

DEVELOPMENT OF BILINGUALISM AND INTERCULTURAL COMPETENCE IN MULTILINGUAL EDUCATION.

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Annotation: This article elucidates the importance of multilingual education in cultivating bilingualism and intercultural competence. It discusses strategies such as integrated language instruction and cultural immersion to empower students in navigating diverse global contexts. Essential reading for educators seeking to promote linguistic and cultural proficiency in their classrooms.

Keywords: multilingual education, bilingualism, intercultural competence, language instruction, cultural immersion, global contexts, language proficiency, cultural sensitivity, educational strategies, diversity.

Annotatsiya: Ushbu maqola ikki tillilik va madaniyatlararo kompetentsiyani rivojlantirishda ko'p tilli ta'limning ahamiyatini yoritadi. Unda talabalarga turli global kontekstlarda navigatsiya qilish imkoniyatini berish uchun integratsiyalangan til o'rgatish va madaniy o'zlashtirish kabi strategiyalar muhokama qilinadi. O'z sinflarida til va madaniy bilimlarni oshirishga intilayotgan o'qituvchilar uchun muhim o'qish.

Kalit so'zlar: ko'p tilli ta'lim, ikki tillilik, madaniyatlararo kompetensiya, til ko'rsatmasi, madaniy o'zlashtirish, global kontekstlar, tilni o'rgatish, madaniy sezgirlik, ta'lim strategiyalari, xilma-xillik.

Аннотация: В этой статье мы попытались выяснить важность многоязычного образования в культивировании двуязычия и межкультурной компетентности. В нем обсуждаются такие стратегии, как интегрированное обучение языку и культурное погружение, чтобы дать учащимся возможность ориентироваться в различных глобальных контекстах. Основное чтение для преподавателей, стремящихся продвигать языковые и культурные знания в своих классах.

Ключевые слова: многоязычное образование, билингвизм, межкультурная компетентность, языковое обучение, культурное погружение, глобальные контексты, владение языком, культурная чувствительность, образовательные стратегии, разнообразие.

Introduction. In an era of globalisation, multiculturalism, and interconnection, multilingual and intercultural competency are critical educational goals. Multilingualism, the ability to speak fluently in two or more languages, and intercultural competence, the ability to traverse and comprehend multiple cultural situations, are widely seen as critical qualities for success in the modern world (García & Lin, 2016; Byram et al., 2002). Multilingual education, also known as "Ko'p tillilik ta'lim" in Uzbek, can successfully promote these abilities. Multilingual education is an educational paradigm that values

linguistic and cultural variety and recognises the benefits it offers to the learning experience (Cummins, 2000). Multilingual education attempts to provide children with the linguistic ability and cultural awareness required to flourish in varied global environments by teaching them in many languages, frequently in conjunction with opportunities for cultural immersion and interaction (Genesee, 2007).

At the heart of multilingual education is the objective of developing bilingualism. This goes beyond simple language acquisition to include a thorough comprehension of the grammatical structures, cultural subtleties, and societal practices connected with each language. Schools prepare children for bilingualism by immersing them in contexts where many languages are spoken, whether through bilingual education, language immersion programmes, or language-rich curriculum (Swain & Lapkin, 1998).

As multilingual education gains global recognition and momentum, it is critical to address the obstacles and hurdles that may prevent its implementation. One such difficulty is a lack of experienced bilingual instructors who have the linguistic and cultural skills required to provide high-quality education in several languages. Investing in teacher training programmes and professional development efforts is critical to ensuring that educators have the information, skills, and resources required to promote bilingualism and intercultural competency in various educational contexts (Thomas, 2016).

Furthermore, authorities must prioritise money and resources for multilingual education programmes, particularly in areas where language and cultural variety abound but access to excellent education is limited. By dealing with such problems and raising awareness for bilingual education, we may better equip kids to succeed in our interconnected and culturally varied world. Additionally, promoting collaboration and partnerships among educational institutions, community organisations, and language stakeholders is critical to the success of multilingual education projects. Collaborative approaches can help to design comprehensive language policies, curricular frameworks, and assessment processes that represent the linguistic and cultural variety of the populations served.

Moreover, community engagement initiatives like language festivals, cultural exchange programmes, and heritage language preservation projects can help students interact with their linguistic and cultural heritage while instilling a sense of pride and belonging in their communities (Liddicoat et al., 2003). By combining the knowledge and resources of diverse stakeholders, we can develop inclusive and culturally responsive learning environments that enable students to become engaged global citizens with a profound awareness of language and cultural variety. In addition, multilingual education goes beyond language acquisition and includes the development of intercultural competency (Deardorff, 2009). In an increasingly linked world, the capacity to negotiate cultural differences with awareness and empathy is critical. Multilingual education allows pupils to engage with other cultural viewpoints, which fosters mutual understanding and tolerance across cultural borders.

Effective ways for encouraging bilingualism and intercultural competency in multilingual educational contexts include:

Language teaching: Rather than considering languages as separate courses, multilingual education includes language teaching throughout the curriculum. This method encourages students to understand language as a tool for communication and expression across academic fields, reinforcing language acquisition in relevant situations. In this way, the average of learning skills increases dramatically by not facing any challenges while learning new language.

Cultural Immersion Experiences: Study abroad programmes, cultural exchanges, and multicultural festivals are examples of immersive experiences that expose students to diverse languages and cultures directly. These encounters not only improve students' language abilities but also their knowledge of cultural variety and intercultural competency. Since it makes students to understand without much difficulties and learn faster than just learning grammar and vocabulary of the language which they want to learn.

Project-based learning allows for collaborative, multidisciplinary projects in which students must communicate and interact in many languages. Students improve both language proficiency and intercultural competency as they engage in real-world projects with classmates from various linguistic and cultural backgrounds. Even though they come to face with some problems about communicating with other people at the beginning, they get used to it as time passes.

Digital resources and technology, such as online language learning platforms, multimedia materials, and virtual exchange programmes, can supplement traditional classroom instruction by giving students more opportunities to practice language skills and interact with diverse cultural content. Also, exchange information, ideas, thoughts or opinions between students can bring a lot of benefits with the help of modern technology.

Professional Development for Educators: Educators are critical to promoting multilingual education. Ongoing professional development programmes and seminars may provide teachers with the information, skills, and instructional techniques necessary to effectively foster bilingualism and intercultural competency in the classroom. Both sides as teachers and students gain more advantages from this professional development programmes.

Conclusion. Schools play a pivotal role in preparing students to thrive in an increasingly interconnected and culturally diverse world by prioritizing bilingualism and intercultural competency within multilingual education environments. Beyond academic performance, competency in multiple languages and cultural awareness are vital advantages that enable individuals to communicate effectively, collaborate constructively, and navigate global environments with confidence and dignity. As educators and governments recognise the value of multilingualism and intercultural understanding, investment in multilingual education becomes critical to creating inclusive, internationally capable societies (Byram et al., 2002). By embracing linguistic diversity and fostering cultural empathy, we not only equip individuals with essential skills for success but also

contribute to the creation of a more interconnected, harmonious world (García & Lin, 2016).

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