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## Sequence of learning the grammar of Turkic languages in an English-speaking audience

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### Abstract

**Relevance.** The relevance of the subject matter is related to the growing interest in the study of Turkic languages among the English-speaking audience, due to globalisation and the expansion of cultural and economic ties. This requires the development of new approaches to teaching, considering linguistic characteristics.

**Purpose.** The purpose of the study was to develop an effective methodology for teaching grammar of Turkic languages aimed at English-speaking students.

**Methodology.** To create the methodology, a detailed analysis of the grammatical features of the Turkic and English languages, an assessment of existing methods, and the development of new educational materials and exercises were carried out.

**Results.** The study demonstrated that an effective instructional approach involves a gradual introduction of grammatical topics, progressing from simple to complex, while emphasizing practical application and communicative exercises. Comparative analysis with English enhances comprehension and retention of grammatical rules, particularly in areas such as word order, sentence structure, and case usage. Interactive learning methods, including group work, role-playing, and discussions, significantly enhance learning outcomes. Special exercises targeting the morphological aspects of Turkic languages, such as agglutination and suffix usage, were developed and found beneficial. The integration of multimedia tools, such as audio and video materials in Turkic languages, alongside information and communication technologies, including online platforms for collaborative learning and interaction with native speakers, aids in improving

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comprehension and solidifying grammatical structures. Lastly, regular feedback and personalized attention were identified as pivotal factors in successfully mastering Turkic language grammar.

**Conclusions.** The practical significance of the study lies in the development of an effective methodology for teaching grammar of Turkic languages for educational activities. The findings can be integrated into the programmes of teaching Turkic languages in higher educational institutions, contributing to better training of specialists in language specialities.

**Keywords:** morphological features; linguodidactics; pedagogical strategies; communicative approach; educational technologies.

## Introduction

Active globalisation and the expansion of cultural and economic ties stimulate the growth of interest in the study of Turkic languages among the English-speaking audience, which makes knowledge of Turkic languages valuable for international communication and cooperation. However, despite the increased interest, there is a significant gap in the methods of teaching grammar of Turkic languages to English-speaking students. When researching this problem, scientists face a number of difficulties and challenges, which lies in the insufficient development of effective methods of teaching Turkic languages to English-speaking students. Existing approaches often do not consider the specific features of the Turkic languages and their differences with English, which complicates the learning process and reduces the motivation of students. One of the main problems is the lack of consistency in the study of grammar, which leads to a fragmentary understanding of language structures and difficulty in mastering the material. Another problem is the lack of adapted educational materials and resources. Most of the available textbooks and manuals on Turkic languages were developed for speakers of other Turkic languages or students speaking languages with similar structures.

Numerous researchers have dealt with this problem, making a significant contribution to the understanding and development of effective methods of teaching Turkic languages. The studies covered various aspects, ranging from the analysis of grammatical structures to the development of educational materials. G. Zhumakunova [1] has researched Turkic languages, based on many years of experience as a teacher of the Kyrgyz language. The researcher sets out her vision of the language learning process, describing approaches and methods that, in her opinion, contribute to the successful learning of students. The researcher emphasised that the purpose of studying Turkic languages is not only to acquire new knowledge, but also to learn native language through historical retrospect, which makes learning fascinating and deeply informative. The researcher also considered extralinguistic factors such as the purpose of learning, the acceptability of the environment, and the degree of need to learn a language in this environment.

R.S. Salimov and R.A. Ysmailova [2] contributed to understanding the dynamics of language interaction in the era of globalisation and offered recommendations for the preservation and development of the Kyrgyz language under the influence of English. Special attention was paid to how bilingualism and multilingualism are becoming more widespread, and how this affects the preservation and development of the native language. In the course of the study, methods of sociolinguistic analysis were used to

obtain a comprehensive understanding of the current language situation and trends in its change.

