

Trends in the Application of Bilingualism in Special Educational Institutions

¹ Tavakgul Cavadova, ² Sadaqat Nuriyeva, ³ Anar Həmidov, ⁴ Səbinə Əliyeva

<https://doi.org/10.69760/gsrh.0250203013>

Abstract:

This article examines the main trends in the application of the concept of bilingualism in special education institutions. Bilingualism is used in the teaching of two or more languages in accordance with modern education and has a positive impact on the development of people with special needs. The article analyzes existing approaches to the application of bilingualism methods, the problems encountered and ways to solve them. At the same time, the importance of selecting bilingualism models in accordance with the characteristics of educational institutions and the professional training of teachers is emphasized. The research results show that bilingualism plays an important role in the development of language skills of students in the special education system, social integration and improving the quality of education. Bilingualism should be taught through integrated lessons, allow students to perceive the world as a whole system and perform a coordinating function between different areas. This approach creates the opportunity for students to learn topics in interaction, as a result, their worldview becomes deeper and more diverse. At the same time, the future importance of binary teaching practice is great, because it helps students develop not only theoretical knowledge, but also the ability to apply that knowledge in practice.

Keywords:

blingvizim, binary lesson, methodology, comparative analysis, self-confidence and motivation.

Introduction

The adaptation of our national education to international standards sets specific tasks for each foreign language, as well as for teachers teaching that subject. Now, each teacher is required to have appropriate creative, professional responsibility in accordance with the requirements of the updated Education System. The methodology of teaching foreign languages, both in general

¹ Cavadova, T. Ə. Filologiya üzrə fəlsəfə doktoru, Heydər Əliyev adına Hərbi İnstitut, Bakı. ORCID:

<https://orcid.org/0009-0006-7861-723X>.

² Nuriyeva, S. R. Baş müəllim, Heydər Əliyev adına Hərbi İnstitut, Bakı. ORCID: <https://orcid.org/0009-0005-8163-0964>.

³ Həmidov, A. F. Heydər Əliyev adına Hərbi İnstitut, Bakı. ORCID: <https://orcid.org/0009-0000-7154-3959>.

⁴ Əliyeva, S. Ə. Heydər Əliyev adına Hərbi İnstitut, Bakı. ORCID: <https://orcid.org/0009-0000-0507-9545>.

education and in higher education, always requires attention. The educational reforms carried out in our country are of great importance. Changes are taking place in the methods of education, the content and structure of education, assessment and other areas. The expansion of Azerbaijan's comprehensive relations with world countries requires the teaching of the world's leading languages, and first of all, a foreign language, which is the main means of communication in modern times, in a completely new method (Javadova, 2023).

Thinking in a foreign language is characterized by its own characteristics compared to thinking in the native language, therefore, as noted by the famous psychologist B.V. Belyaev, “in addition to learning a foreign language, it is necessary to develop a slightly different type of thinking in students” (Nurieva, 2023).

The concept of bilingualism is becoming increasingly important in modern education. Especially in special educational institutions, teaching two or more languages expands the language skills of students and supports their social and psychological development. This is also important in terms of increasing the inclusiveness and quality of education. In Azerbaijan and other countries, the application of bilingualism models in the education of people with special needs is carried out with various approaches

Special educational institutions are centers where educational programs tailored to the individual characteristics of students are implemented, aimed at maximizing their development potential. In these institutions, bilingualism becomes an important element of education, because education in two languages helps to develop both cognitive and social skills of people. At the same time, bilingual education increases the opportunities for students to express themselves and creates conditions for their more active participation in society.

In recent years, various studies have been conducted on the application of the concept of bilingualism in special educational institutions, and new approaches have begun to form in this area. However, some problems still exist, such as the shortage of teaching staff, lack of resources, and difficulties in implementing methodological innovations.

The main directions of bilingualism in special-purpose institutions are:

1. **Dual language programs** - conducting classes in two languages allows students to actively learn both their native language and a second language.
2. **Language integration** - the use of different languages in teaching subjects, for example, teaching mathematics, history or natural sciences in English or other languages.
3. **Intercultural communication** - bilingualism increases students' ability to understand and communicate with different cultures.

Use of technology - the language learning process becomes more effective and interesting through digital tools and online platforms. It is important for teachers to have special knowledge and skills in order to use information technologies effectively. Otherwise, the application of technologies

can negatively affect the quality of teaching. Information security also includes risks associated with the use of online platforms (Javadova, 2024).

