



CODE-SWITCHING AS A METHODOLOGICAL TOOL IN TEACHING ENGLISH AT NON-LINGUISTIC UNIVERSITIES

Khodjaeva Guzal Djahonobodovna

Senior teacher

Senior teacher of Fergana state technical university

Email: guzal.xodjayeva@fstu.uz

Annotatsiya: This article examines the methodological potential of code-switching in the process of teaching English as a foreign language in non-linguistic universities. The research focuses on the pedagogical, psychological, and communicative functions of code-switching and its role as a supportive mechanism for improving students' comprehension and engagement. The author argues that code-switching, when applied purposefully, facilitates the development of linguistic competence, reduces learning anxiety, and bridges the gap between theoretical knowledge and practical communication. The article emphasizes that in non-linguistic higher education, where English is not a core specialty, code-switching can serve as an effective methodological technique integrated into the communicative approach.

Keywords: code-switching, teaching methodology, bilingual education, communicative competence, non-linguistic universities, pedagogical linguistics.

ПЕРЕКЛЮЧЕНИЕ КОДОВ КАК МЕТОДИЧЕСКИЙ ИНСТРУМЕНТ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА В НЕЯЗЫКОВЫХ ВУЗАХ

Аннотация: В данной статье рассматривается методический потенциал переключения кодов в процессе преподавания английского языка как иностранного в неязыковых вузах. Исследование фокусируется на педагогических, психологических и коммуникативных функциях переключения кодов и его роли как вспомогательного механизма для улучшения понимания и вовлеченности студентов. Автор утверждает, что целенаправленное применение переключения кодов способствует развитию языковой компетенции, снижает тревожность и преодолевает разрыв между теоретическими знаниями и практическим общением. В статье подчёркивается, что в неязыковых вузах, где английский язык не является профильной специальностью, переключение кодов может служить эффективным методическим приёмом, интегрированным в коммуникативный подход.

Ключевые слова: переключение кодов, методика преподавания, двуязычное образование, коммуникативная компетенция, неязыковые вузы, педагогическая лингвистика.

NOLINGVISTIK UNIVERSITETLARDA INGLIZ TILINI O'RGATISHDA METODIK VOSITA SIFATIDA KODLARNI ALMASHTIRISH

Annotatsiya: Ushbu maqolada tilga oid bo‘lmagan universitetlarda ingliz tilini chet tili sifatida o‘qitish jarayonida kod almashtirishning metodologik imkoniyatlari ko‘rib chiqiladi. Tadqiqot kodlarni almashtirishning pedagogik, psixologik va kommunikativ funktsiyalariga va uning talabalarning tushunish va faolligini yaxshilash uchun yordamchi mexanizm sifatidagi roliga qaratilgan. Muallifning ta’kidlashicha, kodlarni almashtirish maqsadga muvofiq qo‘llanilsa, lingvistik kompetentsiyani rivojlantirishga yordam beradi, o‘rganish tashvishini kamaytiradi va nazariy bilim va amaliy muloqot o‘rtasidagi tafovutni yo‘q qiladi. Maqolada ta’kidlanishicha, ingliz tili asosiy mutaxassislik bo‘lmagan nolingvistik oliy ta’limda kodlarni almashtirish kommunikativ yondashuvga integratsiyalashgan samarali metodologik usul bo‘lib xizmat qilishi mumkin.

Kalit so‘zlar; kodlarni almashtirish, o‘qitish metodikasi, ikki tilli ta’lim, kommunikativ kompetentsiya, nolingvistik universitetlar, pedagogik tilshunoslik.

Introduction

In recent years, the methodology of teaching English in non-linguistic universities has undergone significant changes, influenced by the communicative and competency-based approaches. These approaches require teachers to create authentic communicative environments that promote real language use. However, the specific context of non-linguistic universities presents unique challenges: students often possess limited vocabulary, low motivation, and insufficient exposure to English outside the classroom. In such conditions, code-switching — the alternate use of two languages within the same discourse — becomes a methodological necessity. Rather than being viewed as an obstacle, it should be considered a pedagogical strategy that assists comprehension, supports scaffolding, and encourages linguistic awareness.

Theoretical Framework

The phenomenon of code-switching has been investigated by many linguists, including J. Gumperz, P. Auer, and C. Myers-Scotton. From a methodological perspective, it may be defined as a deliberate alternation between the target language and the students’ native language with the purpose of enhancing understanding and promoting efficient learning. According to the communicative approach (Passov, 2010), language teaching must ensure both communication and comprehension. When learners fail to understand essential linguistic input, communication breaks down, and motivation declines. Hence, code-switching functions as a scaffolding technique — a temporary support enabling students to internalize new structures and vocabulary.

Functions of Code-Switching in the Classroom

Pedagogical observations in non-linguistic universities demonstrate that teachers use code-switching strategically for several purposes: instructional (to explain grammar rules and key vocabulary), affective (to create psychological comfort), managerial (to maintain classroom order), and cognitive (to assist in conceptualizing complex linguistic phenomena). For example, when explaining modal verbs or conditionals, a short switch into the native language helps clarify meaning more effectively than prolonged explanation in English only.

Methodological Integration

From a methodological viewpoint, code-switching can be integrated into several stages of the lesson: Presentation Stage — using brief native language explanations to introduce new grammar or lexis; Practice Stage — encouraging students to compare sentence structures between English and their L1; Production Stage — gradually minimizing code-switching to increase independent use of English. This stepwise reduction supports students’ linguistic autonomy while maintaining comprehension throughout the process. Such a model aligns with Vygotsky’s theory of the Zone of Proximal Development (ZPD).

Empirical Findings

A small-scale study conducted among English instructors at a technical university in Uzbekistan (2024) revealed that 78% of teachers intentionally used code-switching during explanations and discussions. The majority emphasized its usefulness in overcoming vocabulary gaps and ensuring clarity. Students reported that lessons involving moderate L1 usage increased their confidence and participation.

Discussion

The analysis shows that code-switching, when consciously and systematically applied, serves as a methodological resource rather than a barrier. It promotes pedagogical flexibility, allowing teachers to adapt to students’ cognitive and linguistic levels. However, teachers must ensure that English remains the dominant medium of communication and that code-switching is used selectively and purposefully, not habitually.

Conclusion

In conclusion, code-switching should be recognized as a valuable methodological tool in teaching English at non-linguistic universities. Its strategic use supports the learning process, facilitates comprehension, and improves motivation. When combined with the communicative approach, it helps students achieve both linguistic and intercultural competence. The future of English language methodology in non-linguistic higher education lies in balanced bilingual pedagogy, where native and foreign languages interact to maximize learning efficiency.

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