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Intellectual and speech development of schoolchildren in the context of multilingualism: Teaching methods

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Abstract

Relevance. The relevance of this study is conditioned by several factors. One of them is the expansion of the practice of multilingualism in educational institutions of various countries. Another, no less significant phenomenon is the awareness of the importance of the introduction of this system of education for the creation, improvement, and further development of both cultural and economic ties between different states. Ultimately, learning several languages makes the consciousness of students more flexible, creates the ground for the development of a positive worldview and thinking in general.

Purpose. In order to generalise the findings, the paper provides a diagram drawing, which shows a panorama of the state of the structure of the multilingual school at the present time. It includes a number of components that are leading in the process of training teachers of multilingual educational institutions, including in the practice of implementing educational programmes based on universal and effective methods of presenting material related to foreign languages.

Methodology. The search, collection, research of teaching methods in the conditions of the noted education system is carried out, with the derivation of categories of this process and the characteristics of each of them.

Results. This paper analyses materials related to the study of the problem of intellectual and speech development of schoolchildren in the context of multilingualism.

Conclusions. In conclusion, the forecast of the further development of this area, its prospects for the life and activities of society are given. It is reported that the system of modern education is designed to respond directly to the global processes taking place in society. These include the integration of various cultures and ethnic groups into the global cultural and economic space.

Keywords: multilingual context; pedagogical principles; cultural globalisation; economic integration; effectiveness of educational programme implementation.

Introduction

Multilingualism, as a phenomenon, has two fundamental spheres of its manifestation in life: multilingualism as an individual phenomenon peculiar to a particular individual, and multilingualism as a social factor characterising the activity of an entire social group. The presence of multilingualism in the educational environment favours the interaction with other cultures, the comprehension of which contributes to the enrichment of society, conditioned

upon the gradual implementation of multiculturalism, in particular, intercultural education. The system of multilingual learning also has a positive effect on the mental environment of society and an individual, contributing to the expansion of the scope of perception by consciousness of the surrounding reality as a multifaceted and mobile object. It also contributes to the high mission of humanism, the principles of which are based on the equality of all people, ethnic groups and cultures of the

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Earth. The issue of preserving and passing on the linguistic traditions of national minorities to subsequent generations becomes essential [1]. In terms of political stability and diplomatic relations, this sphere plays an invaluable role, as it contributes to the resolution of ethnic conflicts and their prevention in the future, through a bridge of constructive comprehension of the life of peoples, which should gradually replace national and religious oppositions and confrontation [2].

Knowledge of foreign languages, in general, becomes a very significant skill in the field of personal and professional communication of a person, and contributes to the development of an internationally oriented personality [3; 4]. Ultimately, the expansion of the use of the multilingual learning system contributes to the development of a high level of knowledge, and in the future – professionalism among students, which, in turn, becomes a direct reflection of pedagogical progress.

The factors listed above became the basis for the creation of this paper. Its main theme and, at the same time, the goal is to reveal such a phenomenon as multilingualism in the context of educational, cultural, and economic spheres. It acts as an object, the analysis of which is carried out in this study. Admittedly, this issue is increasingly relevant, becoming in demand in various countries and spheres of public life. In particular, the success of mastering a certain subject (discipline) is ensured by the development of the ability of consciousness to perceive information from various sources, including those from a foreign culture [5-7]. The key to the realisation of such a path is in the study of foreign languages, which, in turn, is facilitated by a multilingual learning system. As evidenced by the practical experience of teaching in various countries, it embodies a modernised approach to the content of educational programmes and their implementation. Presenting a new, more complex structure of such a phenomenon as the educational process, the system in question requires the introduction of learning principles that contribute to the effective implementation of pedagogical projects. Thus, the problem of identifying and creating a database of productive methods of submission and mastering of educational material by schoolchildren and students becomes urgent. The issue of training of pedagogical personnel contributing to improving the level of knowledge of students in general and, in terms of mastering foreign languages, in particular, is significant. The multilingual learning system has a direct impact on the expansion of the individual's abilities to capture valuable information about the world and memorise the necessary information. It also turns out to be one of the leading prerequisites for the economic prosperity of states, as it creates a strong bridge between peoples and their cultures, and after that – industrial and trade interaction. Scientific cooperation takes place in the same way [8-10].

