova Dilnoza</i>	
10-sinf kimyo darslarida "Spirtlar" bo'limini o'qitishda o'quvchilarning kreativ fikrlash qobiliyatlarini shakllantirish metodikasi.....	211
<i>Nazarova Yulduz Atamuratovna</i>	
Maktabgacha yoshdagi bolalarda ijtimoiy ko'nikmalarni shakllantirishda ijodiy o'yinlardan foydalanish	215
<i>Yuldasheva Shoxida Botirovna, Kurbanbayeva Moldir Abatbay qiz</i>	
Milliy taraqqiyot g'oyalari jadid ayollarining o'rni.....	220
<i>Ergashova Mehriniso Husniddin qizi</i>	
Mahalla – oila – ta'lim muassasasi hamkorligi.....	223
<i>Muxtarov Utkirjon Mutalibjanovich, Abdusamatov Ozodbek</i>	
Oliy ta'lim muassasalarida "Mikrobiologiya" modulini raqamli texnologiyalar asosida o'qitishning didaktik imkoniyatlari	227
<i>Reymova Erkinay Atabayevna</i>	
Raqamli ta'lim transformatsiyasi sharoitida professor-o'qituvchilarning kasbiy motivatsiyasini rivojlantirishning pedagogik omillari.....	232
<i>Abdusamiyev Dilmurod Abdug'ani o'g'li</i>	
Translanguaging as a Pedagogical Resource in Uzbek EFL Classrooms: Insights from a Classroom Observation	238
<i>Aziza Sobirova</i>	
Katta maktabgacha yoshdagi bolalarning ijodiy tasavvurini rivojlantirishning pedagogik-psixologik asoslari.....	243
<i>Otayeva Salamat Sabirovna</i>	
System-Structure Research of Artificial Intelligence Terms	250
<i>Odilova Fotima</i>	
Oliy ta'lim tashkilotlarida qo'llaniladigan zamonaviy ta'lim metodlarining mazmuni va o'ziga xos xususiyatlari.....	259
<i>Berdiyeva Nilufar Axatovna</i>	
Zamonaviy smart texnologiyalar asosida talabalarning texnik fikrlash kompetentligini rivojlantirishning didaktik imkoniyatlari.....	267
<i>Eshonqulova Madina Nosir qizi</i>	
Модель развития проектно-конструкторской компетентности студентов с использованием автоматизированных цифровых программ.....	272
<i>Камолова Махлиё Акбар кизи</i>	
Boshlang'ich sinf tabiiy fanlar darslarida sun'iy intellekt vositalari asosida tadqiqotchilik kompetensiyalarini shakllantirish metodikasi.....	277
<i>Savriddinova Mexrinov Ulug'bekovna, Ro'zimatov Jamshid Alisher o'g'li</i>	
Ijtimoiy qo'llab-quvvatlashning tug'ruqdan keyingi davr ayollarida onalikdan mamnunlik bilan bog'liqligi.....	282
<i>Kalandarova Madina Baxadirovna</i>	
Bo'lajak o'qituvchilarda lingvistik kompetentlikni rivojlantirish texnologiyalari	285
<i>Kamolova Mashhura Otabek qizi</i>	
Terminology and Lexical Problems in Modern Linguistics and AI.....	289
<i>Odilova Fotima</i>	
Adabiy ta'limda badiiy matnlar orqali o'qish kompetensiyalarini takomillashtirish metodikasi.....	294
<i>Abdujabborova Nilufar Rustamjon qizi</i>	
Tajriba-sinov ishlarini tashkil etish, uning bosqichlari va diagnostika metodikalari.....	298
<i>Boltayeva Go'zal Komilovna</i>	
Boshlang'ich sinf o'quvchilarning nutqiy muloqotini rivojlantirishda matn bilan ishlashning assotsiativ tafakkurga asoslangan metodikasi	302
<i>Hamroyeva Xolida Rizoqul qizi</i>	