However, there are also certain difficulties in the implementation of bilingualism. Among these, the main issues are insufficient staff training, adaptation of teaching methods, limited resources, and development of assessment systems.

1. Bilingualism

According to the scientific classification, bilingualism is divided into mixed bilingualism, coordinative bilingualism and subordinate bilingualism.

Mixed bilingualism is the process of linking the codes of two different languages in a semantic sequence. The concept of mixed bilingualism usually explains the use of two languages in a common environment at the same time. However, in this case, these languages are used in a common context without being separated into independent contexts. That is, a common environment is created for both languages, without considering the differences in meaning between different languages. For example: for that difference, the concept of “bread” in our language and the concept of “brot” in German have a common meaning.

Coordinative bilingualism. In some cases, two different languages are used independently in their interaction or separately.

Subordinate bilingualism. This term, unlike coordinative, is the superiority of one language over the other. That is, one of the two languages is more important in its role of shaping and changing the other (Akbarova & Javadova, 2024).

The role and importance of bilingualism in teaching

Learning a language is of vital importance in the modern education system. In a globalizing world, multilingual knowledge allows people to act as a bridge between different cultures, establish international relations and achieve success in professional fields. In this regard, special educational institutions play an important role in language teaching.

The role of special educational institutions in language teaching can be defined as follows.

- **Application of modern methods:** In special educational institutions, innovative methods and technologies are applied to increase the effectiveness of language learning. Interactive lessons, multimedia, virtual environments and practical exercises accelerate the development of language skills.

- **Creation of a multilingual environment:** These educational institutions create a multilingual environment, where students have the opportunity to communicate in different languages, express their ideas and get to know different cultures.

- **Special teaching staff:** Professional, specially trained teachers work in the teaching process, which increases the quality and relevance of the lessons.
 - **International competitiveness:** Special educational institutions develop language skills at a professional level, which allows graduates to gain a competitive advantage in the international labor market.
 - **Education and career opportunities:** Graduates of these institutions have easier access to opportunities to study and find work abroad, as their language level is high and there is specialization in the field.
 - **Cultural exchange:** Language skills facilitate intercultural dialogue, increase tolerance and strengthen cooperation on a global scale.
 - **Self-confidence and belief, motivation:** Students studying in special educational institutions increase their motivation towards the language by applying their knowledge in the real world and show greater interest in learning the language. Students should be motivated to believe in their abilities and increase their desire to learn. For this purpose, teachers encourage students, celebrate their successes and monitor their development (Shamshiyeva & Nuriyeva, 2025).
 - The importance of motivation in education. The psychological structure of activity changes and develops in the learning process. Each activity consists of a unity of various elements. One of these elements, motivation, motivates a person to action. In the process of activity, students manifest themselves in various ways: they demonstrate their own uniqueness and diversity in the way they perform work, their determination to achieve goals, planning, etc. Under the guidance of the teacher, defects are eliminated, which leads to the development, improvement of the student's personality and an increase in motivation for the effective activity of each student. Motivation can be classified into several categories:
 - Direct motivation aimed at meeting requirements;
 - Specific methods depending on the personality and activity of the educator;
 - Motivation based on positive emotions;
 - Motivation that contains perspectives due to the qualities of manifestation;
 - Motivation aimed at the student's own goal, relevance to the goal, future life and plans;
 - Motivation arising from the inclination and interest in any activity, goal (approval of people around);
- Motives that depend on negative influences (fear of the teacher, etc.) (Javadova, 2025).

2. Comparative analysis of languages

According to the research of the Analytical Analysis Department of the Monitoring Center under the State Language Commission, the use of English as an international language is increasing over time, because this language is the only means of communication between foreigners in many countries. Russian is one of the 6 official languages used in writing documents at the UN and is widely used as a language of communication in the post-Soviet space. Currently, English and Russian are taught as foreign languages in many special-purpose military educational institutions.

Although English and Russian belong to different branches of the Indo-European language family, they have a number of common features. Mainly lexical and grammatical.

Lexical similarities:

• Common roots:

Both languages belong to the Indo-European family, which results in the presence of common root words in the main vocabulary, in particular, numbers, pronouns, names of body parts and animals.

• Borrowed words:

Both languages have words borrowed from Latin, Greek, Italian, Spanish, and Arabic.

Similar words:

Some words have the same sounds and spellings, for example, “гараж”–“garage”, “продукт”–“product”, “океан”–“ocean”.

