

## ISSUES OF MULTILINGUALITY IN THE EDUCATIONAL PROCESS

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### **Abstract**

*In this article, the implementation of multilingual education in non-philological directions, the development of professional and socio-cultural competence is covered.*

### **Keywords**

*Multilingualism, multiculturalism, non-philological orientation, professional requirements, socio-cultural competence, bilingual linguistic personality.*

Today, the educational system is faced with the task of preparing a multifaceted intellectual person who works freely in a multicultural space, knows more than one language. In this case, the modern requirements for the organization of the educational process are explained by the changes in the political, social and cultural spheres of the society, and the main attention should be focused on the student's personality and interests, his creative and cognitive potential. Therefore, today the requirements for the quality of knowledge of foreign languages are changing, there are demands and needs for determining the most optimal approaches to the early development of foreign language speech, and for the formation of both professional and socio-cultural competences in the process of acquiring foreign languages.

The need of students studying in non-philology fields to exchange ideas in the professional field, to master the innovations recognized by the world community and to apply them in their field makes the development of multilingual competence of non-philology students extremely urgent. At the same time, the socio-cultural aspect, which determines the relationship between language and culture, cannot be ignored in the formation of a multilingual educational environment.

All this shows the urgency of the issue. Today, the issue of multilingual competence formation is widely studied in the developed countries of the world, including the USA, Germany, Korea, and Russia. In particular, in the Russian experience, the tradition of implementing bilingual education programs is a process with political and social roots, and the main goal of the initial programs is to teach

the Russian language to immigrants from other countries, thereby ensuring their easy integration into society, and at the same time, national minorities living in the territory of multinational countries much attention is paid to the preservation of national identity. Over time, the goals of education have been revised, and the issue of multilingualism has begun to be recognized as a factor determining the level of development of professional and cultural potential in language education.

E.G. Asimov and A.N. In Shchukin's (2009) new dictionary of methodological terms and concepts, bilingual education is understood as education that includes the acquisition of scientific knowledge. According to them, simultaneous use of two languages - mother tongue and non-native language - leads to the acquisition of a foreign language as a means of communication and a means of educational activity.

The topic of the influence of bilingual education on the development of young children is also one of the issues widely discussed in foreign research. The indicators obtained at the end of the academic year, the performance criteria of the indicators of language acquisition and general acquisition of the vocational science program, show that this problem depends only on the quality of bilingual educational programs. Another important aspect is the issue of bilingual cognitive development, and the issue of assessing the level of intellectual abilities and cognitive skills formation of bilingual children is attracting more and more attention.

In today's era of globalization and digitalization, the development of bilingual technology creates the need to develop bilingualism in society from an early age. The thesis about the cognitive advantage of bilingual children is increasingly confirmed. Issues of considering bilingual education not only from the point of view of the child's acquisition of a second language, but also from the point of view of creating conditions for his intellectual development are becoming urgent. Another main task of such educational programs is the formation of bicultural personality in bilingual students.

Bilingual educational programs of modern educational institutions are aimed at the formation of effective bilingualism among students, and E. According to V. Vereshchagin, it is manifested not only in the ability to understand texts in a foreign language, but also in the ability to create them in two languages.

In conclusion, it can be said that today in the educational process, the analysis of the specific aspects of the approaches that correspond to modern trends and thereby introducing new innovative directions is one of the urgent issues.

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