Bo'lajak biologiya o'qituvchilarining kasbiy-metodik kompetentligini baholashning kvalimetrik asoslari	307
Niyozova Shahlo Abdusaitovna	
Oilaviy holat, ma'lumot darajasi va pedagogik stajning ayollar emotsional barqarorligiga ta'sir etuvchi psixologik xususiyatlari	313
Pulatova Difuza Baxramovna	
"Kommunikativ kompetensiya"ning tarkibiy komponentlari.....	318
Saidova Sumbuloy Otabayevna	
Kasbiy kompetensiyani shakllantirishda sun'iy intellekt texnologiyalaridan foydalanish	321
Xamidova Zaynura Ramazonovna	
Wiki texnologiyasi asosida ingliz tili darslarini tashkil etish bosqichlari	324
Yunusova Dildora Hamrakulovna	
Nogiron farzandli turli yoshdagi onalarning psixologik farovonligi bilan depressiya, xavotir va stress o'rtasidagi o'zaro bog'liqlik.....	328
Kasimova Xulkar Atabayevna	
Talaba-qizlarda sog'lom turmush tarzi qadriyatlarini rivojlantirishning nazariy-metodologik asoslari	332
Esanova Gulchehra Boybo'ri qizi	

TRANSLANGUAGING AS A PEDAGOGICAL RESOURCE IN UZBEK EFL CLASSROOMS: INSIGHTS FROM A CLASSROOM OBSERVATION

Aziza Sobirova

M.A. TESOL, Uzbekistan

Abstract: The role of learners' first language (L1) in English language teaching remains a highly debated issue in contemporary language education. While English-only instruction continues to be widely promoted in many English as a Foreign Language (EFL) contexts, recent research has increasingly emphasized the pedagogical value of translanguaging. This article explores the potential role of translanguaging in Uzbek EFL classrooms through a qualitative classroom observation conducted at a private language center in Uzbekistan. The observed class consisted of twelve B1+ learners studying Unit 8.1 of the Navigate coursebook, focusing on conditional structures. Although the teacher primarily followed an English-only policy, occasional use of Uzbek was observed when explaining complex grammatical concepts. The findings suggest that strategic use of learners' first language can facilitate comprehension, increase learner confidence, and support classroom participation without diminishing opportunities for English language practice. The article argues that translanguaging should be viewed not as a teaching method but as a flexible pedagogical approach that complements existing instructional practices and responds to learners' linguistic and emotional needs.

Key words: translanguaging, EFL, English-only instruction, multilingualism, Uzbekistan, classroom observation.

Annotatsiya: Ingliz tilini o'qitishda o'quvchilarning birinchi tili (L1)ning o'zni zamonaviy til ta'limida eng ko'p bahs-munozaralarga sabab bo'layotgan masalalardan biri hisoblanadi. Ingliz tilidan yagona ta'lim tili sifatida foydalanish ko'plab ingliz tili chet tili (EFL) sifatida o'qitiladigan muhitlarda keng targ'ib etilayotgan bo'lsa-da, so'nggi tadqiqotlar translanguaging yondashuvining pedagogik ahamiyatini tobora ko'proq e'tirof etmoqda. Mazkur maqolada O'zbekistondagi xususiy til markazida o'tkazilgan sifatli sinf kuzatuv asosida o'zbek EFL auditoriyalarida translanguaging yondashuvining ehtimoliy o'zni tahlil qilinadi. Kuzatilgan guruh Navigate darsligining 8.1-bo'limi bo'yicha shart mayllarini o'rganayotgan 12 nafar B1+ darajadagi o'quvchidan iborat edi. O'qituvchi asosan ingliz tilidagina foydalanish siyosatiga amal qilgan bo'lsa-da, murakkab grammatik tushunchalarni izohlash jarayonida ayrim hollarda o'zbek tilidan ham foydalangan. Tadqiqot natijalari shuni ko'rsatadiki, o'quvchilarning birinchi tilidan strategik foydalanish mavzuni tushunishni osonlashtiradi, ularning o'ziga bo'lgan ishonchini oshiradi hamda ingliz tilida amaliy mashg'ulotlar uchun yaratilgan imkoniyatlarni cheklamagan holda sinfdagi faollikni qo'llab-quvvatlaydi. Maqolada translanguaging qat'iy o'qitish metodi sifatida emas, balki mavjud ta'lim amaliyotlarini to'ldiruvchi hamda o'quvchilarning til va emotsional ehtiyojlariga moslashuvchi moslashuvchan pedagogik yondashuv sifatida talqin etiladi.

