

INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN MULTILINGUAL EDUCATION

Sh. D. Bakhriyeva

Urgut Branch of Samarkand State University, Urgut, Uzbekistan

Abstract:

This article discusses the use of innovative pedagogical technologies in multilingual education, draws attention to the importance of using new pedagogical approaches and tools for effective learning in a multilingual environment. The article explores various innovative pedagogical techniques such as computer programs, interactive textbooks, online resources and others that help develop students' skills and knowledge in several languages. Based on the conducted research and practical experience, the article offers recommendations and practical recommendations for the successful implementation of innovative pedagogical technologies in a multilingual educational environment. The advantages and disadvantages of using innovative pedagogical technologies in multilingual education are noted. In addition, the article suggests ways to use innovative pedagogical technologies in teaching Russian as a foreign language. This article is of interest to educators, researchers and all interested parties seeking to improve the quality of education in a multilingual environment and introduce innovative approaches to the educational process.

Keywords: pedagogical innovation, multilingual education, the main vectors of the development of multilingual education, Russian as a foreign language, communicative method, computer-oriented learning technology, innovative methods of working with multimedia resources, individualization of learning.

Introduction

Currently, multilingual education is becoming increasingly important in the modern world, where globalization and intercultural interaction play a key role. Multilingual education provides students with the opportunity to learn multiple languages, which enhances their cultural and cognitive flexibility. It promotes a better understanding of other cultures, improves communication skills and opens the door to numerous opportunities for personal and professional development.

It is important that multilingual education be accessible and supported both at the level of public educational systems and at the level of private and non-profit organizations. Knowledge of foreign languages today is not only a cultural, but also an economic need.

Knowledge of foreign languages today has become one of the most important means of socialization and success in a person's professional activity, which is clearly recognized by modern young people. This is explained by the fact that the world is becoming more open and multicultural, and international economic, cultural and political contacts are actively intensifying. The trend of multilingual education is gaining popularity all over the world. In general, we can identify several main vectors for the development of this phenomenon:

- *social – the need to involve people who speak different languages into the life of society;
- *cultural-historical – preservation and research of endangered cultures and languages;



*educational – the presence of an expressed social order for teaching several languages (native and foreign) to different age and target groups;

*linguistic – the study of linguistic diversity and interaction of linguistic cultures of countries and cities [3, p. 13].

The variety of approaches to defining multilingualism as a current sociocultural reality is increasing exponentially depending on the specifics of the language situation in multiethnic regions in different countries, on the one hand, and on the characteristics of the linguistic environment and the experience of linguistic interaction with different countries and cultures, on the other. Therefore, the central question of the study is the analysis of existing strategies for promoting multilingual education in multiethnic regions characterized by a significant number of natural bilinguals among the population. The identified traditional sociocultural vectors of development of multilingual education acquire new purposeful and meaningful content in connection with the development of the global market for educational services and, as a result, come under the influence of a number of economic factors. Internationalization of education as a current stage in the development of the world educational system forms a global knowledge economy, stimulating supply and demand in both the domestic and external (international) markets for educational services [3, p. 13].

In Uzbekistan, multilingual education has certain characteristics and challenges. The official language of communication is Uzbek, but regional differences and ethnic groups add diversity to the linguistic landscape.

The national language Uzbek is the main language of instruction in schools, but Russian, Karakalpak, English, German, French, Korean and Arabic are also taught. One challenge is to ensure equal access to education in different languages for all ethnic groups. Some regions may struggle because there are not enough teachers trained in different languages. To overcome these problems, it is important to develop multilingual education programs and provide support for teachers. In addition, it is important to balance efforts to promote multilingual education with the preservation and development of the national language and culture. This will create a harmonious educational environment that promotes the integration of different ethnic groups and supports the cultural diversity of the country.

