

## THE CONTENT OF DEVELOPING TOLERANCE OF STUDENTS IN A BILINGUAL EDUCATIONAL ENVIRONMENT

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In our republic, in the formation of tolerance in young people, great attention is paid to the harmony of moral values, the cultivation of a culture of harmony, the development of effective methods of developing a new spiritual worldview based on national and universal values, and the provision of a healthy spiritual environment. “Educating young people in the spirit of patriotism, sense of citizenship, tolerance, respect for laws, national and universal values, able to resist harmful influences and currents, with firm beliefs and views on life” [4] The foundation of the Third Renaissance was set as a priority for construction. This requires the development of pedagogical technologies aimed at revealing the content of the development of tolerance among students in a bilingual educational environment, improving the pedagogical conditions for the development of tolerance, and increasing the efficiency of this process.

Today, the study of languages is important for the development of tolerance. Language learning in the conditions of higher educational institutions, there is a special need to learn foreign languages as well as the mother tongue. In the Decree of the President of the Republic of Uzbekistan dated May 19, 2021 No. 5117 “On measures to bring the promotion of the study of foreign languages to a qualitatively new level in the Republic of Uzbekistan” [3], having created the necessary conditions for the popularization of the study of foreign languages and their perfect mastery, the need for a thorough mastery of foreign languages, creating professional methods of translation from the state language into a foreign language and from a foreign language into the state language.

Also, at the present stage of development of society, many factors in the world encourage people to learn a second (third, fourth) foreign language. There are three groups of such factors - ideological, international and personal. The first group includes, for example, the need of a national minority to join the main community of the country or, conversely, to learn the language of a

Recibido: 27 October 2023 / aceptado: 23 November 2023 / publicado: 08 December 2023

national minority in order to preserve the original culture of its representatives. Secondly, international factors, namely globalization and international cooperation. For example, cooperation with Korea requires not only knowledge of English, but also knowledge of the Korean language. Knowing the Korean language and knowing the culture of the people whose language is being studied, in turn, is the basis for successful cooperation with this country in the economy, education, healthcare and other areas.

The third group consists of personal factors, namely:

- the desire to know the culture of another country and thereby better understand its representatives;
- the desire to achieve certain educational, scientific goals;
- the desire to choose a profession and achieve a certain level of professional maturity;
- other personal motives (for example, reading the works of favorite writers in the original language).

The modern world has a multicultural and multilingual character, and one of the main conditions for a normal, conflict-free coexistence of all peoples is the knowledge of languages, because multilingual peoples need communication and relationship. "It is difficult to imagine a nation without communication with other nations. To communicate with other peoples and their representatives, you need to find the key to their language. This means that overcoming the language barrier is a problem of multilingualism. And this, in turn, the solution of the problem is connected with the recognition of the social status of specific languages.

In different historical periods and in different polyethnic regions, this problem was solved in different ways. Bilingualism - learning two natural (native) and a second (foreign) languages has proven to be a vital necessity among the best ways to overcome the language barrier: "The world experience of multinational countries and communities shows that bilingualism is actually the only way to solve the problem of overcoming the language barrier, to ensure practical linguistic communication between members of society who speak different languages, and a reliable method for the integrated regulation of interethnic communication. interethnic relations" [36].

In world experience, one can find a number of experiments on a bilingual approach to language learning. Bilingualism (bilingualism) is a very common phenomenon in our time, because most people live in multi-ethnic countries whose population speaks two or more languages. Knowing of two languages is called bilingualism. There are different definitions of "bilingualism".

There are different definitions of the concept "bilingualism". In the book "Criteria for bilingualism and its principles" by H.K. Khanazarov, it is said about the knowledge of two languages: "You can talk about the existence of bilingual people, where people speak a second language well enough to communicate and exchange ideas with second language speakers. It doesn't matter what language a person thinks in, but can a person communicate and exchange ideas using a second language? [140, p. 123].

Russian linguist, academician L.V. Shcherba gave the following definition of bilingualism: "Bilingualism means the ability of certain population groups to communicate in two languages.

Since language is a function of social groups, being bilingual means belonging to two different groups at the same time” [152, p. 313].

In linguistics, the concept of bilingualism, that is, bilingualism, is defined as follows: “Bilingualism is the use of two languages at the same time.” In the linguistic dictionary, bilingualism (lat. bi - two and lingua - language), bilingualism (English bilingualism, French bilinguisme, German Zweisprachigkeit) is the simultaneous use of two languages by a person or society. So, a bilingual (bilingual) is a person who can communicate in at least two languages. Often, in addition to knowing two languages, there is also multilingualism (multilingualism, multilingualism). However, multilingualism can come from the knowing of two languages, in other words, it can be called multilingualism.