Kalit so'zlar: translanguaging, EFL, faqat ingliz tilida o'qitish, ko'p tillilik, O'zbekiston, sinf kuzatuv.

Аннотация: Роль первого языка (L1) учащихся в преподавании английского языка остаётся одной из наиболее обсуждаемых проблем современной языковой педагогики. Несмотря на то, что обучение исключительно на английском языке продолжает широко продвигаться во многих контекстах преподавания английского языка как иностранного (EFL), современные исследования всё чаще подчёркивают педагогическую ценность транслингвизма (translanguaging). В данной статье рассматривается потенциальная роль транслингвизма в узбекских аудиториях EFL на основе качественного наблюдения за учебным занятием, проведённого в частном языковом центре Узбекистана. В исследовании наблюдалась группа из 12 учащихся уровня B1+, изучавших условные конструкции по разделу 8.1 учебника Navigate. Хотя преподаватель в основном придерживался политики использования только английского языка, при объяснении сложных грамматических понятий в отдельных случаях использовался узбекский язык. Полученные результаты свидетельствуют о том, что стратегическое использование первого языка учащихся способствует лучшему пониманию материала, повышает их уверенность и поддерживает активное участие в учебном процессе, не уменьшая возможностей для практики английского языка. В статье утверждается, что транслингвизм следует рассматривать не как метод обучения, а как гибкий педагогический подход, дополняющий существующую образовательную практику и учитывающий языковые и эмоциональные потребности обучающихся.

Ключевые слова: транслингвизм, EFL, обучение только на английском языке, многоязычие, Узбекистан, наблюдение за учебным занятием.



INTRODUCTION

For decades, English language teaching has been influenced by the belief that maximum exposure to the target language leads to more effective language acquisition. This assumption has encouraged many institutions and educators to adopt English-only policies in language classrooms. According to this perspective, learners develop greater fluency and communicative competence when English serves as the sole medium of instruction.

In Uzbekistan, the growing importance of English has led many private language centers to prioritize immersive English-language environments. Teachers are often expected to minimize the use of learners' first language and maximize opportunities for English exposure. While such practices may provide valuable input, they do not always reflect the complex realities of language learning, particularly for learners whose proficiency levels are still developing.

Recent developments in multilingual education have challenged traditional monolingual assumptions. Scholars increasingly argue that multilingual learners naturally draw upon all available linguistic resources when constructing meaning and acquiring new knowledge. This perspective has given rise to the concept of translanguaging, which recognizes learners' entire linguistic repertoires as valuable educational resources rather than obstacles to language acquisition.

This article emerged from a classroom observation conducted in a private language center in Uzbekistan. The observed class consisted of twelve B1+ learners (nine female and three male students) studying conditional structures in Unit 8.1 of the Navigate coursebook. During the two-hour lesson, the teacher largely adhered to an English-only approach, conducting explanations, instructions, and classroom interactions in English. However, despite the teacher's commitment to target-language instruction, several learners appeared to struggle with comprehension and participation. Interestingly, the teacher briefly switched to Uzbek on two occasions when explaining particularly challenging grammatical concepts, suggesting that even strong advocates of English-medium instruction may recognize the practical value of learners' first language.

The observation revealed that some students were hesitant to ask questions when they did not understand explanations or instructions. This issue appeared especially relevant for less confident and more introverted learners, who often remained silent rather than seeking clarification. Consequently, misunderstandings may have persisted throughout the lesson, potentially affecting learning outcomes and learner confidence.

The purpose of this article is not to argue against English-only instruction. Rather, it seeks to examine whether strategic translanguaging can complement English-medium teaching in ways that support learner comprehension, participation, and confidence. The article argues that the effectiveness of language teaching depends not on rigid adherence to a single language policy but on the teacher's ability to respond flexibly to learners' needs. From this perspective, translanguaging should not be viewed as a teaching method with fixed procedures. Instead, it should be understood as a pedagogical approach that enables teachers to draw upon learners' existing linguistic resources, when necessary, to facilitate understanding and promote meaningful learning.