N.B. Mamyrbayeva [3] studied the aspect of communicative and speech competence in teaching a group of Turkic languages as foreign languages. The paper also described discursive methods and techniques aimed at developing speech competence. Special attention was paid to the use of visualisation in teaching various types of speech in the Kyrgyz language, which included methods to help students effectively master and apply new language skills. D. Kozuev [4] and G.M. Sarimsakova [5] focused on identifying common features and unique features of complex sentences in different languages, which contributes to a deeper understanding of interlanguage similarities and differences, which ultimately contributes to the development of comparative linguistics. Comparative research helps not only in the theoretical understanding of linguistic phenomena, but also in the practical application of the knowledge gained to improve language teaching methods and the development of educational materials.

Candidate of Philological Sciences, Associate Professor S.Z. Sadykova [6] investigated the Turkic languages and their study in the European scientific tradition. The researcher conducted a review of scientific papers, following the sequence of language tiers, which provided a structured presentation of the evolution of knowledge about this group of languages. The main focus was on how historical and cultural contexts influenced the study of Turkic languages, what methods were used in different periods, and what results were achieved. The author analysed how these scientific works contributed to the development of Turkology as an independent scientific discipline and what prospects open up for further research.

Various aspects were considered, including the comparative study of the grammatical structures of the Turkic and English languages, the development of educational and teaching methods, and the adaptation of educational programmes to the cultural and linguistic characteristics of students. However, despite significant contributions to the investigation of this topic, there remain aspects that require additional analysis. These include psycholinguistic factors such as individual cognitive styles and memorisation strategies of students, which can significantly affect learning success; cross-cultural differences, especially in the context of motivation and perception; and the effectiveness of various educational programmes.

The purpose of this study was to develop an effective methodology for teaching grammar of Turkic languages to English-speaking students, which helped to overcome the identified problems. To achieve this goal, the following tasks were undertaken:

1. Comparative analysis of the grammatical structures of the Turkic and English languages was carried out.
2. Existing methods of teaching Turkic languages were investigated.
3. Curricula of different educational institutions were compared and adapted.
4. Influence of psycholinguistic factors on learning was evaluated.

### **Materials and Methods**

The research work was initiated from data collection and preliminary analysis. A detailed analysis of the grammatical features of both the Turkic and English languages has been carried out. The main grammatical elements and their functions were highlighted. Aspects such as sentence structure, the formation of tenses, the use of cases, and the construction of word forms were identified. This allowed identifying key similarities and differences in the grammatical structures of both languages, which, in turn, helped to understand which aspects may cause difficulties for English-speaking students when studying Turkic languages.

Next, a comparative analysis method was applied to identify similarities and differences in the grammatical structures of both languages. This helped to develop educational materials that consider the specifics of each language. Specific areas have been identified that require special attention when developing teaching methods. For example, the word order in a sentence, the use of suffixes and prefixes, the formation of tenses and cases – all these aspects have been carefully considered and compared between the two languages. This helped to develop a curriculum that takes into consideration the specific features of each language system.

The next stage was the assessment of existing methods of teaching Turkic languages. The current approaches used in various educational institutions were analysed. This included both traditional techniques and modern approaches using new technologies and multimedia tools. Based on this analysis, the strengths and weaknesses of existing techniques were revealed. Their advantages and disadvantages have been identified, which allowed formulating the principles that should guide the new methodology. For example, aspects such as the effectiveness of practical exercises, the use of audio-visual materials and interactive teaching methods were considered.

