

USE OF TECHNOLOGIES OF BILINGUAL EDUCATION IN HIGHER EDUCATION INSTITUTIONS OF KYRGYZSTAN (KYRGYZ-UZBEK INTERNATIONAL UNIVERSITY NAMED AFTER B. SYDYKOV)

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Abstract

Education should be approached with new perspectives, new methodologies, and new ways of integrating with traditional methods using innovative technologies. The use of innovative technologies in modern education is vital. However, the technologies themselves are useless without proper pedagogical support. Multilingual education is relevant at this time as it is a vital necessity to function effectively in society. One of the key aspects of a functioning multilingual program is the implementation of both mother language and foreign language learning and development processes to maintain harmony and balance between the two languages. The acquisition of a foreign language increases students' confidence in their bilingualism and makes them appreciate their mother language more, even leading to a desire to preserve their inherited language and pass it on to the next generation.

The language used in the classroom must be sufficiently well developed for the student to be able to cope with cognitive learning tasks. If students are forced to function in an underdeveloped second language, their cognitive system will not function at full capacity. Different languages inevitably lead to different linguistic pictures of the world and influence thinking in different ways through their structure. Learning a second language will enhance and improve a person's understanding, views, and ideas.

Keywords: biculturalism, bilingualism, communication, language, learning, native.

I. INTRODUCTION

The modern world of developed communications is diverse and multilingual. Consequently, the education system of any progressive country needs to prepare its students for life in a multilingual environment, which would provide graduates not only the freedom to choose a workplace in their home country but also the freedom of choice abroad [1].

Since the 2022-2023 academic year in the Kyrgyz-Uzbek International University (Osh, Kyrgyzstan) at the Department of Pedagogy and Methodology of Preschool and Primary Education in the direction of primary education of the Faculty of Humanities and Pedagogy, the program of multilingual education is being implemented. The goal of this program is to develop knowledge of Russian as a foreign language to the level of B2 by the graduation of students of primary education.

on the implementation of the program of multilingual education in higher education institutions, where our Kyrgyz-Uzbek International University named after B. Sydykov is included in this program [2].

2020-2021 academic years during the summer break, the teachers of the Department of Pedagogy and Methodology

The program of multilingual education in the Kyrgyz Republic began to be implemented in 2012, such reform was influenced by the "June uprising of the people" of 2010 in the city of Osh, it was necessary to strengthen social cohesion in society. The process of forming friendly relations between representatives of different nationalities is successfully embodied through educational and training initiatives. Multilingual education is an opportunity to receive education in mother language, official language and another foreign language.

In 2011, the Multicultural Education Sector of the Ministry of Education and Science of the Kyrgyz Republic, with the support of the OSCE High Commissioner on National Minorities, introduced "Multilingual and Multicultural Education" into the Kyrgyz education system. 13.04.2015 №363/1 issued an order an order of Preschool Education, Russian Philology, Kyrgyz Philology took online on multilingual education, which was organized by the Republican Institute for Advanced Training and Retraining of Pedagogical Workers of the Kyrgyz Republic and the Center for Social Integration (director Glushkova Marina Yurievna). The lecturers were Nina Raud Head of the Department of

Foreign Languages at Narva College, University of Tartu, and Victoria Bulatova, Lecturer of Russian Language at the American University of Central Asia, Bishkek. Seminars, trainings on multilingual education continue to this day.

Some students actively speak and write in their native and Russian languages (productive competence), while others are more passive, as they have more receptive abilities (i.e. understanding Russian and reading on them). Some students have a good command of both their native and second language. Others are at the initial stage of learning a second language, i.e. we are talking about ascending bilingualism [3]. Thus, language knowledge depends on the aspect and continuum [4], while the dominance of language knowledge and the level of development of this knowledge vary for each speaker.

The domains (contexts) in which Russian is learned and used vary (e.g., home, school, street, telephone, educational institution, e-mail) [5]. A person may use Russian for different purposes. For example, one language is used at home and another is used in college, in a public place.

Students who speak Kyrgyz and Russian usually use them to the same extent. Often the language learner dominates, and over time the dominant language may open the way to the next foreign language.

In situations where Russian is the language of the community, community and education has a high status and is the dominant language, parents in remote villages and ails of Kyrgyzstan speak exclusively in the mother language until the child graduates from school and then one of the foreign languages like Russian, English are added. The tactic is to provide a strong foundation for the inherited language and pass it on to the next generation.

Beginning students who want to learn Russian have a good knowledge of their native language, and with regard to the second language they are at the early stages of its acquisition. The development of proficiency in the second language is called ascending bilingualism and differs from recessive bilingualism, when there is a decline in proficiency in one of the languages, resulting in temporary non-use of it.

