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**MODERN EDUCATIONAL TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES
IN THE CONTEXT OF INCLUSIVE AND MULTILINGUAL EDUCATION
(BASED ON MATERIALS FROM KYRGYZSTAN)**

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**СОВРЕМЕННЫЕ ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ
В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ В КОНТЕКСТЕ
ИНКЛЮЗИВНОГО И МНОГОЯЗЫЧНОГО ОБРАЗОВАНИЯ
(НА ОСНОВЕ МАТЕРИАЛОВ КЫРГЫЗСТАНА)**

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Abstract. The article examines modern educational technologies used in teaching foreign languages in the context of inclusive and multilingual education based on the material of Kyrgyzstan. Special attention is paid to the use of innovative pedagogical approaches aimed at improving the effectiveness of education and ensuring equal access to education for all students, including students with special educational needs. Technologies such as a communicative approach, digital educational resources, interactive teaching methods, as well as differentiated and individualized learning are analyzed. It is noted that the use of modern technologies contributes to the development of linguistic competence, the formation of intercultural communication and the creation of a favorable educational environment in the multilingual society of Kyrgyzstan. The study concludes that it is necessary to integrate innovative technologies and inclusive practices into the system of teaching foreign languages.

Аннотация. Рассматриваются современные образовательные технологии, применяемые в обучении иностранным языкам в условиях инклюзивного и многоязычного образования на материале Кыргызстана. Особое внимание уделяется использованию инновационных педагогических подходов, направленных на повышение эффективности обучения и обеспечение равного доступа к образованию для всех обучающихся, включая студентов с особыми образовательными потребностями. Анализируются такие технологии, как коммуникативный подход, цифровые образовательные ресурсы, интерактивные методы обучения, а также дифференцированное и индивидуализированное обучение. Отмечается, что применение современных технологий способствует развитию языковой компетенции, формированию межкультурной коммуникации и созданию благоприятной образовательной среды в многоязычном обществе Кыргызстана. В результате исследования делается вывод о необходимости интеграции инновационных технологий и инклюзивных практик в систему обучения иностранным языкам.

Keywords: modern educational technologies; foreign language teaching; inclusive education; multilingual education; communicative approach; digital educational resources; interactive teaching methods; Kyrgyzstan.

Ключевые слова: современные образовательные технологии; обучение иностранным языкам; инклюзивное образование; многоязычное образование; коммуникативный подход; цифровые образовательные ресурсы; интерактивные методы обучения; Кыргызстан.

In the context of globalization, increasing migration processes, and the development of inclusive education, the problem of language acquisition is becoming particularly relevant. The modern educational environment is characterized by multilingualism, limited language practice, and the active use of digital technologies, which significantly affects the processes of language acquisition. Special language acquisition conditions include a bilingual and multilingual environment, learning outside the natural language environment, migration of students, as well as education for people with disabilities. Under these conditions, the cognitive and sociocultural mechanisms of language acquisition are changing, which requires the adaptation of linguistic and didactic principles and teaching methods. The purpose of the article is to theoretically substantiate and experimentally confirm the effectiveness of linguistic and didactic conditions for language acquisition in special learning conditions in Kyrgyzstan.

The research is based on the principles of linguistics, psycholinguistics, and linguodidactics. The following methods were used in the work: analysis of scientific literature, pedagogical observation, questionnaires, testing, pedagogical experiment, as well as quantitative and qualitative analysis of learning outcomes. The experimental study was conducted in a bilingual educational environment and included diagnostic, formative, and control stages. The experiment used communicative, cognitive-communicative, and comparative methods of language teaching. Language acquisition in special conditions is a complex process in which the effectiveness of language acquisition is influenced not only by cognitive and pedagogical factors but also by the socio-cultural environment, bilingualism, limited language practice, and the specifics of the national educational system. In Kyrgyzstan, these conditions are manifested through multilingualism, the widespread use of the Kyrgyz and Russian languages, as well as limited practice of a foreign language outside the educational process.