Recently, the issue of using innovative technologies in working with students has been increasingly raised in education. The teacher today faces new challenges and new opportunities open up, taking into account their application. You need to understand what innovation is? The word innovation means “novelty”, “innovation”, “update”. It is applicable to any field: science, medicine, education. In Western European countries, the concept of “pedagogical innovation” has been studied since the late 50s, in Russia the public began to show interest in them in the early 90s, and in Uzbekistan around the 2000s. Modern education does not satisfy the needs of the information society. Higher education institutions do not develop basic competencies, do not teach students to learn and make discoveries.

The system is still focused on “transferring” knowledge rather than teaching how to search for it. This contributes to the formation of the need for educational reform, the transition to a new system, and the active introduction of pedagogical innovations. Pedagogical innovation is the process of developing, implementing, testing and evaluating innovations in the field of education that help effectively achieve set goals.



Innovation and goals are closely related to each other: the educational process changes over time, the labor market makes new demands on future employees, and training is transformed, adjusted to new goals, the achievement of which requires new pedagogical methods, techniques and methods.

Innovations in education help achieve the following goals:

- *humanization, democratization of the educational process;
- *intensification of students' cognitive activity;
- *increasing the efficiency of organizing educational and educational work;
- *modification of educational material from the point of view of methodology and didactics.

New approaches that are actively being introduced into the pedagogical process help to realize the set goals. They are the basis for the development of new methods and techniques of work in educational institutions.

Innovative pedagogical technologies play an important role in multilingual education. Multilingual education involves learning several languages and developing interlingual competencies in students. This requires modern teaching methods that help students learn languages more effectively and confidently. One of these innovative pedagogical technologies is the use of computer programs and online resources that facilitate language learning. Modern apps and interactive textbooks allow students to learn independently in a fun and accessible way. They often include a variety of activities, exercises and games designed to stimulate communication and develop skills in understanding, speaking, reading and writing in different languages. Also in recent years, virtual groups and online platforms for language learning have become increasingly popular. They allow you to study from anywhere in the world, receive quality knowledge from experienced teachers and interact with students from different countries. This is especially important in multilingual education, as it allows you to combine the study of different languages without being tied to a specific place or time. Another important innovative pedagogical technology in multilingual education is the use of game approaches to language teaching. Games create motivation among students and contribute to deeper and more effective language acquisition. Video games, puzzles, role-playing games, and other innovative techniques help develop not only language skills, but also critical thinking, problem solving, and teamwork. The use of innovative pedagogical technologies in multilingual education provides a number of advantages, but also has some disadvantages.

Let's look at them in more detail:

Advantages

1. Motivational and attractive: The use of innovative technologies such as computer applications, multimedia materials or online platforms can make learning more interactive and fun. This can increase student motivation and encourage active participation in the learning process.
2. Individualization of learning: With the help of innovative technologies, it is possible to create individualized educational materials and tasks that take into account the needs of each student. This allows for a more effective approach to teaching students with different language levels and needs.
3. Accessibility and flexibility: Innovative technologies allow you to study anywhere and at any time.



They provide the opportunity for remote learning and independent language learning. They also allow students to work at their own pace and choose educational materials that suit them.

4.Variety of learning resources: The use of innovative technologies provides access to a variety of learning resources such as audio and video materials, interactive exercises, online dictionaries, etc.

This allows students to develop all aspects of language competence, including listening, speaking, reading and writing.

Flaws:

1. Limitations of communication: The use of innovative technologies may limit opportunities for direct communication and interaction with other students and teachers.

Some forms of learning, such as role-playing or group discussion, may be difficult in a virtual environment.

2. Difficulties with integration: The introduction of innovative technologies requires time and resources to prepare and train teachers.

Sometimes it can be difficult to integrate technology into the classroom, especially if teachers do not have enough experience with it.

3.Limited access to technology: Some students may have limited access to necessary equipment or internet connections, limiting their ability to use innovative technologies.

This can create inequalities in access to education.

4.Dependency on Technical Support: The use of technology may cause problems with technical glitches or errors that require technical support. This can reduce learning efficiency and impact student and teacher productivity. In general, the use of innovative pedagogical technologies in multilingual education provides many advantages, but it is necessary to take into account the disadvantages and seek a balance between traditional and innovative teaching methods.