This phenomenon is an integral system consisting of a number of components. Their display, characterisation, and the definition of the functions performed by them, become the leading aspect in this study. A description of the content of each of the elements of the structure under consideration is also given. This, in turn, determines the scientific originality of the publication, its relevance, volume, and serves as an aid for further study of this area

by such areas as linguistics, psychology, pedagogy, cultural studies, sociology, political science, economics.

Materials and Methods

For the purpose of the most profound disclosure of the problem of intellectual and speech development of schoolchildren in the context of multilingual education, it is necessary to analyse the phenomenon of multilingual education as an integral system and deduce its categories and give their definition, description, the role and significance that they perform in the context of this structure. This paper uses such methods as collecting information, analysing it, determining the leading components of the system of multilingual educational practice, the basis of which is the material under study and their configuration, in accordance with the content. The principle of graphic generalisation (drawing-scheme) is also applied, revealing a panorama of methodological approaches to teaching schoolchildren in the conditions of such a structure as multilingualism. The process of collecting and analysing materials on this topic is a necessary stage in revealing the leading conditions for the implementation of a foreign language learning programme in the context of multilingual education. One of them is the use of information and communication technologies that facilitate the student's immersion in an environment where the language of another culture is the main one.

Another, no less significant condition for the intellectual and speech development of schoolchildren in the conditions of multilingualism is monitoring the emotional state and cognitive attitude of students to this system, the influence of students' mood on the quality of the educational process, and monitoring and evaluating the level of assimilation of the material. The complete set and study of methods used in the pedagogical practice of multilingual teaching are also essential for the in-depth investigation of this problem. Among them, as evidenced by the analysis of sources, the most effective are: the didactic principle (in particular, consideration and comparative characteristics of the structure of words and sentences); systematisation of knowledge; consolidation of learned material; development of a mechanism for direct switching from one language to another; identification of features peculiar to different languages (in particular, grammatical and syntactic, lexical, including graphical and semantic aspects); an integrated approach involving the study of several foreign languages in one lesson.

The success of the result of mastering teaching methods is based on understanding their base. To this end, approaches to the presentation of the curriculum and options for its development during classes were found and analysed. These approaches include: communicative, culturally active, personality-oriented, and interdisciplinary. The completeness of the study also implies a detailed consideration and study of the content of the approaches noted above. It is based on such grounds as: the principle of equality of the categories "teacher – student" and their cooperation during the lesson (communicative approach); the principle of assistance to the child in their development as a person by the teacher (personality-oriented approach); the principle of understanding, acceptance and recognition by the teacher of all the qualities of the child (communicative and

personal-oriented approaches act in synthesis); the principle of selecting optimal communication tactics, which also contributes to the successful socialisation of the student (culturally active and interdisciplinary approaches) [8], and the principle of studying a certain subject using a foreign language and vice versa (interdisciplinary approach).

Further, it is necessary to disclose such an aspect as the content of the lesson, which takes place in the conditions of multilingual learning. This contributes to obtaining the most complete picture of the teaching system that exists today. The content of the lesson, as evidenced by the collection, analysis of materials and conclusions are ideological, semantic, and didactic training components.

The ideological and semantic elements should include: content; communication, the purpose of which is to comprehend the principles of language acquisition; cognition, which supports the development of thinking abilities; culture, which allows realising oneself as a part of both local and global civilisation. The didactic training elements of mastering the programme in the conditions of multilingualism include: writing, listening, reading, and speaking.