Kyrgyzstan is a multilingual country where students most often use Kyrgyz as their native language and Russian as their official language, while a foreign language (English, German, French) is learned mainly in the educational environment. This creates the following features of language acquisition: limited natural language practice; a high level of language interference; the need to use the native language as a support when teaching a foreign language; and the increased role of the motivation and cognitive activity of students. The sociolinguistic specifics of the country require the adaptation of methodological approaches and linguistic didactic principles that take into account the local cultural and linguistic context. In Kyrgyzstan, most students are bilingual, which has a significant impact on the process of mastering a foreign language. According to research by S. K. Kudaibergenova [6], bilingualism forms special cognitive strategies that can both facilitate and complicate the learning of a new language. The use of comparative and cognitive approaches makes it possible to effectively use the native language as a means of supporting the assimilation of a foreign language.

The theoretical foundations of language acquisition in special conditions are based on the following approaches: The communicative approach — E. H. Passow, M. Halliday, J. A. Sydykova

— suggests that language teaching should be focused on real communicative situations and interaction modeling, which is especially important in a limited language environment [9].

The cognitive-communicative approach is aimed at the development of linguistic consciousness and the conscious use of linguistic means. In Kyrgyzstan, it is implemented through analytical and reflective exercises that stimulate students' independent thinking. A comparative approach is the use of the native language as a support, prevention of interlanguage interference, identification of similarities and research by Kyrgyz scientists such as S. K. Kudaibergenova, Zh. A. Sydykova, A. T. Abdiev, B. K. Osmonova, confirm the need for: Adapting educational material to a bilingual and multilingual context; Integration of communicative and interactive teaching methods; Applying step-by-step complexity of tasks based on the native language; Formation of educational autonomy and meta-cognitive skills [1, 6, 8, 10].

The process of mastering a foreign language in the special conditions of Kyrgyzstan is studied based on modern psycholinguistic theories and models that explain the cognitive, linguistic, and socio-cultural mechanisms of language acquisition. In Kyrgyzstan, this process is complicated by bilingualism, limited language practice, and a multilingual educational environment, which imposes a specific imprint on psycholinguistic processes. According to the classical psycholinguistic model of E. K. Lado, language acquisition passes through the stages of perception, understanding, coding, and productive use of language forms. In Kyrgyzstan, this model is relevant to explain how students process foreign language material based on their native language, overcoming interference and processing linguistic constructions in cognitive memory. The development of communicative competence in a limited language environment is described within the framework of the model of communicative language acquisition proposed by D. H. Holliday and adapted to the Kyrgyz environment by researchers J. A. Sydykova and S. K. Kudaibergenova [6, 17].

This model emphasizes that language is learned through real and simulated communicative situations, where the learner actively participates in speech activity, applying the structures being studied in the context of language tasks and functions. Cognitive models, in particular the approach of D. P. Swift and A. T. Abdiev, consider the process of language learning as the integration of knowledge and skills through cognitive operations: analysis, synthesis, classification and comparison. In Kyrgyz conditions, this model is implemented through the use of contextual exercises, text analysis, and tasks for correlating native and foreign languages, which increases efficiency [1].

The sociocognitive model of language acquisition proposed by B. K. Osmonova takes into account the influence of the social and cultural environment on the processes of language learning. In Kyrgyzstan, this is manifested through bilingual and multilingual educational environments in which students build language strategies based on sociocultural norms and communication practices in Russian, Kyrgyz, and a foreign language [8].

— The use of these models in educational practice in Kyrgyzstan allows us to predict the difficulties of language acquisition among bilinguals.

- Developing adapted exercises and tasks (contextual, communicative, project-based).
- Developing cognitive and reflexive skills.
- Creating conditions for the development of independent language activity of students.

Cognitive and sociocultural factors have a significant impact on language acquisition processes. Sociocultural factors include the language environment, the nature of interpersonal communication, and cultural norms. According to E. M. Vereshchagin and V. G. Kostomarov, language is inextricably linked with culture and acts as a means of transmitting national and cultural information [11].

In the context of intercultural interaction, these factors have a decisive influence on the formation of communicative competence. Cognitive factors include features of memory, attention, thinking, as well as individual learning styles. Cognitive factors, such as the peculiarities of memory,

attention and thinking, play a significant role in language acquisition. A. A. Leontiev notes that the success of language acquisition is largely determined by the formation of speech-thinking operations [7].