Further, new teaching methods were developed. Based on the results of the analysis, effective practices of existing approaches with innovative ideas were identified. This included practical exercises, assignments, educational materials, online platforms such as: Türk Dili Dersleri, Duolingo, Rosetta Stone, Babbel, Flipgrid, Edpuzzle,

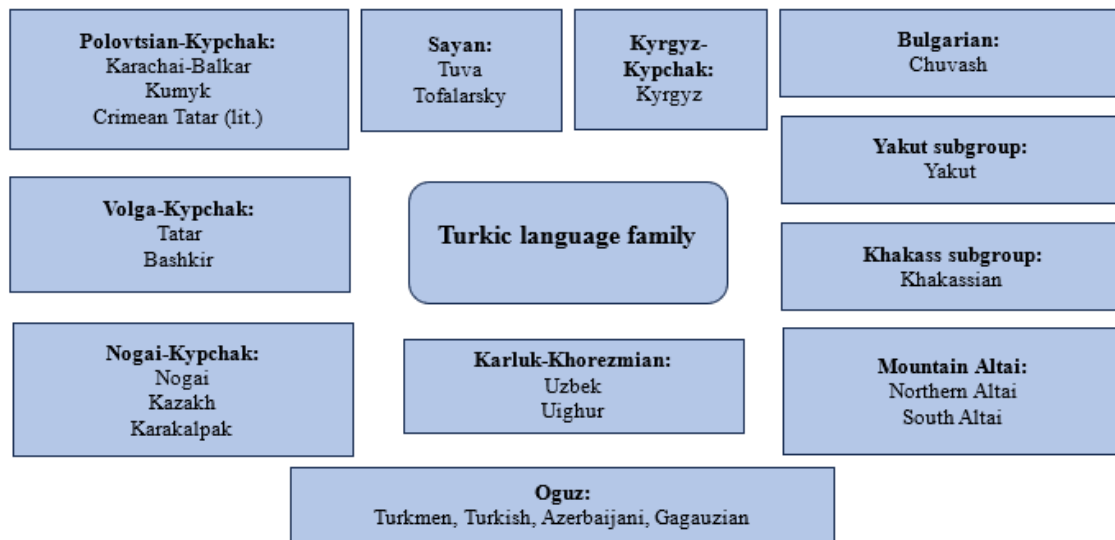
Padlet, Miro, Kahoot! aimed at improving the understanding of the grammar of the Turkic languages, adapted to the needs of English-speaking students. Each of these platforms provided unique opportunities for interactive and effective learning. The teaching materials included explanations in English, which made it easier to understand and assimilate grammatical rules. Practical exercises and assignments have been designed to encourage students to actively use new knowledge in various contexts, including conversational practices, written assignments, and analytical exercises. In addition, materials for students' independent work have been developed, including interactive tasks, tests and online resources that help to consolidate the acquired knowledge and develop skills of independent language learning. These materials have been adapted for various levels of training, which allows them to be used for both beginners and advanced students.

In the process of developing the methodology, various educational strategies and tools used in teaching foreign languages were carefully studied to identify the most effective practices. Thus, the methodology of teaching Turkic languages to English-speaking students was developed based on the systematic analysis, critical assessment of existing approaches, creation of adapted educational materials and their testing, which ensured its high efficiency and adaptation to the needs of students.

### **Results**

In a rapidly changing world, where scientific achievements are developing rapidly and the information flow is constantly being updated, standard language teaching methods become insufficiently effective without the use of innovative approaches [7]. The introduction of new information and communication technologies allows expanding the range of opportunities for learning various languages, including rare dialects, and contributes to the development of open educational systems. This process covers not only the development and dissemination of new methodologies, but also the formation of new paradigms of thinking, lifestyle and work methods. Innovations in the field of language education are closely related to changes in the education system, the review of outdated methods and the rethinking of the roles of both teachers and students.

The study of Turkic languages is an important aspect of education and cultural understanding. They are an integral part of the identity of many peoples, stretching from the Balkans to Central Asia and the approximately 170 million people who speak them (Figure 1).



**Figure 1.** Classification of the Turkic language family

Understanding the Turkic languages allows for an in-depth study of the cultural and historical aspects of the respective regions, broadening our worldview and tolerance of different cultures [8]. In addition, the study of this group of languages is of interest to linguists due to their unique structure. This allows expanding the understanding of language systems in general and universal processes.