It is necessary to reveal the essence of such a category of a multilingual learning system as forms of work in the classroom. It is their professional and optimal choice that determines the effect of teaching activities, the completeness of the material provided to students and the quality of its development. They are represented by such types as: conversation (in particular, "Five-minute Interview Activity"); memory and spelling training ("ABC dictation"); development of skills of adaptation to a different language environment, "brainstorming" (in

particular, intellectual mini-projects: "Grab it!", "Draw it!", "Question Loop", "True-False Dictation"; development of the ability to think in a foreign language (graphic organiser (communication tools using graphical notation); "Placemat", "Balloon Debate".

Mastering the full scope of knowledge of foreign languages presupposes the presence of such a category as the facilities and resources. The facilities and resources that ensure the organisation of multilingual training are the following conditions: a textbook, an environment that creates the ground for the perception of foreign languages and their use in one's own speech, information and communication technologies, and the opportunity to improve professional and practical skills provided to teachers of foreign languages through courses, webinars, and other forms of improvement qualifications.

Results

In the process of researching materials devoted to the intellectual and speech development of schoolchildren in the context of multilingualism, the need for such factors (categories) as the educational environment, multicultural space (social, philosophical, and aesthetic sphere), and the establishment of a vocabulary base, the use of modern engineering equipment, in particular, multimedia tools when learning several languages at the same time for their more effective assimilation (technological sphere).

Table 1 shows the basic areas (categories) that are the leading components of the multilingual learning environment.

Table 1. Areas (categories) of multilingual learning and their content

Conditions of intellectual and speech development of students in the context of multilingualism	use of information and communication technologies that allow students to immerse themselves in a new language atmosphere; observation and diagnosis of the emotional state, cognitive propensity of students in relation to a foreign language environment, the influence of students' mood on the quality of the educational process; verification and evaluation of the success of the development of the programme; resources (textbooks, including those related to modern software, for the successful implementation of the educational programme)
Methods used in the pedagogical practice of polylingual education	didactic principle; systematisation of knowledge; consolidation of the learned material; development of a mechanism for direct switching from one language to another; identification of features peculiar to different languages (grammar, syntax, vocabulary); integration technique involving the study of several foreign languages in one lesson
Approaches to the implementation of the curriculum	communicative (the principle of equality of the categories "teacher – student" and their cooperation during the lesson, the principle of understanding, acceptance and recognition by the teacher of all the qualities of the child); culturally active (the principle of selecting the optimal communication tactics, which also contributes to the successful socialisation of the student); personality-oriented (the principle of assistance to the child in their development as a person on the part of the teacher, the principle of understanding, acceptance and recognition by the teacher of all the qualities of the child); interdisciplinary (the principle of selecting the optimal communication tactics, which also contributes to the successful socialisation of the student, their psychological adaptation in a new language environment)
Lesson content	ideological and semantic element: content; communication; cognition; culture;

didactic training elements of mastering the programme in the conditions of multilingualism: (writing, listening, reading, and speaking)

Table 2 provides a description and comparative characteristics of the forms of work in the classroom for students of two age groups: schoolchildren from 8 to 14 years old; students of college and higher education institutions from 15 years and older.

Table 2. Forms of the lesson in the context of different age groups:

Approximate forms of work in the classroom for schoolchildren from 8 to 14 years old	Approximate forms of work in the classroom for students of college and higher education institutions aged 15 and older
<p>Lessons in the form of quizzes, competitions and games (orally, in writing – to consolidate spelling norms);</p> <p>Lessons based on non-conventional presentation of material (for example, creative report, performance of songs in a foreign language, including the selection of words necessary to create a rhyme);</p> <p>Lessons that resemble the form of a speech to the audience: discussion, interview;</p> <p>Lessons imitating activity: lesson-investigation;</p> <p>Lessons in the form of activities: excursions, trips, walks, role-playing games (didactic and physical), a week of foreign languages at school;</p> <p>Fantasy lessons: a fairy tale, performance, video, virtual trip to another country, surprise.</p> <p>Integrated lessons (combining various forms of work on the material) [11].</p>	<p>"5 Minute Interview Activity";</p> <p>"ABC dictation";</p> <p>"Grab it!": the speaker reads the definitions, and other members of the group quickly find the words corresponding to them and grab the cards;</p> <p>"Post it!": students visualise text in a foreign language with the help of paintings depicting various objects;</p> <p>"Question Loop": a technique that contributes to the effective development of students' abilities to in-depth understanding of foreign speech and its active use in their own practice;</p> <p>"True-False Dictation": an exercise that promotes the development of memory and attention;</p> <p>"Placemat": the development of the ability to freely express their thoughts in the form of an essay, and to make competent comments to the text from the standpoint of spelling and style;</p> <p>"Balloon Debate": consolidating the skills of speaking in front of a group (audience), which consists in the ability to convey own opinion, as well as the opinions of adherents to listeners, captivate them with speech and hold their attention on this, convincingly arguing their views and position in relation to certain phenomena and outstanding individuals whose names are written on the surface of balloons;</p> <p>Graphic notation or organiser (in the form of diagrams of various shapes): a way to maintain written communication between students, consolidate the skills of representation acquired in the learning process of knowledge, ideas and concepts. In this case, the goal on the part of the teacher is to visualise all the information received so that students can analyse it based on schematic images when repeating the material, when preparing homework and catch the relationship between the information provided by the teacher.</p>

Source: [12].

All the noted forms of work on the material in the context of multilingual learning, without exception, contribute to the development of an integral system of foreign language acquisition skills among students. These include: a sense of a new linguistic environment and its deeper understanding, perception; audio and visual adaptation to the speech fund of other linguistic cultures; acquisition of vocabulary necessary for understanding foreign speech and its use in practice; development of spelling norms and their improvement; mastery of

pronunciation standards (phonetic aspect); acquisition of the ability to think in a foreign language. In addition, they create the ground for motivating a person to comprehend other cultures, traditions, and linguistic spheres. In general, the whole listed set of elements (they are also the leading categories of the system of multilingual education) contributes to the effective and successful development of intellectual and speech abilities of both schoolchildren and students.