“The peculiarity of multilingualism is that it has two types of languages - national (the use of several languages in a certain social community) and personal (each person uses several languages chosen in accordance with a certain communicative situation).

For example, in Europe the official languages of Luxembourg are Luxembourgish, German and French. Belgium has three official languages - Dutch, German and French. The inhabitants of these countries are bilingual or multilingual.

Sometimes in psycholinguistic literature there is the designation L1 - the first language and L2 - the second language. But it should be remembered that chronologically the second language can replace the first and even become the native language. Therefore, sometimes one of the bilingual languages is spoken of as the dominant one, that is, the main one [34, p. 83].

There are various hypotheses as to whether the way children acquire their first language (mother tongue or L1) affects their learning of a second language (L2).

An overview of the basic terminology is described in the conceptual demarcations as follows:

The mother tongue is the language that the child usually learns as a first language and is also spoken by the mother. The term first language, main language, or L1 is often used interchangeably.

A second language L2 is a language that is used as a second means of communication in addition to the first language and is acquired in an environment where this language is spoken in everyday life.

the term foreign language, on the other hand, refers to a language that is usually learned outside of the area of use (usually in the classroom) and is not necessary for everyday communication. In this context, also is spoken of supervised acquisition of a second language;

bilingualism refers to the everyday use of two languages in communication. This term is often used as a synonym for multilingualism [181, p. 56-57].

James Cummins, a Canadian educator, emphasizes the importance of a well-developed first language for second language acquisition in his dual-boundary model. In his opinion, the language skills of children who consistently learn a second language can be based on three levels of competence:

Competency Level 1: Similar to the process of learning a first language, after the first ten months of language experience, children usually acquire the skills they need to communicate in everyday life. At this lower level of competence, both languages are not yet sufficiently mastered, but children have basic communication skills (Basic Interpersonal Communicative Skills, BICS), that is, communicative exchange with other people, coping with simple everyday language situations and expressing needs. Language comprehension at this level is still text-dependent, based on the understanding of individual keywords and the support of non-verbal means of communication. The first threshold must be exceeded in both languages to avoid negative consequences for cognitive development. If this limit is not exceeded in one of the two languages, Cummins defines it as semi-linguism (semi-linguism); if basic competence in both languages is insufficient, dual bilingualism is used. Both conditions are associated with negative consequences for other areas of development;

Competency level 2: bilingualism prevails if language ability is above the first threshold. A child or teenager, according to age, speaks one of two languages. At school age, along with basic conversational skills (BICS, Basic Interpersonal Communicative Skills), school-related cognitive language skills (CALP, Cognitive / Academic Language Proficiency) are increasingly required. Language skills such as telling a story, writing an essay, or preparing a speech are among these language skills that are independent of the language and need to be learned only once. The first language does not always have to be dominant. Children from particularly well-integrated families often demonstrate significantly higher levels of proficiency in the national language. If a “normal situation” occurs, the cognitive development of language skills is not expected to be particularly positive or negative;

Competency Level 3: “Ideally” school-related cognitive skills are achieved in both languages. In this case, competencies acquired in the first language lead to improved skills in the second language, or vice versa. In addition, it has a positive effect on the further development of the child in the language and cognitive spheres. In this context, Cummins also expressed a number of opinions about additional bilingualism [187, p. 158-160].

Experts conditionally divide bilingual education into two types - content and subject.

Bilingual education involves teaching all educational content equally in two languages to form a bicultural personality. This method is used in societies with a multi-ethnic population. That is, it gives children of national or linguistic minorities the opportunity to study the same subjects simultaneously in two languages - their native language and the language of the titular nation.

Bilingual subject education involves teaching some subjects in one language and other subjects in another language. According to independent experts, this method really cannot form two languages. If one part of the cultural values is in the native language, and the other is not in the native language, then the bilingualism of a person cannot be ensured, since in this case neither thinking nor creative linguistic thinking develops in any of them. This method leads to the assimilation of ethnic minorities living abroad with the titular nation [51, p. 12-16]

Experts say that the content and thematic approaches are fundamentally different from the point of view of psychological pedagogy, because in fact they pursue different goals.

In addition to the above two types associated with the use of languages in the educational process, in the foreign experience of synchronous bilingual education, there are 4 more models associated with the age restriction of learning a foreign language:

1. Radical / extreme model: from grade 1 it involves teaching students a non-native language.
2. Transitional model: involves the gradual preparation of students for the study of a foreign language by increasing the number of subjects taught in this language.
3. Advanced model of language learning: includes the simultaneous teaching of all or some subjects in two languages - native and foreign.
4. Linguistic model of life: aimed at preserving the native language. According to this model, all subjects are taught in the native language, and foreign languages play a supporting role [137, p. 846-852].