It is known that vocabulary is one of the most changeable components of a language. The differences in the vocabulary of English and Turkic languages are explained by certain objective factors. English has a long history of being influenced by various languages and cultures such as Latin, French, Scandinavian languages. As a result, the English language has been enriched by borrowing from various sources. Turkic languages, on the other hand, have their own historical and cultural characteristics that define a unique vocabulary [9]. These languages are members of different language families and have different linguistic structures. For example, English belongs to the Indo-European family and is characterised by complex morphology and grammar, while the Turkic languages have a more straightforward structure and agglutinative morphology. English is one of the most widely spoken languages in the world and is widely used in various fields such as science, technology, and business. This has led to the development of an extensive dictionary with a wide range of terms and concepts. The Turkic languages also have a significant distribution, but are more geographically limited.

When studying Turkic languages for English-speaking students, it is important to understand that this group has its own unique linguistic features, different from English. This includes differences in grammar, morphology, phonetics, and vocabulary. Understanding these differences helps students avoid linguistic confusion and learn a new language better. The study of a language is inextricably linked with the study of the culture of its native speakers. The Turkic languages reflect unique aspects of the culture and history of the Turkic-speaking peoples [10]. Understanding the cultural context helps students to better understand the meanings and use of language in real communication situations.

Cross-cultural aspects of learning play an important role in education, especially in the context of globalisation and intercultural interaction. These aspects cover various aspects of learning, such as the content of teaching materials, teaching methods, interaction between teachers and students, and evaluation of learning outcomes. In the study of Turkic languages, cross-cultural aspects become especially important due to the wide geographical distribution of Turkic-speaking peoples and the diversity of their cultural characteristics. Teaching English-speaking students requires considering cultural differences and comparing them with their native culture and language. Cross-cultural aspects of education include a comparative study of cultural values, customs, traditions, and lifestyle of the Turkic peoples and the English-speaking world. This helps students not only to understand the language, but also to better perceive and adapt to the cultural contexts in which this language is used.

Teachers of Turkic languages in an English-speaking environment should consider cross-cultural differences when developing training programmes, choosing educational materials and applying teaching methods [11]. This may include the use of authentic texts, folklore materials, discussion of cultural characteristics, and the organisation of cultural events as part of the training. Such aspects also have an impact on communication in the learning environment. Teachers and students face differences in communication style, perception of non-verbal signals, and expectations from the learning process. Understanding these differences helps to create a more effective learning environment and increase students' success in learning Turkic languages.

Success in learning a language also depends on the psychological state of the student and external factors. It is important to consider various non-linguistic factors, such as the purpose of learning a language, the level of convenience of the environment and the degree of need for language acquisition in a given setting. Understanding why students study Turkic languages also plays an important role. Some may study the language for academic purposes, others out of interest in culture or out of practical necessity. The study revealed that learning motivation is an important problem in the field of education. One of the main problems is the lack of understanding by students of the

goals and benefits of learning Turkic languages. Many students may not see a direct link between learning these languages and achieving their career or personal goals [12].

Another problem is the limited availability of high-quality educational materials and resources for learning Turkic languages by English-speaking people. This can lead to students' dissatisfaction with the quality of education and reduce their motivation to study. Students often also experience difficulties due to the complexity of a foreign language, especially if it differs significantly from their native language or languages they have already studied. Insufficient language training and a lack of understanding of the structure of the Turkic languages can become an obstacle to achieving success in learning. Thus, understanding these motivations helps teachers to adapt the curriculum and make the learning process more attractive and effective for students, so taking them into account is key in the process of developing educational strategies. The sequence of studying the grammar of Turkic languages in an English-speaking audience includes connected stages, starting from the basics to more complex concepts. For effective teaching of Turkic languages to an English-speaking audience, it is necessary to clearly structure the learning process using a variety of pedagogical strategies and techniques. The developed methodology should include sequential steps that will help students master grammar, considering their characteristics and needs.