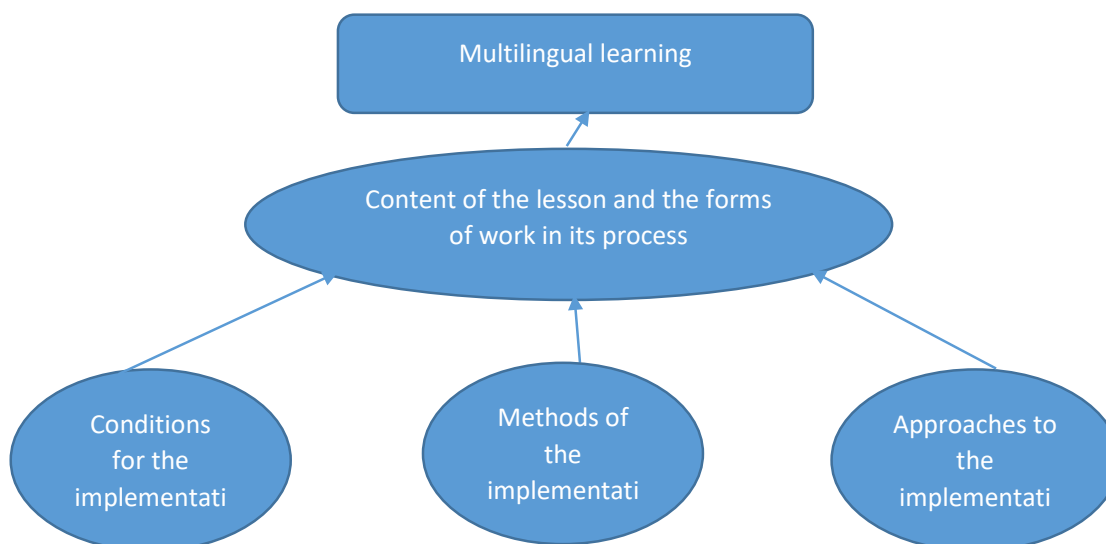


Figure 1. Leading components (categories) of the multilingual learning system

Thus, the structure of the educational process associated with the study of foreign languages is formed by elements that reflect the conceptual, target, methodological, psychological, motivational, cognitive, and cultural aspects. The conceptual aspect embodies the essence and significance of such a phenomenon as multilingual learning. The target component assumes the meaningfulness of the use of this education system and the mechanisms of its implementation. The methodological element contains a set of means for mastering the educational programme in the context of multilingualism. The motivational aspect lies in the positive results (for an individual and a social group as a whole) of mastering several languages. The cognitive component reflects the nature of multilingualism, based on the comprehension of not only the language itself, but also the culture and way of life of the population of other countries. The cultural element is based on developing a respectful attitude to the traditions of other peoples, creating bridges of friendship and interaction between them, and also contributes to the progress of diplomatic cooperation. Acting in unbreakable unity with each other, they contribute to the implementation of educational programmes of all types and levels of complexity in the context of multilingual learning.

The intellectual sphere and the speech stock act as two complementary parts of a single system that embodies the progress of each individual and society as a whole [13]. Multilingualism is revealed as a phenomenon that stimulates the development of these spheres. Therefore, knowledge of the methods of mastering educational programmes in this context is of paramount importance for the preservation and transmission to subsequent generations of cultural and, in general, human values. The leading methods of teaching foreign languages are, as already noted: the didactic principle (a series of techniques for visual and deep presentation of material); systematisation of knowledge; consolidation of learned material; development of a mechanism for direct switching from one language to another; identification of features peculiar to different languages (grammar, syntax,

vocabulary); integration technique involving the study of in one lesson of several foreign languages.

Discussion

In the process of studying the problem of intellectual and speech development of schoolchildren in the context of multilingualism, researchers focused their attention and analysed in detail various areas of this system. Thus, the study by Usmanova is devoted to the integrated type lesson, where content and language platforms (Content and Language Integrated Learning) are combined. In particular, the researcher notes the development of students, within the framework of classes of this type, not only the skills of mastering spelling, understanding foreign speech, but also critical, independent thinking, expanding their cultural horizons in general and respectful attitude to the classical norms of international communication [12; 14].

The choice of an effective strategy for the implementation of educational programmes in the context of multilingual learning is also of research interest. Simonyan refers to one of such examples in her study [15; 16]. In her opinion, this phenomenon is based on: consistent mastering of the original language (its leading function is to express own thoughts, emotions, and feelings); gradual transition to a new linguistic environment; developing a sense of the interconnection of various linguistic spheres; uniform "immersion" in them; conscious use of native and foreign languages in various situations; expansion the framework of intercultural communication and its activation; awareness of the choice of linguistic context in the process of communication; the development of the ability to think voluminously, in some cases, in contact with abstract categories, as well as concretely; the practice of creating a favourable environment for interlanguage and intercultural dialogue [17-19].

The importance of socio-cultural development of children in the context of bilingualism, the expansion of the framework of the bilingual educational environment are the most important facts of setting and solving the

problem of intellectual and speech development of schoolchildren in the context of multilingualism, according to Ulzytueva [20; 21]. It is necessary to take into account this phenomenon already at the initial stage of teaching foreign languages, since its successful implementation contributes to the deep development of the subject. Experts see the foundations of the economic prosperity of states in maintaining a multilingual education system. In particular, the cultural and linguistic values brought by immigrant children into the life of the United States are considered as valuable assets, the use of which through bilingual education turns out to be an effective way of students' academic performance, their social and psychological well-being, and increasing prospects in the labour market [22-24].