Under special conditions, these characteristics determine the pace and success of language acquisition. Within the framework of the sociocultural approach, language is considered as a means of socialization of a personality, formed in the process of interaction with the cultural environment [9].

One of the essential factors contributing to the successful teaching of a foreign language is the organization of extracurricular activities. It is known that the language material studied in the classroom, as a rule, does not find application in the practical life of schoolchildren, and it is extracurricular activities that can complement academic work, contribute to the consolidation and application of knowledge acquired by students, and expand their general horizons [11].

Sociocultural factors include the language environment, the nature of social contacts, cultural norms, and values. Language acts not only as a means of communication but also as an instrument of social identification. In terms of intercultural interaction, successful language acquisition largely depends on the degree of involvement of the student in the sociocultural space of the language being studied. Teaching foreign languages to students with disabilities in Kyrgyzstan is a special educational process that requires adapted teaching methods, technologies, and tools. Special language acquisition conditions include cognitive, sensory, and emotional limitations, as well as the need to individualize the learning process.

Cognitive features. Students with disabilities may have reduced information processing speed, attention, memory, and the ability to think abstractly. This affects the assimilation of grammatical structures, the expansion of vocabulary and the formation of communication skills.

Sensory and motor limitations. Hearing, visual, or motor disorders require the use of special learning tools (audio and video materials, tactile and interactive exercises).

Emotional and motivational features. Students with disabilities may have decreased motivation, develop a fear of mistakes and social anxiety, which affects the active use of language and communication practice.

Methodological approaches. Research by Kyrgyz teachers and linguists (S. K. Kudaibergenova, J. A. Sydykova) confirms the effectiveness of the following methods and technologies for teaching foreign languages to students with disabilities: Individualized learning is the selection of tasks according to the level of cognitive and sensory capabilities. Communication-oriented and game-based methods include role-playing games, dialogue modeling, and project assignments to stimulate speech activity. The use of multimedia and interactive technologies — electronic platforms, audiovisual materials, adapted applications for training reading, writing and listening skills. Reflexive and metacognitive exercises include self-examination, dealing with mistakes, and developing strategies to overcome communication difficulties.

Practical implementation. In Kyrgyzstan, language teaching for students with disabilities is carried out in special and inclusive schools, as well as in separate classes of secondary schools with adapted programs. Examples of practical activities: Language matching tasks — reducing interference, using the mother tongue as a support; Project tasks with visual support — creation of posters, presentations, audio and video projects; Communication exercises in small groups — increase confidence and reduce anxiety when communicating in a foreign language.

The importance of research. The analysis of the language acquisition features of students with disabilities allows for: developing adapted training programs that take into account cognitive, sensory, and emotional characteristics; developing effective methods and exercises to enhance communicative

competence; and creating conditions for inclusive and equal language acquisition in the educational environment of Kyrgyzstan.

The analysis of the results showed that language acquisition in special conditions is most effective with the integrated implementation of the following linguistic and didactic principles: communicative orientation of learning, individualization of the educational process, reliance on the native language, and cultural conformity.

The experiment confirmed that the bilingualism of students in Kyrgyzstan can act not only as a source of interference but also as a resource for the development of cognitive flexibility and linguistic awareness. The use of comparative exercises and contextual tasks helped to reduce the number of language errors and increase the level of communicative competence.

The students who were trained using the adapted methodology showed an increase in motivation, confidence in oral speech, and the ability to use language in real-life communicative situations.

The research conducted allows us to conclude that the processes of language acquisition in special conditions require a purposeful linguistic and didactic organization of learning. Taking into account the bilingual and sociocultural context, the age and cognitive characteristics of students, as well as the use of communicative and cognitive teaching methods, ensures a higher effectiveness of the formation of linguistic and communicative competence.

The results obtained can be used in the practice of teaching foreign languages in schools and universities in Kyrgyzstan, as well as in the development of adapted training programs in bilingual and inclusive education.

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