Students who speak Russian usually become more or less bicultural or multicultural. Someone may have a high level of bilingualism but be relatively monoculture. The process of acculturation accompanies language learning when professionals from our country, for example, learn the language of the host country. Bicultural competence includes: knowledge of the cultures of native speakers; feelings and attitudes toward two cultures; behavior in accordance with these cultural characteristics; awareness and empathy; and open display of biculturalism [6]. Culture, however, is dynamic, and bilingual biculturalism is likely to be an ever-changing hybrid combination of two cultures, what some scholars call a “third space”.

Some bilinguals live in bilingual and multilingual endogenous communities that use more than one language (mother language and one foreign language) on a daily basis [7]. Other bilinguals live in more multilingual and monocultural regions and communicate with other bilinguals, e.g., by being in town for schooling, communicating by phone, text messages via email, and social media. In cases where there is no second language community, the context is exogenous (e.g., native, two or more foreign languages) [8].

Elective bilingualism is when a person has chosen a foreign language of his/her own choice at school, college, university, i.e. a person learns a second language without harming his/her knowledge of the first language, as it happens with elite (or prestigious) bilingualism [9]. Such a choice has become possible in secondary vocational and higher education institutions in Kyrgyzstan. They learn the second language as an additional language without losing their first language. Bilingual by circumstance learn a second language due to circumstances, because of life necessity, in order to function effectively in this language in the society where this language is the official language and contributes to the integration of the republic into the world community. Bilinguals by circumstances are groups of people who must become bilingual to work in the surrounding society in order to successfully interact, actively participate in the development of the country, and master the latest achievements in their professional activities [10].

Language use cannot be separated from the context [11] in which it is used, or from the degree of interaction between different people when communicating. Language does not exist in a vacuum, it is used in a variety of life situations [12]. Language changes as actors, circumstances, roles, audiences, etc. change. Just as the prices in the theater change, so does the use of native and Russian languages. As the theater and the stage where we act change, so does our use of two or more languages. Z. K. Derbishova proves that Kyrgyz-Russian bilingualism is actively developing in Kyrgyzstan. The position of such bilingualism Russian-Kyrgyz and vice versa changes, from the situation of the community in the paradigms of social definitions [13]. Communication involves not only the structure of language (e.g., grammar, vocabulary) but also who speaks, to whom the speech is addressed, and in what circumstances. One student may have limited linguistic skills but may be successful in communication in certain situations. Conversely, a person with good linguistic skills may be ineffective in communication because of their undeveloped social interaction skills or in unfamiliar circumstances. The social environment in which native and Russian languages function is crucial for the realization of bilingualism and its understanding.

When a bilingual speaker (native and Russian) communicates with a stranger, he or she can quickly determine which language to use. Cues such as the interlocutor's clothing, appearance, age, accent, and language level will help the bilingual make his/her choice. Russian as a foreign language plays a key role in education and forms an extensive conceptsphere expressed by linguistic forms. This conceptsphere is much richer and more extensive than the ethnic language. To expand the conceptsphere of ethnic language speakers, it is important to provide educational opportunities in Russian. This opens up opportunities for a broad perception of the world and broadening the horizons of each learner. A rich concept sphere includes extensive cultural, historical, and social contexts, interaction with the wider society, participation in educational and professional spheres, and a secured linguistic identity [14].

II. THEORY AND METHODOLOGY

Social ties between people, the tendency towards social integration or “inclusion”, and linguistic solidarity, as

noted, attitudes towards language, a person's linguistic environment, the value of bilingualism and multilingualism, and the cultural value of language are all critical factors in language maintenance and transmission. Supportive bilingual education aims at developing the student's mother language as well as the coherent use of the dominant (Russian) language. This is called enriching bilingual education. Enriching bilingual education leads to cultural pluralism and linguistic diversity [15].

2021-2022 academic year teachers of the Department of Pedagogy and Methodology of Preschool and Elementary Education Tentimishova Akmaral Kamchybekovna, Abdivalieva Gulmira Abdimajitovna, Shaybekova Aziza Yrysaevna developed a basic educational program "Teacher of primary classes in multilingual school, curriculum in the direction 550700 Pedagogy, profile Pedagogy and Methodology of Primary Education, Bachelor, in which experts were Eshmatova Sazhida director of kindergarten Aktan No.73, Sulaymanova Nuskayym director of secondary general education school A. Aliyev No.30". Nominal term of study - 4 years, volume of studies credits - 240, language of study: Kyrgyz, Russian.

The structure of the main educational program includes eight modules:

1. General Professional Training Module: Humanities, Social and Natural Sciences - 44 credits.
2. Psycho-pedagogical module - 35 credits.
3. Multicultural and multilingual primary education module - 17 credits.
4. General and Professional Language Training Module - 34 credits.
5. The methodology module is 58 credits.
6. Module of disciplines of choice (elective courses) - 18 credits.
7. The module of practice on the basis of a multilingual educational organizational organization - 24 credits.
8. Module Fundamentals of Scientific Activity and final state certification - 10 credits.