When teaching Russian as a foreign language, innovative pedagogical technologies in multilingual education are an important component of effective teaching.

Such technologies offer new approaches and methods that help students learn a foreign language more effectively and interestingly.

One of the innovative approaches in multilingual education is the use of communicative methods. Instead of the traditional emphasis on grammar and rules, this approach focuses on developing communication skills in Russian.

Students are actively involved in various communicative situations, games and simulations, which allows them to apply their knowledge in practice.

This approach includes:

*role-playing games, where students imagine various characters and interact in Russian, for example, in shopping situations, visiting a restaurant or communicating with local residents;

*learning through projects, where students work in groups and create projects in Russian, for example, research about culture or presentations about the sights of Russia.

Another innovative approach that is actively used in multilingual education is the technology of computer-based learning. Modern computer programs and applications offer interactive exercises, audio and video materials, which contribute to a varied and exciting learning of the Russian language, for example:



*use of specialized online platforms for learning the Russian language, which offer interactive exercises, grammar tasks, audio and video materials for the development of auditory and visual perception;

*use of mobile applications for learning the Russian language, which offer listening, reading and speaking exercises. It is also worth noting innovative methods of working with multimedia resources. Using audio and video materials, students can immerse themselves in the language environment, listen and watch the Russian language in real situations, which helps them better understand its features and develop their skills:

*use of authentic audio and video materials, such as films, songs, news, to develop listening comprehension and speech skills;

*creating their own multimedia presentations or web content where students can use images, video and sound to convey information in Russian. An important part of innovative pedagogical technologies is also the individualization of learning. With the help of various online platforms and programs, students are given the opportunity to learn Russian at their own level and at their own pace. These personalized assignments and materials help students develop their Russian language skills more effectively.

An example of this innovative pedagogical technology could be:

*creation of individualized curricula and assignments that take into account the level and needs of each student;

*using online tests and assessments to assess progress and tailor learning to individual student needs.

These are just some examples of pedagogical technologies that we use when teaching Russian to students with a different language of instruction (in our case, Uzbek and Tajik languages); their combinations and variations can be varied depending on the specific conditions and goals of teaching Russian as a foreign language. In general, innovative pedagogical technologies in multilingual education when teaching Russian as a foreign language contribute to more effective and interesting language acquisition. Communicative methods, computer-oriented learning, working with multimedia resources and individualization of learning help students develop their Russian language skills to a new level. In conclusion, despite the shortcomings of using innovative pedagogical technologies in multilingual education, they help to increase the motivation and effectiveness of language learning, develop intercultural competence and create a comfortable educational environment for students.

They help make the language learning process more interesting, accessible and exciting for all participants in the educational process.

References:

1. Bakhrieva Sh.D. "Eugene Onegin" in the multilingual world // XXXIII Pushkin Readings. – Moscow. November 2023.
2. Bakhrieva Sh.D. The specifics of teaching Russian in Uzbek-speaking groups: problems and prospects // Language, culture and professional communication in modern society. Materials of the XII International Scientific Conference. Tambov: Derzhavinsky Publishing House, 2023, pp. 33-37.
3. De Witt G. The evolution of global concepts, trends and challenges in the internationalization



- of higher education // Education issues. 2019. No. 2. pp. 8-34. doi: 10.17323/1814954520192834.
- 4.Leshchenko Yu. E. The formation of interlanguage relations in the situation of educational bilingualism // Bulletin of PNRPU. Problems of linguistics and pedagogy. 2016. No. 2. pp. 147-156. doi: 10.15593/2224-9389/2016.2.14.
- 5.Malykh L. M., Zhukova A.V. The model of multilingual education in a multiethnic region (based on a general education institution). Izhevsk: Publishing Center «Udmurt University», 2016. 208 p.
- 6.Uraskina N. I., Panteleeva V. G. The origins of bilingual education and its role in the system of modern educational space of Udmurtia // Bulletin of the Udmurt University. 2018. Vol. 28, No. 2. pp. 249-256.