• Related words:

There are a number of words in both languages that are related without derivation, for example, ветер”–“wind”, “вода”–“water”, “мать”–“mother”.

Grammatical Similarities:

• Parts of Speech:

Both languages use nouns, verbs, adjectives, and other parts of speech.

- Noun Cases: Both languages have cases, although Russian has more.

- Verb Tenses: Both languages distinguish verb tenses.

• Word Order:

Although Russian has a more flexible word order, both languages use a specific word order to construct sentences.

- Verb Pronunciation in Grammar

Both languages have active and passive voices.

Common Features Not Related to Origin:

• **Borrowed Words:**

Both languages borrow words from each other, for example, english “skates” rusca “скаты”.

• **Vowel reduction:**

In both languages, vowels in unstressed syllables can be reduced.

• **Sound separation:**

In both languages, there is a difference between sounds, for example [s] və [ʃ], [z] və [ʒ], [k] və [tʃ].

• **Temporal forms:**

Both languages use absolute, relative and figurative tenses.

English and Russian have the following lexical, grammatical and communication features.

Lexicon (vocabulary):

The lexicon of English and Russian has been formed as a result of historical and cultural influences and differs from each other.

English - consists mainly of words of Germanic and Latin origin. English has a wide international terminology and new words are constantly being added due to the influence of globalization. The vocabulary in English is quite rich and synonyms are widespread.

Russian - is part of the Slavic language family and is mainly based on Slavic roots. The lexicon has also been influenced by Turkish, French and English. Although new words are created by adding various prefixes and suffixes to root words in Russian, there is a more limited number of lexical elements than in English.

According to scientific sources, one of the factors affecting the lexical fund is culture and geographical conditions. In English, terms in the fields of industry, science and technology are rapidly expanding, while in Russian, more normative terminology is maintained.

The main differences between English and Russian in terms of grammatical structures are as follows:

Morphology:

English is of the analytical type, i.e. grammatical relations are mainly based on the position of words and auxiliary words (prepositions, auxiliary verbs). For example, the plural of nouns is often expressed with the suffix “-s”: book → books.

Russian is of the synthetic type, i.e. the form of words is expressed by changing with various suffixes (complex cases). Nouns change with 6 cases (nominative, genitive, dative, accusative, instrumental, prepositive).

Genders of nouns:

In English, the concept of gender is mainly reserved for individuals (he, she), and nouns do not have a gender effect. In Russian, nouns have masculine, feminine and neuter genders, which leads to the agreement of verbs and adjectives.

Verbs and tenses:

The tense system of verbs in English is extensive and complex, with several forms of present, past and future tenses (simple, continuous, perfect). In Russian, tenses are mainly divided into three groups: present, past and future, but there are less formal grammatical variants.

According to academic studies conducted by John Lyons (1968) and Peter Matthews (1991), English is suitable for global communication with its simple syntactic structure and analytical structure. Russian, on the other hand, provides a wealth of expression with its rich morphological system.

3. Binary lesson model in bilingualism and its application in teaching

What is a binary lesson model?

The binary lesson model is when two teachers (for example, an English teacher and a Russian teacher) teach the same lesson together. In this model, teachers work in solidarity, complementing each other in the lesson and developing the knowledge and skills of students in two languages in parallel.

Advantages of the binary lesson model in teaching

- **Comparative teaching opportunity:** Students have the opportunity to compare and contrast the same topic by studying it in both English and Russian.
- **Integration of language skills:** Listening, speaking, reading and writing skills are developed simultaneously in both languages.
- **Increasing motivation:** The approach of different teachers increases the interest and attention of students.
- **Intercultural communication:** The cultural contexts of both languages are presented during the lesson and students better understand intercultural differences.

Application of the binary lesson model in teaching

- **Lesson planning:** English and Russian teachers prepare the lesson topic, objectives and tasks together.

- **Lesson delivery:** Teachers teach different parts of the lesson in turn or in parallel. Comparative teaching of language structures and vocabulary is carried out. Dialogues, group work and interactive tasks are carried out in both languages.

- **Assessment:** Students' language skills in both languages are assessed and appropriate feedback is given.

Methods and resources used in the binary lesson model

- **Communicative method:** Dialogues, role-playing games for the development of students' speaking skills in both languages.

- **Multimedia tools:** Video, audio materials, interactive tests for both languages.

- **Group and individual tasks:** Tasks at different levels are prepared according to the language level of the students.

