

METHODOLOGICAL FOUNDATIONS FOR IMPLEMENTING  
MULTILINGUAL APPROACHES IN TEACHING ENGLISH THROUGH ICT

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**Abstract.** *The article analyzes innovative changes in higher education, focusing on multilingual approaches, modernization of teaching methods, and updated goals in foreign language education for future teachers.*

**Keywords:** *education, development, foreign languages, modern methodology, information, communication technologies, online platforms.*

**Аннотация.** *В статье анализируются инновационные изменения в высшем образовании, с акцентом на многоязычные подходы, модернизацию методов обучения и обновленные цели в преподавании иностранных языков будущим учителям.*

**Ключевые слова:** *образование, развитие, иностранные языки, современная методология, информация, коммуникационные технологии, онлайн-платформы.*

**Annotatsiya.** *Maqolada oliy ta'limdagi innovatsion o'zgarishlar tahlil qilinib, ko'p tilli yondashuvlar, o'qitish usullarini modernizatsiya qilish va bo'lajak o'qituvchilarga chet tillarini o'qitishning yangilangan maqsadlariga e'tibor qaratilgan.*

**Kalit so'zlar:** *ta'lim, taraqqiyot, xorijiy tillar, zamonaviy metodologiya, axborot, kommunikatsiya texnologiyalari, onlayn platformalar.*

### Introduction

In the modern era of globalization and digital transformation, the teaching of foreign languages—particularly English—has undergone significant methodological evolution. The emergence of multilingual education has become one of the most promising directions in applied linguistics and language pedagogy. It reflects not only the need to master English as a global means of communication but also the ability to integrate and transfer linguistic knowledge across multiple languages. Multilingualism, as both a linguistic and cultural phenomenon, enables learners to form flexible communicative competence and to participate more effectively in intercultural dialogue. [1]

The growing use of information and communication technologies (ICT) has further transformed language education, providing innovative tools for developing speech skills, linguistic awareness, and autonomous learning strategies. Digital platforms, online classrooms, and interactive media resources create conditions for authentic language practice, while also facilitating the integration of multiple languages within a single educational process.

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Within this context, the methodological basis for implementing multilingual approaches in English language teaching becomes particularly relevant. It requires the synthesis of traditional pedagogical techniques with modern ICT-based strategies, as well as the adaptation of educational materials to the cognitive and cultural diversity of learners. [2, 40-44] Multilingual methods not only expand linguistic competence but also foster critical thinking, creativity, and social responsibility—qualities that are essential in a globalized world.

Thus, the purpose of this study is to identify and justify the methodological foundations for applying multilingual approaches in teaching English through ICT. The research explores theoretical perspectives on multilingualism, practical strategies for classroom implementation, and the pedagogical conditions necessary for the development of students' communicative competence in a digital, multilingual environment.

In contemporary language pedagogy, the term multilingualism has increasingly replaced polylingualism. The concept reflects, on one hand, the means of accessing the vast achievements of global culture, science, and technology, and on the other, the use of English and other co-existing languages to resolve interethnic and intercultural tensions, promote dialogue, and build communicative bridges in contexts often marked by a “non-dialogue of cultures.”

Research findings indicate that the methodology of English language teaching involves the integration of traditional and innovative approaches, the refinement of teaching methods, the determination of instructional content, and the organization and management of educational processes. Linguistic and phonetic aspects also play a vital role in this integrative framework. [3] It is important to emphasize that the acquisition of scientific and linguistic concepts—particularly in grammar—takes place primarily during classroom activities. These sessions serve as a foundation for addressing a range of philological problems, as language learning is a continuous and cumulative process. Among the key methodological areas are the methodology of literacy instruction and reading methodology, both of which are essential for the development of students' speech competence through fluent, accurate, conscious, and expressive reading.

Teaching English through multilingual methods supported by information and communication technologies (ICT) enhances students' cognitive and practical engagement in the target language. Such methods require learners to perform various training and creative tasks that simulate real-life communicative situations, including reaction exercises, situational practice, reproduction activities, descriptive tasks, and initiative-based communication. [4] Consequently, the use of diverse pedagogical tools allows students to develop their individual capabilities, plan and manage their learning independently, and later apply these skills to regulate pedagogical processes in diverse communicative contexts.

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Given that multilingualism and polylingualism both denote the communicative and conversational abilities of a language user, it is reasonable to examine the potential of immersive technologies in interactions across multiple linguistic systems. [5] Bilingualism, in this regard, may be interpreted both narrowly and broadly, depending on the communicative context and learner proficiency.

Parallel teaching of English and another foreign language optimizes instructional time and develops meta-linguistic awareness—the ability to apply knowledge of one language to another. Since English and German share many lexical and grammatical features, learners benefit from positive transfer, recognizing structural similarities that enhance comprehension. Teachers can use comparative explanations, highlight parallels, and warn about “false friends.” Integrating both languages in lessons, through translation, discussion, and ICT-based communicative tasks, fosters authentic bilingual interaction. This comparative approach deepens linguistic insight, accelerates learning, and encourages students to consciously use cross-linguistic connections for more effective language acquisition [6].

Developing both oral and written skills in tandem is crucial. Writing activities, in particular, help students recognize lexical and structural similarities between English and German, contributing to faster vocabulary retention. Learners may be encouraged to record new English words alongside their Russian and German equivalents or, for those proficient in German, to rely solely on German translations. [7] This practice not only reinforces lexical retention but also strengthens cross-linguistic awareness and comparative thinking. Observations show that, at the undergraduate level, the effective use of multilingual methods in English language teaching depends on several factors: the availability of material and technical resources, the use of multilingual teaching materials, and the organization of both in-class and extracurricular learning within a multilingual environment. The multilingual educational setting constitutes a distinct subsystem within the broader pedagogical framework of the university, shaping its overall approach to language education.

### **Conclusion**

The study demonstrates that, in the context of teaching English to undergraduate students, the multilingual learning environment is shaped by dynamic interactions between teachers and learners. These relationships are influenced not only by instructional strategies but also by the personal characteristics and mutual perceptions of participants. Furthermore, the material and technical infrastructure, as well as the integration of ICT-based teaching technologies, play a central role in fostering multilingual communicative competence. Effective management and systematic monitoring of the educational process are also essential components of this pedagogical model.