The concept of "bilingual education" refers to the interdependent and equal development of two languages (native and non-native) by students, the development of native and non-native languages / foreign language culture, bilingual and biocultural (multicultural) culture of students personality and its bilingualism and biocultural affiliation" [51, p. 12-16].

The goals of bilingual education should be determined based on the above definition: acquisition of scientific knowledge using two languages; formation and development of intercultural competence of students; improve the communicative competence of students in their native and foreign languages; development of students' skills in obtaining non-linguistic information from various areas of foreign language activity.

When implementing these goals, we can achieve the desired result in the development of the student's linguistic personality, that is, the ability to understand and repeat spoken words after him, the implementation of mastered communication skills [122, p.14].

In modern pedagogical research of bilingual education, the main attention is paid to the study of the possibilities of a foreign language as a means of communication between cultures, which contributes to people's awareness of belonging to a cultural community not only in their own country, to a certain civilization, but also to our planet. With bilingual education, we learn patterns and values of world culture through native and foreign languages, because the fact that a foreign language serves as a way of knowing the world of special knowledge, assimilation of the cultural, historical and social experience of different countries and peoples, didactic and methodological aspects of this process are of great importance. These include the content, models and methods of bilingual education.

Based on the structural-functional approach, the content of education is considered as a pedagogically verified analogue of social experience, structured taking into account the goals and principles of bilingual education and consisting of three interrelated components - thematic, linguistic and multicultural, each of which reflects the general structure of the education system. The content of bilingual education is implemented in units of different levels of complexity - individual elements, subject-thematic blocks, academic subjects studied in a bilingual mode.

Taking into account the specifics of bilingual education, the following principles for selecting content can be distinguished:

1. The principle of a comparative-analytical approach in the selection and presentation of content related to society, the state, the economy, nature and culture of one's country and the country of the language being studied.
2. The principle of bilateral assessment and reflection of the reality of the Motherland from the point of view of a foreign culture.
3. The principle of reflecting European and world integration trends.

The Swedish sociolinguist Christina Bratt Paulston and the Greek-German educator Professor Vassilios Emmanuel Fthenakis consider bilingual education from the point of view of didactic organization and social context. Phtenaksis writes about the following organizational and didactic features:

- choice of the language of instruction;
- the sequence of language learning;
- the time allotted for learning each language;
- educational program - culturally acceptable construction of the curriculum;
- functional relationship of teaching languages with individual subjects;
- nationality of the teacher and knowledge of the corresponding language;
- the optimal choice of the content of the curriculum.

To describe the social context of bilingual education, the Swedish sociolinguist Brett Paulston (Christina Bratt Paulston) identifies such indicators as the social status of native speakers, the political, economic and cultural prestige of ethnic groups, and the social interaction of linguistic communities [190, p. 23].

The typology of bilingual education based on the sociolinguistic aspect of language proposed by the American educator Joshua Aaron Fishman seems to be simpler.

The main problem that interests the author is the following: does a bilingual program contribute to the preservation of the native language or can it lead to its loss? According to the specified parameters, the author distinguishes the following types of bilingual education:

- bilingualism, which leads to a shift in the native language;
- bilingualism, aimed at mastering written speech in a second language;
- partial bilingualism, humanities are taught in two languages, and natural sciences - in the state language;
- complete bilingualism, which implies the equal study of two languages while maintaining their own culture and mastering the dominant language [179, p. 45].

We understand bilingual education as a purposeful process of familiarization with world culture through native and foreign languages, in which a foreign language serves as a way of knowing the world of special knowledge, assimilation of the cultural, historical and social experience of different countries and peoples.

The goal of bilingual education is the synthesis of communicative competence and subject competence. The competence of subjects shows the uniqueness of the subjects studied in the

bilingual mode, and is determined by the level of mastery of the subject content characteristic of them.

It is known that bilingual education gives students the opportunity to use information in various disciplines, acquire new skills in accordance with individual needs, and receive continuous education. In the process of teaching a second language, not only the study of the language is carried out, but it serves as a means of expressing the emerging scientific thinking of the student.

Thanks to bilingual education, students expand their knowledge of their subjects using two languages, teaching in several languages simultaneously improves communication skills, makes the student more mobile, tolerant, flexible and free, and therefore more adaptable to the challenges of a multifaceted and developed world.

So, the problem is that bilingual education should be based on a favorable environment that allows the maximum development of mental qualities in students, which activates the mechanism for the evolution of their thinking, accelerates the development of verbal and mental intelligence, the process of interaction with foreigners activates the formation of inquisitive interests, which leads to a significant expansion of both intellectual and linguistic horizons, which, in turn, leads to the formation of a culture of tolerance and interethnic communication among students.

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