Learning should begin with mastering the basics of the alphabet, this includes learning the sounds and letters of the Turkic alphabet and their correct pronunciation. Topics: "Getting to know the alphabet" and "Basic sounds" [13]. The teacher needs to use visual audio materials, including audio and video lectures to get acquainted with the sounds and letters of the Turkic alphabet, and phonetic exercises. Practical tasks also play an important role in strengthening language skills. Cards with letters and sounds can be used for memorisation, repetition of words and phrases after audio recordings of native speakers, for pronunciation. This approach allows students to get acquainted with the basics from the very beginning and prepare for a deeper study of language structure and grammar.

The next stage is the use of the structural approach method, which consists in studying basic grammatical structures such as word order, nouns, verbs, tense formation, and many other aspects. Topics: "Word order", "Nouns and verbs", "Formation of tenses". It is necessary to practice composing simple and complex sentences, this can be done effectively with the help of exercises to fill in gaps in the text, making sentences from words observing grammatical rules. Writing essays or short stories on topics "My morning" or "Description of a favourite place", using certain grammatical constructions. Consolidation of the results should be carried out through interactive exercises.

Türk Dili Dersleri is an online resource that provides Turkish language lessons for foreigners. Duolingo, Rosetta Stone, Babbel have developed courses, theoretical information, and practical exercises for learning various languages, including Turkic languages. These platforms contain interactive exercises to help students improve their grammar and sentence writing skills. Using a gaming platform with a competitive element of Kahoot! for

teaching English-speaking students, it will help in checking the understanding of grammatical structures and the correctness of making sentences, using quizzes and surveys.

The next stage is the development of lexical skills. Topics: "Basic vocabulary", "Hobbies". Various methods can be used for this. One of them is the use of image cards. This method is based on visual representations, where each image is associated with a new word, which helps to remember its meaning. Visual tools such as pictures and the association method allow students to learn vocabulary more visually. The method of contextual learning, namely reading and listening, play an important role in expanding vocabulary. When reading texts in the Turkic language, students can meet new words in context, which contributes to their memorisation and understanding of meaning. Audio materials are also an effective tool for language learning, as listening to speech in Turkic languages helps to improve pronunciation and understanding of speech by ear. At this stage, it will be effective to use online games "Memory" or "Matching Pairs", where you need to match words and pictures. "News in slow Turkish", listening to news releases at a slow speed with transcriptions. Students can highlight new words and phrases to study. Passing the LingQ platform, which provides texts in Turkic languages where students can highlight new words, create flashcards and take lessons.

The next step is conversational practice, which plays a key role in the assimilation of Turkic languages at all stages. Themes: "Daily communication", "Cultural topics". One of the effective methods is role-playing games, which allow students to immerse themselves in various situations of communication in the language being studied [14]. This includes conducting scenario exercises where they can apply their knowledge in realistic circumstances. The interactive platforms Flipgrid, Edpuzzle can be used for this purpose. Group discussions are also an important part of conversational practice. During this method, students discuss various topics in the Turkic language in small groups, which contributes to the development of oral speech and improve communication skills, in addition, Padlet and Miro applications can be supplemented with training. Students can participate in the creation of joint projects such as written papers, presentations or videos in the Turkic language. This allows them not only to apply grammatical structures, but also to learn how to collaborate in a team, exchange ideas and solve problems.

The next stage in effective teaching of Turkic languages is grammatical analysis and written practice. Topics: "Authentic texts", "Creative writing". One of the most effective approaches is the grammatical analysis of texts. This method allows students to analyse grammatical constructions in authentic texts, which contributes to a deeper understanding of grammatical rules. The practice of using grammatical structures in written expressions helps to consolidate the learned material and apply it in practice. Self-examination is an important stage of learning. The teacher should conduct tests and exercises to assess the level of knowledge and understanding. Evaluation papers are also used to formally evaluate the results of the study. These techniques can be combined and adapted according to the needs and level of the audience, ensuring consistent

and effective study of the grammar of the Turkic languages.