LITERATURE REVIEW ON THE TOPIC

The role of the first language (L1) in foreign language classrooms has been a subject of debate for many years. Traditional language teaching approaches often promoted the exclusive use of the target language, arguing that maximum exposure would lead to better language acquisition. This belief contributed to the widespread adoption of English-only policies in many EFL classrooms.

However, recent developments in multilingual education have challenged this perspective. Researchers have increasingly recognized that multilingual learners do not use their languages separately but rather draw upon their entire linguistic repertoire to construct meaning and facilitate learning. This understanding has led to the development of translanguaging theory.

The term translanguaging was originally associated with bilingual education and later expanded by García and Wei (2014), who described it as the dynamic use of multiple linguistic resources to support communication and learning. From this perspective, learners' languages are not viewed as separate systems but as interconnected resources that can be strategically utilized in educational settings.

Numerous studies have highlighted the pedagogical benefits of translanguaging. One significant advantage is improved comprehension. When learners encounter unfamiliar vocabulary, grammar structures, or abstract concepts, the use of their first language can help bridge gaps in understanding. Translanguaging allows students to connect new knowledge with existing linguistic and cognitive resources, thereby facilitating deeper learning.

Another important benefit concerns learner participation. In many EFL classrooms, students may hesitate to engage in classroom discussions due to limited linguistic competence or fear of making mistakes. Translanguaging can reduce these barriers by creating a more supportive learning environment. Learners who feel comfortable using their first language, when necessary, may be more willing to participate actively in classroom activities.

Research has also emphasized the relationship between translanguaging and learner identity. By acknowledging learners' linguistic backgrounds, teachers can create more inclusive classrooms that validate students' experiences and cultural identities. This can contribute positively to learner motivation and confidence.

Despite these benefits, translanguaging has occasionally been criticized. Some educators argue that excessive reliance on the first language may reduce opportunities for target-language exposure. Others worry that students may become dependent on translation rather than developing independent communicative competence in English. Nevertheless, recent scholarship suggests that these concerns can be addressed through the strategic and purposeful implementation of translanguaging practices.

Importantly, translanguaging should not be viewed as a teaching method. Unlike methods such as Communicative Language Teaching or the Grammar-Translation Method, translanguaging does not prescribe fixed classroom procedures. Instead, it functions as a flexible pedagogical approach that teachers adapt according to learners' needs, lesson objectives, and classroom contexts. This flexibility makes translanguaging particularly relevant in multilingual EFL settings such as Uzbekistan.

In the Uzbek context, English language classrooms often consist of learners who share a common first language and educational background. Many students have experienced traditional forms of language instruction that emphasize grammar and accuracy. As a result, some learners may struggle when exposed to exclusive English-medium instruction, particularly when dealing with complex grammatical concepts. Consequently, translanguaging may serve as a valuable pedagogical resource that supports comprehension while maintaining meaningful opportunities for English language development.

RESEARCH METHODOLOGY

This study employed a qualitative classroom observation design to explore the potential role of translanguaging in an Uzbek EFL classroom. Classroom observation was selected because it allowed the researcher to examine naturally occurring interactions between the teacher and learners in an authentic educational setting.

Research Context and Participants

The observation was conducted at a private language center in Uzbekistan. The observed class consisted of twelve intermediate-level (B1+) English language learners, including nine female and three male students. The lesson was based on Unit 8.1 of the Navigate B1+ coursebook and focused on conditional structures. The lesson lasted approximately two hours.

The teacher aimed to create an immersive English-learning environment and therefore relied primarily on English as the language of instruction. Classroom explanations, activity instructions, and teacher-student interactions were generally conducted in English. However, the teacher briefly used Uzbek on two occasions to clarify complex grammatical concepts related to conditional sentences.

Data Collection

Data were collected through non-participant classroom observation. The researcher observed the lesson without actively participating in classroom activities. Field notes were recorded throughout the lesson, focusing on teacher language use, learner participation, learner comprehension, and classroom interaction patterns.