The researchers also consider such an aspect as the development of cognitive skills of students through the introduction of a multilingual education system. Monitoring of the results of the development of educational programmes in higher educational institutions has shown that students receiving academic education in the context of multilingualism study more successfully, due to the development of cognitive abilities so necessary for learning [25; 26]. Multilingualism as a sociocultural phenomenon is studied by Varlamova. It is revealed as a method and means of the cognitive process, as well as an important element of culture and a means of communication [27]. Thus, the interdisciplinary context of its implementation manifests itself, consisting in interaction with such fields as cultural studies, sociology, psychology. It also becomes the leading object of the educational policy of some countries, in particular, Lebanon. Thus, students who have completed their studies within its framework have high chances of successful employment abroad in case of emigration [28]. This creates prerequisites for the emergence of cooperation in the field of production, scientific sphere, which leads to the exchange of knowledge, cultural values and, in general, to economic prosperity. The importance of e-books in the process of multilingual learning, in particular, their help in the formation of the ability to search, learn and process information by students, is also discussed by many studies. They emphasise the effectiveness of multimedia functions in manuals of this type (audio narration and tracking animation) [29; 30].

The creation of a technique that contributes to the replenishment of the vocabulary of students in the context of a multilingual system (a scenario for the development of a vocabulary fund), based on their age psychology and needs, is investigated [31]. The role of the "monolingualism period" as an essential stage of preparing schoolchildren to master the educational programme in the conditions of multilingualism is analysed. It is interpreted as one of the ways to fully and perfectly master linguistic ideology [32-34]. Knowing thoroughly the native language, the student has every reason to study a foreign language in the same way (and not one). The issue of the active use of multiple mixed methods for identifying and analysing teachers' orientation to forms of learning in the context of multilingualism is considered [35]. There is a process of practical mastering of the techniques of material presentation, the conclusions obtained during the experiments on their implementation are carried out, and

the basis of the pedagogical approach to the system under study is formed. Researchers are also seriously interested in the influence of the multilingual learning system on the development of memory functions and self-control of students [1]. This creates prerequisites for the development of interdisciplinary connections related to such disciplines as linguistics, psychology, biology.

The role of multilingualism in the preservation and protection of the cultural heritage of various peoples (in particular, national minorities), their ethnic and religious identity, along with the linguistic definition is highlighted [2]. This factor contributes to the preservation of universal humanitarian values and the prosperity of each individual nation. Monitoring the principles of attracting student exchange programmes, as well as the use of local resources (the strength of local specialists in the field of foreign language learning) contributes, according to modern researchers, to improving the quality of multilingual learning and the introduction of such types of classes as Content and Language Integrated Learning [36; 37].

The psychological aspect of mastering the multilingual learning system is associated with a high level of self-esteem of graduates of educational institutions implementing this field [38; 39]. In particular, they show great openness in communication, mobility, competence, carrying out their professional activities abroad [40; 41]. The issue of studying the scope of the practice of multilingualism leads to the establishment of a "cluster of countries" where attention is paid to the study of foreign languages to one degree or another. In particular, the role of classrooms and the process of training foreign language teachers for the successful development of the educational programme by students is considered.

The attention of specialists is also attracted by the choice of certain subjects by students, which they prefer within the framework of a multilingual learning system, in particular, in the context of classes of the type of "integrated learning within a meaningful and linguistic environment". Students often focus their attention on studying those disciplines that are directly related to their future specialisation.

Studies [1-5] are also devoted to the process of developing the practice of multilingualism in the field of early preschool education. The importance of professional training of mentors in this field is noted. It becomes obvious that the effectiveness of mastering foreign languages, to a certain extent, depends on when the training began, at what age a person started it. The concept of project development called Content and Language Integrated Learning is being actively developed by specialists in the UK, Spain, and the USA. They monitor the demand for this type of classes, the degree of assimilation of educational material with the help of test tests, and a comparative characteristic of the specifics of their implementation in different regions and countries.

The problem of the development of teaching methods that contribute to the maintenance of the linguistic traditions of national minorities is significant. In particular, the interests of foreign citizens who come for employment and study in larger countries where economic prosperity is observed are taken into account. Ultimately, the system of multilingual education develops the ability to communicate effectively with people of other cultural and,

in particular, linguistic traditions, and also encourages the expansion of the use of information and communication technologies, obtaining new discoveries in the field of language pedagogy. This fact contributes not only to the preservation of the heritage of peoples, but also ensures progress in the life of society. However, the general picture of the methods of developing the intellectual and speech apparatus of students in the context of multilingual education still requires its disclosure. This phenomenon is reflected in this study.