An equally important stage is assessment and feedback from the teacher. Regular conducting of tests and control works to determine the level of knowledge of students. These papers can determine how well students have mastered the material and identify areas that require additional attention. The teacher provides individual recommendations and corrections of errors identified during the educational process. Personal consultations help students better understand their mistakes and work on correcting them. Thus, for effective teaching of Turkic languages to an English-speaking audience, it is recommended to use a variety of pedagogical strategies and techniques. One of the key strategies is a communicative approach that focuses on developing communication skills in the Turkic language. This approach includes role-playing games, dialogues, group discussions and situational exercises, allowing students to practice language skills in real sociable situations.

Additionally, it is worth using interactive lessons using technologies and teaching methods, such as multimedia presentations, online lessons and interactive games [15]. This will help make the lessons more interesting and attractive for students. An important aspect is also an individualised approach to learning, taking into account the level of training and the needs of each student. Creating a flexible curriculum with additional materials and assignments for individual work can significantly improve the effectiveness of learning.

A gradual increase in the complexity of the material is an important element of the educational process, which includes not only the development of basic grammatical structures, but also the expansion of students' vocabulary. An additional aspect of successful teaching is practical exercises and the creation of real-world situations in which students can apply the learned material in practice and gradually improve their language skills. In addition, feedback and systematic assessment of knowledge and skills are important tools that help students better understand their progress and identify areas that require additional work. Regular tests, written assignments, oral exams, and self-assessment allow teachers and students to track achievements and progress. Individual consultations and corrective exercises are aimed at eliminating identified gaps in knowledge and skills.

By combining these strategies and techniques, teachers will be able to create effective and interesting lessons on learning Turkic languages for an English-speaking audience, contributing to a deeper and more effective mastering of the material. The integration of multimedia resources such as videos, audio recordings and interactive applications can further enrich the learning process, making it more exciting and dynamic. In this way, students receive a comprehensive education that not only improves their language skills, but also contributes to the development of intercultural competence and global understanding.

## **Discussion**

Based on the conducted research and the results obtained, it can be concluded that it is important to integrate innovative approaches and intercultural aspects into the

process of teaching Turkic languages to English-speaking audiences.

In the process of studying the influence of the historical development of the Turkic languages, it was emphasised that understanding the historical and cultural context plays a key role in their study. This included knowledge of phonetics, morphology, grammar, and their historical development. L. Johanson [16] showed that various historical processes and changes in the Turkic languages had a significant impact on their modern structure and vocabulary. The researcher also focused on contact linguistics and the influence of other languages on Turkic languages, which is consistent with the conclusions of this study regarding the need to consider the influence of other languages on Turkic when teaching English-speaking students.

The next aspect is multilingualism and its influence on the study of Turkic languages. This paper has shown that successful learning of the language group under study by English-speaking students depends on their previous language experience and motivation. The study by D. Koban Koç [17] demonstrated that multilingual students show better results in learning Turkish compared to bilingual ones, especially if one of the known languages belongs to the Turkic language group. This confirms the conclusions about the need to consider the previous language experience of students and emphasises the importance of developing individualised study programmes that take into account the multilingual context. An important aspect of successful teaching of Turkic languages is an individualised approach that takes into account the level of training and needs of each student. The creation of a flexible curriculum with additional materials and tasks for individual work has increased the effectiveness of training. The study by the researcher also confirmed the importance of an individual approach, showing that multilingual students show better results in individualised learning. In this study, it was also noted that the integration of interdisciplinary research and the use of project-based learning contribute to deeper learning of the material and the development of intercultural communication skills.

The study showed that the use of innovative technologies, such as interactive platforms and multimedia resources, can significantly improve the effectiveness of teaching Turkic languages. These technologies provide students with access to a variety of educational materials, interactive exercises and audiovisual resources, which contributes to deeper and more active learning of the material. For example, multimedia presentations and online video tutorials can help students better understand the complex grammatical structures and lexical features of the Turkic languages.

