

**TEACHING ENGLISH THROUGH MULTILINGUAL METHODS
USING INFORMATION AND COMMUNICATION TECHNOLOGIES AS A
TREND IN EDUCATIONAL DEVELOPMENT**

Jumamuratova Yulduz Baxtiyarovna
*Qaraqalpaq Mámleketlik Universiteti,
Tálim hám tarbiya teoriyası hám
metodikası tayanış doktorantı*

DOI
<https://doi.org/10.5281/zenodo.14270276>

In today's socio-economic conditions, knowing just one foreign language is considered standard, which does not offer graduates from national universities a visible competitive advantage in the global labor market. Therefore, the modern competency paradigm sets the direction for relevant changes in the logic of foreign language instruction, including in the field of teacher education. This paradigm envisions a gradual shift toward a new type of linguistic training for future teachers, incorporating competencies that are essential for their intercultural professional activities. These competencies have emerged due to the rapid development of multilingual communication digital technologies and the need for linguistic diversification as a means of linguistic informatization.

Expanding the range of languages taught and modernizing approaches to foreign language instruction, including English, can make teacher education more versatile, up-to-date, and attractive to both domestic and international students.

Learning English using multilingual methods and information-communication technologies is influenced by several contradictions arising from the development of the multilingual paradigm in the first quarter of the 21st century. This paradigm presents specific demands on future specialists of a new quality level, who are able to engage in dialogue and multilogue with international partners, acting as language intermediaries and "cultural mediators." They can create multilingual digital solutions, develop services for intercultural communication, and offer multicultural representations of their country.

In recent years, higher education has experienced significant innovations, prompting careful analysis and subsequent adjustments in the training content for future teachers through the application of modern pedagogical technologies.

Thorough analysis of research reveals that the development of new pedagogical functions and the anticipation of "future teaching professions" highlight prospective

competency areas in education, such as the use of digital tools (information technology-based learning, online courses, interactive simulators, virtual gaming environments, etc.). These technologies influence the customization and personalization of learning, allowing the learning process to adapt easily to each student's specific needs and personal characteristics. Distance learning institutions are now on par with traditional face-to-face education, and "e-mentors" guide the learning process, helping students master the curriculum. New digital community-oriented teaching professions have emerged, requiring the development of relevant competencies. Thus, training future teachers in multiple foreign languages is essential in the digital age, achievable within blended education frameworks based on multilingual digital resources.

Over the past six years, significant attention has been devoted to establishing productive academic and professional dialogues with foreign representatives. Research has been published on the features of developing the intercultural component of foreign language communicative competence (N.I. Almazova, N.D. Galskova, S.K. Gural, O.A. Obdalova, E.N. Dmitrieva, O.G. Oberemko, G.V. Elizarova, V.V. Safonova, E.G. Tareva, and others).

An analysis of contemporary scientific concepts shows an active search for new approaches to teaching foreign languages to students. Particularly important for this study are the ideas of English-oriented learning in higher education (O.G. Polyakov); the use of information-communication technologies for foreign language instruction in universities (L.P. Khaliapina, M.G. Evdokimova); integrative bilingual learning for students (E.G. Krylov); and the cognitive-discursive approach to foreign language intercultural communication training for undergraduates in natural sciences (O.A. Obdalova). The concept of developing multilingual competence in students of humanities in teacher education institutions and the methodology for its formation based on multilingualism is of considerable scientific interest. N.V. Baryshnikov coined the term "Multilinguodidactics," focusing on training modern linguists in four languages outside the language environment. [1:19].

The theoretical foundation of teaching English to students in teacher education institutions requires rigorous testing of self-development and self-actualization stages during material presentation and preliminary work by both teachers and students. This is feasible through immersive educational programs, where knowledge is actively applied in practice, transforming learners from objects of learning into active subjects who consciously reformulate their knowledge.

Analyzing sources reveals perspectives from some scholars suggesting that "the fundamental principle of teaching English as a non-native language remains: taking into account the native language and culture in the learning process is as essential as maintaining basic mental and historical connections with one's roots through one's national (native) language and culture."

Multilingual learning entails studying foreign languages, at least two, with reliance on the learner's native language, leveraging positive transfer from known languages while simultaneously overcoming interfering influences. The multilingual approach to learning proposes strategies that enhance English language acquisition. In our view, multilingual approaches allow first-year students to access their full linguistic repertoire, accelerating their English proficiency. The European Commission defines multilingualism as the "ability of societies, organizations, groups, and individuals to incorporate more than one language into their daily lives."

