

## ENGLISH LANGUAGE TEACHING IN POLYLINGUAL EDUCATIONAL SPACE

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**Annotation :** *This article considers multilingual education as relevant direction of development of the modern educational system. Organization problem updated English lessons in a multilingual environment. English teaching technologies are described language that may be applicable in multilingual schools. The article presents such technologies like CLIL, LLAC and gaming technologies.*

**Keywords:** *multilingual educational space, multilingualism, student, English lesson, CLIL, LLAC, game technologies, language, culture, literature.*

**Annotatsiya:** *Ushbu maqolada ko'p tilli ta'lim zamonaviy ta'lim tizimini rivojlantirishning dolzarb yo'nalishi sifatida ko'rib chiqiladi. Tashkilli muammosi ko'p tilli muhitda ingliz tili darslari yangilangan. Ingliz tilini o'qitish texnologiyalari ko'p tilli maktablarda qo'llanilishi mumkin bo'lgan ta'riflangan tildir. Maqolada kontent va tilni integratsiyalashgan o'rganish, til adabiyoti, badiiy madaniyati va o'yin texnologiyalari kabi texnologiyalar keltirilgan.*

**Kalit so'zlar:** *ko'p tilli ta'lim maydoni, ko'p tillilik, talaba, ingliz tili darsi, kontent va tilni integratsiyalashgan o'rganish, til adabiyoti, badiiy madaniyati, o'yin texnologiyalari.*

The process of introducing Uzbekistan to the international community, the integration of peoples and languages, the formation and change of relations between Uzbeks and foreigners, new goals of communication - all this serves as a prerequisite for the emergence of new requirements for specialists, which, in turn, is reflected in theory and practice of multilingual education.

Modern researchers and scientists are significantly reconsidering their views on the problem polylingualism and its influence on modern education. The labor market is increasingly the need for specialists who speak several foreign languages and are able to use them in social and professional communication.

Sociologists note that the participant in interlingual business communication who owns knowledge of more foreign languages, can understand the mentality of a representative of a foreign language culture, which is the most important aspect in the multilingual training of students. This means that multilingualism is becoming an integral component of modern education.

According to A. Sores, employers should give preference to multilingual candidates or those who speak at least one foreign language when hiring.

employees with knowledge of a foreign language communicate better, cooperate successfully, negotiate and come to a compromise.

One of the most important methodological problems in the modern educational space is the organization of the learning process in a multicultural environment, which will ensure the study of a foreign language as a phenomenon of the national culture of other peoples through the student's awareness of the differences between the culture, mentality of the people of the country of the language being studied and the native country.

The study of a foreign language involves a wide and varied use of interdisciplinary connections, is characterized by multi-level, multi-functionality, humanitarian orientation, focus on personal development and its social adaptation to the conditions of a rapidly changing multicultural and multilingual world.

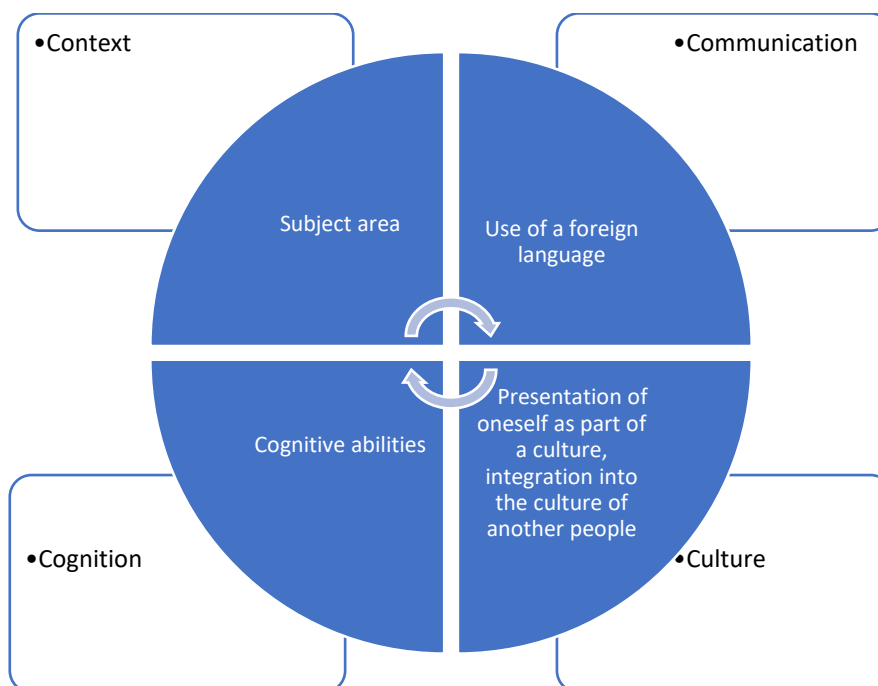
Teaching a foreign language in a multilingual environment should be based on the principles of developmental education, its individualization, the dialogue of cultures, and the principle of an integrative approach. Under such conditions, the integrative approach is understood not as the teaching of a foreign language and other subjects in interconnection, but as the creation of optimal conditions for the manifestation and development of various types of personality activity in English classes.