The study by D. Orel et al. [18] on transfer learning and the creation of automatic speech recognition models for Turkic languages emphasises the importance of applying innovations in the educational process. Their research confirms the conclusions that the integration of such technologies helps to improve the perception and assimilation of material by students. In addition, the use of technology helps to create adaptive educational environments that can adapt to the individual needs of each student, providing a personalised approach to learning.

This is especially important for English-speaking students studying Turkic languages, as they may face unique difficulties in mastering new grammatical structures and phonetic features. Thus, the combination of traditional methods with modern technological solutions contributes to the creation of a more effective and exciting educational environment that stimulates students' interest and improves their academic results.

The study of linguistic features and morphosyntactic structure of Turkic languages plays a key role in teaching English-speaking audiences. The findings showed that a well-structured learning process using a variety of pedagogical strategies, such as visual and audio materials, grammatical analysis of texts and written practices, contributed to a more effective mastering of the grammar of the Turkic languages. L. Johanson and E.A. Csato [19] also provided a detailed analysis of the morphosyntactic structure of the Turkic languages, which helped to better understand their linguistic features and development history. The study showed that written practice and grammatical analysis, the use of grammatical structures in their own written expressions, and the analysis of grammatical structures in authentic texts help students to better assimilate grammatical rules and apply them in practice. These findings are consistent with the research by the researchers, who emphasised the importance of a detailed study of the morphosyntactic structure of the Turkic languages for successful learning.

The study revealed the importance of integrating cultural aspects into the process of teaching Turkic languages for the development of intercultural competence. D. Alipbayeva and M. Arslan [20] also emphasised the importance of cultural elements in teaching Turkish as a foreign language. They showed that teachers' awareness of cultural elements and their integration into the educational process have a positive effect on student academic performance. This study confirmed these findings and highlighted the need to include cultural themes and intercultural aspects in the curriculum to increase students' motivation and interest. The inclusion of cultural elements such as traditions, customs, folklore, music and art contributes to a richer and more diverse learning environment.

The development of lexical and conversational skills and conversational practice is an integral part of successful teaching of Turkic languages. It was found that the use of visual and audio materials, role-playing games, and group discussions contributes to the improvement of students' lexical and communication skills. These methods have been consistent with research results that have shown that such approaches help students better learn new words and phrases, and improve their conversational skills. The use of interactive platforms and technologies, such as Flipgrid and Edpuzzle, allowed students to immerse themselves in various communication situations in the studied language, which contributes to deeper learning of the material and the development of intercultural communication skills.

The study of Turkic languages by an English-speaking audience showed significant results due to the application of a systematic and step-by-step approach. The main developed methodology was based on a communicative approach that focused on the development of students' oral and written speech. L. Karoly [21] has achieved significant

results in his book on the development of Turkic languages, focusing on a systematic approach to language learning, starting with the basics and moving on to more specialised topics. Their methodology is similar to this approach of consistent teaching of the grammar of Turkic languages to an English-speaking audience. Both studies emphasised the importance of using audio materials to improve language perception and understanding, and the importance of cultural context in the educational process. Thus, despite the differences in focus and target audience, both papers sought to create a comprehensive and effective approach to the study of Turkic languages.

This study examined the sequence of learning Turkic language grammar for an English-speaking audience and developed a teaching methodology to overcome the identified problems. To assess the effectiveness of the proposed methods, a comparison was made with the findings of other researchers working in related fields. The research thus complements existing studies by focusing on the development of an effective methodology for teaching Turkic grammar to English-speaking students. It considers cultural and sociolinguistic aspects, emphasising the importance of a structured approach to learning. Combining various approaches and techniques presented in the reviewed studies allows for a more complete and in-depth understanding of the process of teaching Turkic languages and the development of effective educational strategies. These results confirm the importance of integrating cultural and linguistic aspects into the educational process, contributing not only to the improvement of academic achievements, but also to the deepening of intercultural understanding among students.