In the process of multilingual learning, foreign languages serve as tools for cultural identification and speech activity, offering additional opportunities for cross-cultural academic and professional collaboration. They help establish new connections and relationships between participants in international communication, fostering a key quality in learners: multilingual competence. This competence is achieved by developing several basic and complementary sub-competencies that form a structural complex of the newly introduced competence in higher education foreign language methodology known as multilingual communicative competence.

In defining **multilingual education** as the teaching of four or more languages, N.V. Baryshnikov highlights that there is currently a lack of practical experience in multilingual education both in domestic and international methodologies, and therefore, there is a need for theoretical exploration of this approach. Baryshnikov proposes several principles for multilingual education:

1. **Principle of Integrative Teaching of Multiple Languages** – focuses on integrating the learning of several languages simultaneously.
2. **Principle of Co-learning of Multiple Languages** – advocates for the concurrent study of different languages to promote cross-linguistic understanding.
3. **Principle of Relying on Linguistic and Educational Experience of Learners** – emphasizes using the existing language knowledge and learning background of students as a foundation.
4. **Principle of Considering Artificial, Didactic, and Subordinative Multilingualism** – takes into account different types of multilingualism (e.g.,

theoretical vs. practical language knowledge, and languages learned in hierarchical or subordination contexts).

5. **Principle of Thoroughness in the Language Learning Process** – insists on a comprehensive and structured approach to teaching multiple languages.

6. **Principle of Cognitive Orientation in the Language Learning Process** – stresses the importance of cognitive development through language learning.

7. **Principle of Intercultural Orientation in Foreign Language Education** – underscores the importance of developing cultural competence alongside language skills.

These principles reflect the need for a structured, cross-cultural, and cognitively enriched approach to teaching multiple languages in an educational setting. [2:8].

Multilingual competence is not simply the sum of knowledge of specific languages but represents a complex, often asymmetrical configuration of skills upon which the user relies. It enhances understanding of the methods and processes of foreign language learning and develops the ability to communicate and act in new situations. Multilingual competence enables successful independent learning of unfamiliar languages, making it possible for learners to acquire the basics of languages they have not encountered before. Therefore, multilingual competence can be seen not only as proficiency in multiple foreign languages but also as the ability to learn foreign languages, possessing a "feel for the language," as well as the desire and skill to study languages independently.

The absence of developed technologies for forming multilingual competence and integrated teaching programs in both domestic and international methodologies can be justified by the complexity and multi-dimensional nature of the tasks faced by developers. [3:14].

In K.E. Bezukladnikov's research, the concept of "competence" is interpreted in terms of "readiness" and "ability." [4:152]. This understanding unites all existing interpretations of the term on a new methodological level and provides a basis for defining "multilingual communicative competence" as a foundational component of multilingual education for students in teacher training institutions. The need for multilingual education, i.e., teaching several foreign languages simultaneously, is driven by active integration processes occurring worldwide.

The European community recognizes that integration can weaken the position of all national languages. Maintaining their status is only possible by creating a multilingual environment. [5:6]. The earlier a learner engages with a second (or third) language, the greater the prospects for studying additional languages. Additionally,

preserving national languages has economic motivations, as research shows that bilinguals (and increasingly trilinguals) from early childhood are potentially more successful in professional fields. Therefore, societies implementing multilingual education have a better chance of becoming global leaders.

Multilingual education has great potential for developing students' intellectual abilities. A targeted improvement in cognitive skills such as comparison plays a vital role in this process. We believe that the ability to scientifically compare languages being studied is a crucial condition for cultivating high-level independent thinking.

References:

1. Barishnikov, N.V. Multilingvodidaktika [Multilinguodidactics]. *Iash*, 2004, No. 5, pp. 19–27.
2. Barishnikov, N.V. Multy-didaktika. *Iash*, 2007, No. 5, pp. 8–9.
3. Barishnikov, N.V. Didaktika mnogoyazychia: Teoriia i fakty [Didactics of Multilingualism: Theory and Facts]. *Iash*, 2008, No. 2, pp. 14.
4. Bezukladnikov, K.E., Novoselov, M.N., Kruze, B.A. Osobennosti formirovaniia inoiazychnoi professional'noi kommunikativnoi kompetentsii budushchego uchitelia inostrannogo iazyka [Peculiarities of pre-service foreign language teachers' professional communicative competency development]. *Iazyk i kul'tura*, 2017, No. 38, pp. 152–170. DOI: 10.17223/19996195/38/11.
5. European Commission. Final report: High level group on multilingualism. Luxembourg: European Communities, 2007, p. 6.