For the effective and productive organization of a multilingual educational space in an English lesson, it is necessary to use a variety of pedagogical technologies that contribute to the appropriation of the meanings of self-development and self-improvement by a person, which involves changing the nature and method of learning languages in order to prepare a multilingual personality.

So, in teaching English, CLIL technology (Content and Language Integrated Learning, or subject-language integrated learning), which is one of the most common pedagogical technologies, can be used. The use of this technology during the lesson involves the study of the subject through a foreign language, and a foreign language through the taught subject. To implement the CLIL technology, it is necessary to form multilingual groups (purposefully select a specific audience that is suitable for learning several languages), as well as adhere to the components of the technology.

The use of CLIL technology requires taking into account several aspects: the choice of a topic of interest to students, the choice and selection of lexical material according to the level of language proficiency of the group, the choice of appropriate grammatical structures, the mandatory use of text and reliance on it, and the compilation of a bright graphic organizer. Accounting for the latter aspect

is mandatory, since a graphic organizer is a written communication toolkit that contributes to the representation of a student's knowledge and competencies. Thus, the compilation of such an organizer contributes to the activation of the cognitive activity of students.



**Figure 1. Components of CLIL technology.**

Despite the fact that CLIL is, first of all, teaching general knowledge, and not multilingualism, the following elements of this technology can be applied in an English lesson in a multilingual space:

1) "5 Minute Interview Activity" (five-minute interview) involves writing on stickers questions in a foreign language that you would like to ask a teacher or classmate;

2) "ABC dictation" (dictation) involves recording answers to questions asked by the teacher, for example, "What associations do you have when watching this video?";

3) "Question Loop" or "Question Loop", in which students answer questions on one topic on one side of the sheet, and on the other side - to another question;

4) "True - False Dictation" or "True or False", while the truth is written in the native language, and the lie in a foreign language.

Along with CLIL, the LLAC technology is distinguished, another tool for studying and learning about the culture, traditions and speech characteristics of the countries of the language being studied. The essence of the technology is to decipher each letter of the abbreviation of the technology name: L - language, L - Literature, A - Art, C - Culture).

The technology is aimed at developing the individuality of the individual through the study of languages. There are 3 stages of the implementation of the "LLAC" technology: diagnostic stage (initial level education of students in a multilingual educational space), the design stage (game methods with the inclusion of a cultural and multilingual component), the organizational and creative stage (interaction and communication in a multilingual educational space through concepts "I want" - "I know" - "I do" - "I evaluate and create").

Thus, technologies such as CLIL, LLAC and game technologies can be used in English lessons in a multilingual educational space. It should be noted that the pedagogical tools of the teacher's activity are diverse, which is primarily due to the fact that in modern pedagogical practice a wide range of pedagogical technologies has been formed, the potential of which allows you to optimally organize a multilingual educational the space of a modern school in the framework of the training of future specialists.

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