Data Analysis

The observation notes were analyzed thematically. Recurring patterns related to learner comprehension, participation, confidence, and teacher language choice were identified and grouped into themes. These themes formed the basis of the findings and discussion sections.

ANALYSIS AND RESULTS

Learner Comprehension Difficulties

One of the most noticeable findings was that some learners appeared to experience difficulties understanding parts of the lesson conducted exclusively in English. While several students followed the lesson successfully, others showed signs of confusion during grammar explanations and task instructions.



The lesson focused on conditional structures, a grammar topic that many intermediate learners find challenging. During these explanations, some students hesitated before responding to teacher questions and occasionally relied on peers for clarification. These observations suggested that not all learners fully understood the information presented in English.

Interestingly, the teacher briefly switched to Uzbek on two occasions while explaining conditional structures. This appeared to help learners understand the grammatical concepts more clearly. The teacher's decision to use Uzbek suggested that the strategic use of learners' first language may sometimes be necessary, even within predominantly English-medium classrooms.

Participation Patterns

Another significant finding involved learner participation. Classroom interaction was often dominated by a small group of confident learners who regularly answered questions and engaged with the teacher. In contrast, several students participated less frequently and appeared hesitant to contribute to classroom discussions.

Although the teacher actively encouraged participation, some learners remained silent throughout portions of the lesson. This pattern may indicate that limited comprehension influenced learners' willingness to participate.

Confidence and Reluctance to Seek Clarification

The observation also revealed that some students appeared reluctant to ask questions when they did not understand explanations or instructions. This behavior was particularly noticeable among quieter and more introverted learners.

Rather than requesting clarification, these students often remained silent or attempted to follow their classmates. As a result, misunderstandings may have persisted throughout the lesson. This finding suggests that exclusive reliance on English may unintentionally disadvantage learners who lack the confidence to express confusion publicly.

The Potential Role of Translanguaging

The findings suggest that strategic translanguaging could address several of the challenges observed during the lesson. Learners may benefit from the occasional use of Uzbek when encountering complex grammatical concepts, unfamiliar vocabulary, or unclear instructions.

Importantly, the observation does not suggest that English-only instruction is ineffective. Instead, it indicates that the exclusive use of English may not always meet the needs of all learners. Strategic translanguaging may serve as a form of pedagogical support that enhances comprehension while preserving meaningful opportunities for English language practice.

The observation further suggests that translanguaging should be viewed as a flexible pedagogical approach rather than a teaching method. Teachers can adapt the use of learners' first language according to lesson objectives, learner needs, and classroom circumstances. Such flexibility may contribute to a more inclusive and effective language-learning environment.

Discussion

The findings of this classroom observation support the growing body of literature suggesting that strategic translanguaging can serve as a valuable pedagogical resource in EFL classrooms. The observation demonstrated that although the teacher successfully maintained an English-medium learning environment, some learners struggled to understand complex grammatical explanations and classroom instructions. These difficulties appeared to influence both learner participation and confidence.

One of the most significant findings was the relationship between comprehension and participation. Students who appeared to understand the lesson more clearly were generally more willing to answer questions and engage in classroom discussions. In contrast, learners who seemed uncertain about the content often remained silent. This observation supports previous research suggesting that comprehension difficulties may negatively affect classroom interaction and learner engagement.

The observation also highlighted the importance of considering affective factors in language learning. Some students appeared reluctant to ask questions when they encountered difficulties. This behavior was particularly noticeable among quieter and more introverted learners. When learners are unwilling to seek clarification, misunderstandings may remain unresolved and subsequently affect future learning. In such situations, the strategic use of learners' first language may function as a supportive scaffold that reduces anxiety and facilitates understanding.

An important observation concerns the teacher's use of Uzbek during the lesson. Although the teacher generally followed an English-only approach, Uzbek was used briefly on two occasions when explaining condi-



tional structures. This suggests that even teachers who strongly support English-medium instruction may recognize the practical value of learners' first language when addressing linguistically demanding concepts. Rather than representing a failure of English-only instruction, these moments demonstrate how translanguaging can complement target-language teaching when necessary.