- **Comparative analysis:** Special teaching materials for comparing grammatical rules, words and expressions.

Example

Topic: Mutual greetings and introductions in everyday life

- English teacher “Greetings and Introductions” explains the topic.
- The Russian language teacher “Приветствия и знакомства” presents the topic.
- Students build short dialogues in both languages, play role-playing games.
- Teachers make comparisons, note similar and different expressions.

The binary lesson model allows English and Russian teachers to organize lessons more conceptually, interactively and effectively, and develops students' language skills in both languages simultaneously.

4. Learning strategies used in comparative teaching

Learning strategies

- **Comparison of language structures:** Parallel teaching of grammatical structures and features of English and Russian languages. For example, comparison of verb tenses, noun cases and sentence structure.

- **Functional approach:** A balanced curriculum is applied to develop language skills (listening, speaking, reading, writing) simultaneously.

- **Contrastive analysis:** Comparative tasks and examples are presented to make the similarities and differences of the two languages clear to the learners.

• **Individual and group work:** In addition to individual tasks appropriate to the learners' language levels, tasks that develop cooperation skills in the group are also used.

Teaching Methods

• **Communicative method:** Develops the learners' speaking and listening skills in the direction of practical use of the language. Daily dialogues and role-playing games are held in English and Russian.

• **Task-based teaching:** Learners are given certain tasks (for example, written and oral presentations), and language skills are strengthened through these tasks.

• **Multimedia use:** Lesson topics are presented more vividly and clearly through video, audio, and interactive programs.

• **Comparative grammar lessons:** The teacher presents the grammatical rules of English and Russian in parallel and requires students to construct sentences in both languages.

Interactive approaches

• **Role-playing and simulations:** Imitation of real-life situations, for example, playing dialogues on topics such as travel, shopping, and job interviews in English and Russian.

• **Online platforms and applications:** Vocabulary and grammar are strengthened by using applications such as Duolingo, Memrise, Quizlet, etc.

• **Group discussions and presentations:** Students discuss topics in groups and present their results. This increases both language skills and cooperation.

• **Peer learning:** Students explain language rules and topics to each other and correct mistakes together.

Teaching resources

• **Comparative grammar books:** Textbooks with a parallel explanation of English and Russian.

• **Audio and video materials:** Movies, TV series, news, podcasts, educational videos in both languages.

• **Online resources:** Using LingQ, BBC Learning English, Russian for Everyone and other sites.

• **Interactive programs and games:** Programs and mobile applications that make language learning fun and effective.

• **Terminology dictionaries and translation programs:** To compare terms in two languages and learn new words. These approaches make the comparative teaching of English and Russian more understandable, effective and interesting.

The goals and objectives of the binary lesson during bilingualism.

Goals:

- To learn knowledge in subjects at the level of transformation;
- To develop teacher cooperation;
- To form beliefs in students about the interconnectedness of subjects, the completeness of the world;
- To create conditions for motivated practical application of knowledge, skills and abilities, to give students the opportunity to see the results of their work and get joy and satisfaction from this;
- To encourage learning subjects, to organize interesting lessons;
- To improve communicative and cognitive skills aimed at systematizing and deepening knowledge and exchanging this knowledge in a communicative environment;
- A unified approach to considering problems arising in the process of educational and production activities of students and compliance with the unity of requirements;
- Under the influence of interest arising from teacher communication, the perception of educational material proceeds more actively, observation sharpens, emotional and logical memory is activated, imagination works more intensively;
- To develop the ability to use theoretical knowledge in various ways;
- To ensure that the direction of the relationship between theoretical training and learning is not by increasing the volume of knowledge and skills, but by forming a way of thinking (Mammadova & Hamidov, 2025).

Difficulties encountered in the teaching process and ways to solve them

Differences in language skills

• Difficulty:

The fact that students in the classroom have different levels of English and Russian makes it difficult to understand the overall pace of the lesson and the content. Students with low language skills lag behind in the lesson, while those with high levels experience monotony.

• Solutions:

Prepare additional tasks and materials appropriate to the individual level (for example, texts at different levels for group or individual work). Work in small groups, use peer-learning techniques for students to support each other. Start with simple and clear language structures and gradually increase complexity. Develop language skills from different directions by making extensive use of audio-visual aids (videos, interactive games).

Teacher coordination and cooperation

- **Difficulty:**

Inconsistency in lesson plans and methods of different teachers can create confusion among students. As a result of poor coordination, repeated lesson topics or, conversely, topics may remain empty.