## **Conclusions**

The development of teaching methods of Turkic languages adapted to the needs of English-speaking students opens up new horizons for understanding and interacting with Turkic languages and culture. A communicative approach, the active use of interactive technologies and an individualised approach to learning allow students to effectively master foreign languages and develop their skills. The gradual increase in the complexity of the material, starting with the study of the basics of the alphabet and grammatical structures and ending with a variety of exercises and discussions, allows students to systematically improve their language skills and achieve success in learning Turkic languages.

The study of Turkic languages also provides a unique opportunity to immerse oneself in the culture and history of the Turkic-speaking peoples, contributing to deeper mutual understanding and tolerance towards different peoples and societies. These languages provide access to a rich cultural heritage, including literature, music, folklore and traditions, which can significantly enrich the perception of the culture of students. Despite certain difficulties, teaching methods and approaches to teaching allow overcoming these obstacles and achieve significant success in mastering a new language and culture. It was also found that for the development of communication skills and confidence in the use of language, the effectiveness of the methodology also depends on the teacher's ability to create a supportive and stimulating learning environment where students can freely express

their thoughts in the Turkic language and participate in discussions.

Subsequent research may focus on the integration of multimedia resources and technologies such as online platforms, mobile applications and virtual reality, which will help significantly enrich the learning experience. The development of new educational materials and pedagogical strategies that will help to improve the effectiveness of the educational process and achieve better results in learning the language and culture of the Turkic-speaking peoples could also be considered. It is also important to further investigate the impact of such adaptations on the effectiveness of learning and intercultural interaction of students.

One of the limitations of the study is that the methodology was developed considering the specifics of the English-speaking audience, which may make it difficult for students with a different linguistic and cultural background to apply it. It is necessary to take into consideration cultural differences and adapt the methodology for students from different cultural contexts.

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#### Conflict of Interest

Authors declare the absence of conflicting interests.

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## **Анотація**

**Актуальність.** Актуальність теми пов'язана зі зростанням інтересу до вивчення тюркських мов серед англomовної аудиторії, що зумовлено глобалізацією та розширенням культурних та економічних зв'язків. Це потребує розробки нових підходів до викладання з урахуванням мовних особливостей.

**Мета.** Метою дослідження була розробка ефективної методики навчання граматики тюркських мов для англomовних студентів.

**Методологія.** Для створення методології було проведено детальний аналіз граматичних особливостей тюркської та англійської мов, оцінку існуючих методик та розробку нових навчальних матеріалів і вправ.

**Результати.** Дослідження показало, що ефективний навчальний підхід передбачає поступове введення граматичних тем, просуваючись від простого до складного, водночас наголошуючи на практичному застосуванні та комунікативних вправах. Порівняльний аналіз з англійською покращує розуміння та запам'ятовування граматичних правил, особливо в таких сферах, як порядок слів, структура речення та використання реєстру. Інтерактивні методи навчання, включаючи групову роботу, рольові ігри та дискусії, значно покращують результати навчання. Спеціальні вправи, спрямовані на морфологічні аспекти тюркських мов, такі як аглютинація та використання суфіксів, були розроблені та визнані корисними. Інтеграція мультимедійних інструментів, таких як аудіо- та відеоматеріали тюркськими мовами, разом із інформаційно-комунікаційними технологіями, включаючи онлайн-платформи для спільного навчання та взаємодії з носіями мови, допомагає покращити розуміння та зміцнити граматичні структури. Зрештою, регулярний зворотній зв'язок і індивідуальна увага були визначені як ключові фактори успішного оволодіння граматиною тюркської мови.

**Висновки.** Практичне значення дослідження полягає в розробці ефективної методики навчання граматики тюркських мов для навчальної діяльності. Отримані результати можуть бути інтегровані в програми викладання тюркських мов у вищих навчальних закладах, сприяючи кращій підготовці фахівців мовних спеціальностей.

**Ключові слова:** морфологічні ознаки; лінгводидактика; педагогічні стратегії; комунікативний підхід; освітні технології.