The learning objectives of the core educational program are:

- possesses basic subject knowledge in the field of humanities, social and natural sciences, taking into account the trends of their development in multilingual general education schools;

- takes into account in professional activity the value bases of education, bases concepts and theories of pedagogical science and psychology;

- defines methodological features of teaching and educational activities, taking into account the linguistic and cultural peculiarities of primary school children;

- Develops and implements curriculum, lesson plans, and instructional materials in a multilingual educational organization;

- speaks languages at the following level: Kyrgyz (native language) - C1; Russian - B2;

- applies the basics of research problems on multilingual education in elementary school; possesses a set of tools to analyze and plan his/her professional research activities in collaboration with students in the educational process.

In the academic year 2022-2023 on the program of multilingual education, the experimental group was the group PMPE (Pedagogy and Methods of Primary Education), 1-22 in

the direction 550700 Pedagogy, profile Pedagogy and Methodology of Elementary Education, Bachelor's degree.

At the beginning of the school year, already in August, the teacher involved in multilingual education of the pilot group developed work programs, syllabus on which students will start learning from the new academic year 2022-2023. The team of teachers organized a meeting with parents, gave information about bilingual education, and introduced the expected achievements of students by the end of the school year.

The team of teachers meets every week and describes their plans and solutions. The language teachers together with the teachers of the subjects under study agree on the amount of sentences, concepts, and words to be mastered during the week according to the topic of the week. The curator of the group informs about the adaptation, difficulties, and progress of the students of the group [16].

To determine the language level of native and target language students, we conducted a diagnostic test in the group PMPE-1-22. The first measurement was conducted from October 3 to October 12, 2022.

Diagnostic testing consisted of five (5) subjects, contributing 80 items:

1. Vocabulary. Grammar (functional use).
2. Reading and Comprehension.
3. Letter.
4. Auditioning.
5. Speaking.

The students must score 400 points on the test, each subtest takes 30 minutes to complete, for a total of 2 hours and 30 minutes.

Then the responsible teacher checks the test papers according to the developed criteria and assigns points. All students' results are entered into the database and the language level of each student is determined. We received the following results from the first test.

III. RESULT

39 students studied in the pilot group of PMPE-1-22, 38 of them were tested, 1 student could not take part in the diagnostic testing due to health reasons. As a result of testing, the language level of the target language was determined in the participants.

Level B1 was confirmed by 7 students.

A2 level was confirmed by 6 students.

A1 level was confirmed by 4 students.

Below A1 was confirmed by 22 students.

Based on the test results, we found out that such types of speech activities as writing, speaking and listening cause difficulties for students. When discussing with students about what was difficult when performing the test and why? We received the following answers: when answering questions there is a fear of making mistakes in answers, lack of communication in Russian, lack of understanding of basic grammatical rules of the Russian language, insufficient vocabulary of words, which limits students' abilities.

Testing was conducted to determine the students' progress in achieving the level of Russian language proficiency required for academic activities. Based on the results obtained, we made adjustments to the working programs of disciplines (we determine the topics within which we can remove the main gaps in the types of speech activity).

The second measurement was conducted between March 27 and March 31, 2023. All 38 students were tested and 1 student was expelled from the program.

Level B1 - 9 students.

A2 level - 5 students.

A1 level - 7 students.

Below A1 - 17 students.

Writing and speaking were found to be difficult in test fulfillment this time. Incomplete answers to questions and errors in writing remain difficult for students.

The third measurement was conducted between June 16 and June 30, 2023.

Out of 38 students 36 students were tested, 2 students did not show up for testing.

Level B1 - 10 students.

Level A2 - 7 students.

Level A1 - 5 students.

Below A1 - 14 students.

During the third evaluation measurement of the language proficiency level, we recorded a small increase in the results, which did not quite correspond to our preliminary expectations.

The students explained that at the end of the school year, the weeks are filled with exams (retakes) and this had an impact on not passing the test on time, as well as on not good test results. There are students who have fallen from the level B1 to the level below A1. The reason for the decrease in the language level of students is expressed in the fact that there was no language support, as well as not attending Russian language courses.

IV. DISCUSSION

It is important to emphasize that no matter what stage of the academic year we are at, it is necessary to maintain a high level of activity and interest among both teachers and students. It is important to work closely with students, to provide constant motivation in their studies, as each new step taken by a student is our contribution to the formation of his/her personality.