The findings also reinforce the argument that translanguaging should not be viewed as a teaching method. Unlike established methods that prescribe specific classroom procedures, translanguaging functions as a flexible pedagogical approach. Teachers may choose to employ translanguaging selectively, depending on lesson objectives, learner proficiency levels, and classroom needs. Consequently, the effectiveness of translanguaging depends not on fixed techniques but on thoughtful and purposeful implementation.

Importantly, this study does not argue against English-only instruction. Extensive exposure to English remains an important component of successful language learning. However, the observation suggests that the rigid application of English-only policies may not always address the diverse needs of learners. A balanced approach that combines meaningful English exposure with strategic first-language support may create more effective learning opportunities for students.

Pedagogical Implications

Several pedagogical implications emerge from this study.

First, teachers should consider learner comprehension when making decisions about classroom language use. While English should remain the primary language of communication, the occasional use of learners' first language may be beneficial when explaining difficult concepts or clarifying instructions.

Second, teachers should recognize that learners differ in confidence, personality, and learning preferences. Some students may actively seek clarification when confused, whereas others may remain silent. Strategic translanguaging may help ensure that less confident learners are not left behind during instruction.

Third, teacher education programs should encourage critical reflection on classroom language policies. Rather than viewing English-only instruction as the only effective approach, teachers should be encouraged to evaluate how different language practices influence learner outcomes.

Finally, translanguaging can be integrated into classroom practice in several ways. Teachers may use learners' first language to explain complex grammar points, compare linguistic structures, check understanding, or provide brief clarification when necessary. At the same time, communicative activities should continue to prioritize meaningful English use to support language development.

CONCLUSIONS AND SUGGESTIONS

This article explored the potential role of translanguaging in an Uzbek EFL classroom through a qualitative classroom observation. The observation involved twelve B1+ learners attending a private language center in Uzbekistan and focused on a lesson about conditional structures.

The findings revealed that although the teacher successfully maintained an English-medium learning environment, some learners experienced difficulties understanding complex explanations and classroom instructions. Participation patterns suggested that confident learners were more likely to engage actively, while quieter learners often remained silent when faced with comprehension challenges. The teacher's occasional use of Uzbek demonstrated the practical value of first-language support in facilitating understanding.

The study argues that translanguaging should be viewed not as a teaching method but as a flexible pedagogical approach that responds to learners' needs and classroom realities. The strategic use of learners' first language can enhance comprehension, increase confidence, and promote participation without reducing opportunities for English language practice.

Ultimately, effective language teaching may depend less on strict adherence to English-only policies and more on the teacher's ability to create supportive learning environments that balance target-language exposure with appropriate linguistic support. In multilingual contexts such as Uzbekistan, translanguaging offers a practical means of achieving this balance.

List of references:

1. Canagarajah, S. (2011). Translanguaging in the classroom: Emerging issues for research and pedagogy. *Applied Linguistics Review*, 2(1), 1–28.
2. Cenoz, J., & Gorter, D. (2021). *Pedagogical translanguaging*. Cambridge University Press.
3. Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *The Modern Language Journal*, 94(1), 103–115.
4. García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.
5. Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press.
6. Wei, L. (2018). Translanguaging as a practical theory of language. *Applied Linguistics*, 39(1), 9–30.

- 
- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



AKTABGACHA VA AKTAB TA'LIMI

Mas'ul muharrir: Ramzidin Ashurov

Ingliz tili muharriri: Murod Xoliyorov

Musahhih: Alibek Zokirov

Sahifalovchi va dizayner: Iskandar Islomov

2026. №7(3)

© Materiallar ko'chirib bosilganda "Maktabgacha va maktab ta'limi" jurnali manba sifatida ko'rsatilishi shart. Jurnalda bosilgan material va reklamalardagi dalillarning aniqligiga mualliflar ma'sul. Tahririyat fikri har vaqt ham mualliflar fikriga mos kelamasligi mumkin. Tahririyatga yuborilgan materiallar qaytarilmaydi.

"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
Litsenziya raqami: № 136361.

Manzilimiz: Toshkent shahar, Yunusobod tumani
19-mavze, 17-uy.