Conclusions

During the study of the problem of intellectual and speech development of schoolchildren in the process of multilingual education, it became obvious that such a phenomenon as multilingual education is a voluminous and complex system consisting of a number of categories. They were identified and characterised by an analysis of the practice of mastering the curriculum in the context of multilingualism. Mastering the materials provided an opportunity to highlight such fundamental components of multilingual learning as: conditions of intellectual and speech development of students in the context of multilingualism; methods used in the pedagogical practice of multilingual learning; approaches to the implementation of the curriculum; lesson content; forms of work in the classroom. These are the categories of the phenomenon of intellectual and speech development of schoolchildren as an integral system. For its fruitful implementation, as evidenced by studies, it is necessary to have and unite in an inseparable unity such aspects as conceptual and target, methodological and motivational, cognitive and cultural. As evidenced by the practice of society entering the path of progress, they ensure the development of positive thinking, versatile development, a high level of diplomatic

interaction and economic well-being, not only of an individual, but also of society as a whole.

The study of this issue also revealed the importance of the presence of certain approaches to the implementation of the educational programme. These include: communicative, culturally active, personality-oriented, and interdisciplinary. They are based on such grounds as: the principle of equality of the categories "teacher – student" and their cooperation during the lesson (communicative approach); the principle of assistance to the child in their development as a person by the teacher (personality-oriented approach); the principle of understanding, acceptance and recognition by the teacher of all the qualities of the child (communicative and personal-oriented approaches act in synthesis); the principle of selecting optimal communication tactics, which also contributes to the successful socialisation of the student (culturally active and interdisciplinary approaches), and the principle of studying a certain subject with the help of a foreign language and vice versa (interdisciplinary approach).

The data obtained during the study of the problem of intellectual and speech development of schoolchildren in the context of multilingual education, open up broad prospects for scientists in the field of linguistics, cultural studies, sociology, political science, economics. Thus, multilingual education has a profound significance for progress in the life of society.

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Conflict of Interest

None.

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Інтелектуальний та мовленнєвий розвиток школярів в умовах багатомовності: Методика викладання

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Анотація

Актуальність. Актуальність цього дослідження зумовлена кількома факторами. Одним з них є розширення практики багатомовності в освітніх установах різних країн. Іншим, не менш значущим явищем є усвідомлення важливості запровадження такої системи освіти для створення, вдосконалення та подальшого розвитку як культурних, так і економічних зв'язків між різними державами. Зрештою, вивчення кількох мов робить свідомість учнів більш гнучкою, створює підґрунтя для розвитку позитивного світогляду та мислення в цілому.

Мета. З метою узагальнення отриманих результатів у статті наведено схему, яка показує панораму стану структури багатомовної школи на сучасному етапі. Вона включає низку компонентів, які є провідними у процесі підготовки вчителів багатомовних навчальних закладів, у тому числі в практиці реалізації освітніх програм, що базуються на універсальних та ефективних методах подання матеріалу, пов'язаного з іноземними мовами.

Методологія. Здійснено пошук, збір, дослідження методів навчання в умовах зазначеної системи освіти, з виведенням категорій цього процесу та характеристикою кожної з них.

Результати. У статті проаналізовано матеріали, пов'язані з вивченням проблеми інтелектуального та мовленнєвого розвитку школярів в умовах багатомовності.

Висновки. У висновках подано прогноз подальшого розвитку цього напрямку, його перспективи для життя і діяльності суспільства. Повідомляється, що система сучасної освіти покликана безпосередньо реагувати на глобальні процеси, що відбуваються в суспільстві. Серед них - інтеграція різних культур та етнічних груп у світовий культурний та економічний простір.

Ключові слова: багатомовний контекст; педагогічні принципи; культурна глобалізація; економічна інтеграція; ефективність реалізації освітніх програм.