Teacher and students at all levels of education need to develop academic language proficiency. It is believed that it takes 3-4 years for students to achieve academic proficiency in a second language. When faced with teaching academically challenging subject content to student who are not very proficient in L2, teachers sometimes resort to reducing or simplifying tasks. However, researchers warn that if instructors make students learning tasks easier than the curriculum suggests, they may limit students by immersing them in a simplistic learning environment where they cannot learn either the language or subject matter content necessary for academic success [17].

Grammar of Russian as a foreign language is a great difficulty for students. And the question arises among teachers and methodologists whether grammar is necessary for language teaching, when the main goal of language learning is to achieve the ability to communicate freely. Without knowing the grammar of the Russian language, it is impossible to speak, because this grammar is the language itself. It is impossible to memorize phrases for all occasion, because there are an infinite number of them. A person memorizes only a certain number of words, and builds from them an indefinitely large number of

any expressions he needs, including those never heard or said before. We need grammatical forms everywhere and always, and grammatical forms must be mastered first and foremost, as soon as possible. A new language cannot be taught for a long time: the language must be mastered in a short but intense period of time, or it must not be mastered at all. This may sound harsh, but it is nevertheless correct. Training of elementary speech skills should not be stretched for a long period of time because in this case the learner, without experiencing practically useful results of learning, will have time to become disillusioned with the language before he or she has mastered it elementarily. Therefore, teaching Russian as a foreign language should be primarily grammatically oriented.

Native speech has created and strengthened the skills of a certain pronunciation. He pronounces some sounds in his own way, in his native way, not as in the Russian language. All this creates certain difficulties in teaching Russian pronunciation to Kyrgyz and Uzbek students. Thus, the reasons for the difficulty in pronouncing Russian sounds and sounds combinations for the national group are caused by the differences between the phonetic systems of the Russian and Kyrgyz languages. Therefore, it is necessary for a teacher of Russian language to know the peculiarities of phonetics and phonology of the Kyrgyz language. Then the reasons for pronunciation errors of students will be clearer and it will be possible to find pronunciation teaching techniques and materials for them.

Thus, by maintaining a high standard of work, we contribute to the successful learning process and the development of individual qualities of each student. The Multilingual and Multicultural Education program will remain relevant in subsequent courses until graduation.

V. CONCLUSION AND FUTURE SCOPE

Faced with many social problems that surround our students, they will later try to analyze these problems constructively and recognize the value and merits of the Russian-speaking (multilingual) world [18].

The language that the student uses in the classroom should be sufficiently well developed for the student to be able to cope with cognitive learning tasks. In the process of completing the tasks, all kinds of speech activities in the native language or in the target language are used, this helps in the development of the student's entire cognitive system. But however, if students are still forced to function in an underdeveloped language, their cognitive system will not work at its full capacity [19].

Our training program "Primary School Teacher in a Multilingual School" included a smooth balance of subjects in the timetable, a comfortable and harmonious class schedule, which promotes effective teaching and a comfortable learning process. It also covers intellectually challenging, active and meaningful lessons that are characterized by coherence, breadth, relevance, continuity, that includes a smooth transition in terms of language.

K. D. Dobaev suggests organizing and planning with a connection to real life. Pursuing his suggestions, our training sessions turned into the field of practical experience, where life tasks closely related to reality are solved [20]. This practical orientation of learning opened up a range of opportunities to

apply the acquired knowledge in real-life situations, which made the learning process interesting.

Such sessions condition concentration not only on basic skills, but also on the development of higher-order thinking skills [21].

The results of the third measurement dropped noticeably and we realized our mistake in arranging the testing during the exam period [22], it represented an extra assignment for the students. We overlooked how critical this time can be for students. We will have to carefully consider and revise this aspect, to provide a fairer time for students' language proficiency tests.

Despite the modest result of the diagnostic testing, we are pleased, because it is a testament to our constant work and commitment to improvement. The materials we have developed help to create link between planned learning, students' lives, society and different academic subjects. The materials are aimed at the gradual development of students' knowledge and language skills: understanding [23], conceptualizing, systematizing, evaluating, reflecting on facts and experiences and of course effectively communicating the understanding and opinions through oral and written language. The learning content build intercultural knowledge, skills and constructive attitudes towards different peoples and cultures, develops media literacy [24].

We aim for sustainable development by sharing experiences not only in the current year, but also in the upcoming academic periods. We strive to create a favorable learning environment for the growth and professional development of students throughout their studies.

VI. THANKFULNESS

We express our great gratitude to the management of the Kyrgyz-Uzbek International University named after B. Sydykov, the Ministry of Education and Science of the Kyrgyz Republic, the OSCE High Commissioner on National Minorities, the Republican Institute for Advanced Training and Retraining of Pedagogical Workers of the Kyrgyz Republic and the Center for Social Integration for support and training in the field of multilingual and multicultural education.

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