- **Solutions:**

Regular meetings between teachers, mutual adaptation of curricula. Sharing and editing of teaching materials on common online platforms. Organizing exchange of experiences and professional development seminars between teachers. Designating a coordinating teacher for coordination.

Integration of different cultures and contexts

- **Challenge:**

Since English and Russian languages originate from different cultures, it can be difficult for learners to understand cultural contexts. Inappropriate cultural examples in teaching materials can reduce the interest of learners.

- **Solutions:**

Presenting the cultural characteristics of both languages in a comparative manner, emphasizing cultural differences. Enriching teaching materials with local and international context. Organizing intercultural dialogues and discussions.

Limited technological resources

- **Challenge:**

The lack of required technological tools in some schools or at home limits the implementation of interactive lessons.

- **Solutions:**

Use alternative methods (paper materials, simple games, group work). Join technological support programs in cooperation with educational departments. Provide recommendations for parents to be informed and provide support at home.

Motivation and discipline problems

- **Difficulty:**

Learners' reduced interest in language learning and attention deficits in the lesson can reduce the effectiveness of the lesson.

- **Solutions:**

Add games, projects, group tasks to make the lessons more interactive and fun. Reward learners and celebrate their successes. Increase the individual approach by using different teaching methods. Thus, it is possible to increase the quality and effectiveness of the teaching process by correctly analyzing the main difficulties encountered in teaching English and Russian and applying appropriate solutions.

Conclusion

The study of the application of bilingualism in special educational institutions shows that teaching two or more languages has a positive impact on the development of language skills of students, social integration and the improvement of the general level of education. The bilingualism approach also supports the individual development of students by strengthening their cognitive skills. However, expanding its application requires the elimination of certain shortcomings in areas such as teacher training, methodological base and material and technical support. For the more effective application of bilingual education in the future, it is important to solve the existing problems in this area, develop bilingualism models suitable for special educational institutions and improve the qualifications of teachers. The work to be carried out in this direction will create a basis for inclusive and high-quality education for students in special educational institutions.

References

- Cavadova T.Ə., Hüseynova A.V., Əliyeva R.Ə. “Xarici dilin tədrisində yeni sözlərin öyrədilməsi yolları və strategiyaları” / The XXXV International Scientific Symposium "Mahmud Kashgari: Common Heritage of the Turkic World" The 25th of February 2023. Amsterdam / Holland. p.121-127.
- Нуриева С.Р. “К вопросу об обучении чтению курсантов на неродном (русском) языке” The XXXVII International Scientific Symposium "Haydar Aliyev and Development Strategy of Azerbaijan: New Trends in Modernization" The 29th of April 2023. Eskişehir / Türkiye – Şekir / Azerbaijan. p. 232-233.
- Javadova T.A. (2024). Analysis of the role of informatization in teaching a foreign language. Problems information. Proceedings of 12-th International Scientific and Technical Conference, Vol 1, November 21 – 22, Baku – Kharkiv – Bielsko-Biala, p. 18-19.
- Əkbərova S.S, Cavadova T.Ə. “Xüsusi təyinatlı təhsil müəssisələrində bilinqvizmin inkişafı metodikasi” Heydər Əliyev adına Hərbi İnstitut. Elmi Əsərlər jurnalı / Cild 22 / № 2 / 2024. s. 20-26.
- Shamshiyeva, N.S & Nuriyeva, S.R. The role of teachers in the modern educational process: pragmatic approaches and the integration of technology Proceedings of the 10th International Scientific Conference “Academics and Science Reviews Materials” (June 26-27, 2025). Helsinki, Finland, p, 5-11.

Tavakgul Javadova Anvar. The importance of teacher student relationships in education. Proceedings of the 9th International Scientific Conference “Research Retrieval and Academic Letters” (May 15-16, 2025). University of Warsaw, Poland, 2025, p. 253-258.

Məmmədova M., Həmidov A. “Binar dərs: fənlərarası əlaqə vasitəsi kimi” / Ulu öndər Heydər Əliyevin 102 illiyinə həsr olunmuş “Azərbaycan Respublikasının inkişaf strategiyası: potensial imkanlar və yeni çağırışlar 20-ci respublika elmi-praktik konfransın materialları. 2025. p. 85-87.

Received: 27.07.2025

Revised: 31.07.2025

Accepted: 07.08.2025

Published: 08.08.2025