



METHODOLOGICAL APPROACHES TO THE ASPECT OF IMPLEMENTING MULTILINGUAL TEACHING METHODS USING INFORMATION AND COMMUNICATION TECHNOLOGIES

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ABSTRACT

Teaching English includes the integration of traditional and innovative approaches, language teaching methodology, determining the content of instruction, organizational and managerial elements of the educational process, as well as linguistic and phonetic aspects of teaching.

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A thorough study of dissertation topics indicates that the problem of training English language specialists is attracting increasing attention from scholars. This is confirmed by dissertations by N.A. Shamova on the topic: "English-language film discourse in lexicographic reflection" [1], T.R. Belyaeva — "Discursive features of general scientific vocabulary as a marker of the disciplinary affiliation of a scientific text (based on modern English)" [2], A.S. Tanchuk — "Discursive characteristics of English-language webinars on teaching English" [3] and others.

However, as the analysis of psychological and pedagogical literature on the researched problem shows, namely, teaching English using multilingual methods with the application of information and communication technologies in higher educational institutions, the issue has been insufficiently covered, especially the aspect of a systematic approach to it as an integral pedagogical phenomenon.

Here, it is appropriate to note that the assimilation of systems of scientific concepts in grammar and other branches of language science occurs precisely in classes where study forms the fundamental basis for solving various kinds of philological problems, as language learning occurs continuously. The main sections of the methodology are: "Methods of teaching literacy," "Methods of reading," which for the development of students' speech is realized through fluent, correct, conscious, and expressive reading in language teaching.

Teaching English using multilingual methods with the application of information and communication technologies activates students in their cognitive-practical activities in the target language, which involve performing various training and creative tasks that set students the task of performing speech acts in situations as close as possible to real communication: reaction practice, situational practice, reproduction practice, descriptive practice, and initiative practice. Based on this, it should be assumed that the use of various tools in teaching creates an opportunity for students to develop their individual abilities, build and design educational activities, independently apply various aspects of the language, and in their future activities manage pedagogical processes, regardless of what situational activities they may be involved in.

Based on the fact that polylingualism and multilingualism mean the conversational and communicative ability of a native speaker, we believe that it would be advisable to consider the components of immersive technologies in communication involving more than one language system, since bilingualism can be understood in a limited and global sense.

The goal of parallel teaching of English and a second foreign language is not only to save time on explaining new material, but also to form in students the skill necessary for learning any foreign languages — the skill of relying on already studied languages when mastering new ones. English and German belong to the Germanic group, and they have much in common at both the lexical and grammatical levels. That is why there are many opportunities for transfer (positive transfer) of knowledge and skills from one language to another.

When learning, students compare the new foreign language with the one already studied, drawing parallels between the first and second foreign languages. In this case, the material is usually easily absorbed. Teachers also, on their own initiative, often draw students' attention to the similarities of the foreign languages being studied when explaining certain grammatical rules.

Thus, if the teacher shows students how to rely on an already studied language when learning a new one, the assimilation of the material will proceed faster. When working with vocabulary, students learning English can in many cases easily find the Russian equivalent of a particular word by comparing it with the German word. It is also possible to derive certain correspondences between these two languages at the lexical level. If these are taken into account, students will find it easier to identify unfamiliar French words. Of course, even when languages of the same group are taught in parallel, it is necessary to remember that there are so-called constructs — words similar in pronunciation and spelling that nevertheless have different meanings. For example, the English word "book" means "книга," in German — "Buch."

The teacher needs to consider this problem when organizing the lesson. In general, to make parallel instruction more effective, lessons should be structured so that students constantly work with both languages being studied. To achieve this, the following can be done. First of all, it is possible to present new material in comparison with similar material from the German language; for students whose competence in German is sufficiently high, explanation of a new topic can be offered in the first foreign language. The same applies to reading articles and other texts, which the teacher may ask students to translate (orally or in writing) not into

Russian, but into German to check comprehension. The teacher can construct communication situations involving both languages using information and communication technologies.

Such tasks will allow students, if they do not know or have forgotten the necessary English words, to replace them with German words without resorting to their native language. It is necessary to develop both speaking and writing skills simultaneously, not neglecting writing development in favor of speaking, since in writing students will more clearly see the similarities between German and English lexical units, which will contribute to faster memorization.

When working with vocabulary, it is recommended that students write down new English words with translation not only into Russian but also into German. Furthermore, if they are confident in German, they can be advised to write the translation of words only in that language. This way, students will memorize new words faster, and, firstly, they will review the corresponding vocabulary from German, and secondly, they will be able to see the main similarities and differences in both languages being studied through such visual material.

In conclusion, this study has examined the methodological approaches to implementing multilingual teaching methods with the integration of information and communication technologies in English language instruction at the higher education level. The analysis of existing dissertation research confirms a growing academic interest in this field; however, the systematic application of multilingual strategies combined with digital tools remains underexplored. The findings highlight that parallel instruction of English and a second foreign language, such as German, fosters positive linguistic transfer, enhances cognitive engagement, and accelerates the acquisition of new language material. By activating students' comparative and analytical skills, multilingual methods encourage learners to draw upon their entire linguistic repertoire, thereby reducing reliance on their native language and promoting more natural communication. The practical recommendations outlined—such as comparative presentation of material, translation tasks between target languages, and integrated vocabulary practices—demonstrate that a well-structured multilingual approach, supported by ICT, can significantly improve both receptive and productive language skills. Ultimately, the systematic integration of these methods contributes to the development of students' professional and communicative competence, preparing them for effective pedagogical activity in diverse and dynamic educational environments.

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