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Issues of Polylingual Education in the Republic of Tatarstan

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Abstract. Polylingual education is a purposeful process aimed at fostering students' engagement with multilingualism and their appreciation of multicultural societies and the global community. The primary means of achieving this is the mastery of more than two languages, each serving as a tool for acquiring specialized knowledge and facilitating intercultural communication. This article presents the experience of the Republic of Tatarstan in organizing polylingual education, focusing on the organizational and pedagogical conditions of the polylingual approach to academic preparation, communicative competence, and intercultural interaction among students, as well as the factors ensuring the successful implementation of polylingual education in the region. The study's objective is to monitor polylingual education and evaluate its effectiveness in schools across the Republic of Tatarstan. The research findings, drawn from studies conducted in the republic's schools, confirm the significance of the polylingual approach in contemporary education. A classification of educational institutions implementing polylingual education was developed as part of the study. Particular attention is given to the experience of the State Autonomous Educational Institution "Polylingual Complex 'Adymnar' – Path to Knowledge and Harmony" in Tatarstan, which is focused on creating a modern and effective polylingual educational environment. The scientific and practical significance of the article lies in its analysis of regulatory documents and legislative acts governing the educational system of the Republic of Tatarstan, a qualitative content analysis of reports on polylingual education practices, surveys and questionnaires of teachers and school administrators to gauge their attitudes toward polylingual education and identify barriers to its effective implementation, expert interviews with stakeholders to obtain professional assessments and suggestions for improvement, and an empirical analysis of academic performance and the development of communicative skills among students in polylingual classes. The study demonstrates that polylingual education enhances students' academic, cognitive, and aesthetic development, fosters communicative abilities, and cultivates a value-based appreciation of the cultural characteristics of diverse peoples.

Keywords: polylingual education, inclusion, innovative educational environment, communicative skills, educational models.

Introduction

In today's globalized world, where borders are increasingly fluid and information flows transcend continents, polylingualism (multilingualism) has evolved from a rare phenomenon into an integral part of societal and individual reality. It extends beyond mere proficiency in multiple languages to include immersion in the cultural worlds associated with them. Consequently, the concepts of polylingual education, polylingual culture, and the polylingual individual have become central to understanding and shaping the future individual capable of thriving in intercultural settings.

Polylingualism refers to the ability of an individual or society to use two or more languages in daily life. Unlike bilingualism, which involves two languages, polylingualism encompasses proficiency in three or more languages. Notably, polylingualism does not require native-level mastery of all languages; functional proficiency sufficient for effective communication is adequate.

Polylingual education seeks to develop students' multilingual competence, foster polylingual culture, and nurture the polylingual individual. In Russia, particularly in Tatarstan, a comprehensive educational system has been developed to enable students to communicate freely and effectively in multiple languages while understanding and embracing the cultures associated with them. This educational paradigm can be described as a "phenomenon of the Eurasian educational space," as it transcends traditional foreign language instruction (Zaynullin et al., 2024).

In the Russian Federation, approximately 90% of educational institutions are monolingual, conducting instruction solely in Russian, despite national policies promoting multilingualism. Bilingual education is primarily found in national republics, where instruction is delivered in both Russian and the native language. Some institutions follow a "subtractive" model, aiming to transition students from diverse ethnic groups to instruction primarily in Russian, the state language of the Russian Federation and its constituent entities. This context underscores the importance of fostering linguistic competence among primary school students in polylingual educational settings (Mukhametzyanova et al., 2024).

Polylingual education in Russia, particularly in Tatarstan, involves studying three or more languages within the educational process. As E.V. Vasilyeva notes, this model is less common and is typically implemented in specialized international institutions, such as private gymnasiums and lyceums (Vasilyeva, 2020). Experts in the educational field argue that a polylingual environment enhances students' communicative abilities, broadens their horizons, and promotes an appreciation of global cultural diversity (Dzaparova, 2016). However, implementing this model requires significant resources, including qualified teachers and tailored curricula (Resolution, 2020).

Globalization and advancements in digital technologies have introduced new demands on education, emphasizing the need for competencies in language proficiency and intercultural communication in international contexts. The challenges of polylingual education are particularly relevant in Russia, given its multinational population and historically bilingual contexts. Despite the clear societal need for multilingual professionals, this phenomenon requires further theoretical and practical exploration across various contexts. Mehmet Ulukütük, advocating for a paradigm shift in language education, states: "As a result, learning needs to be an active process in which the learner inevitably changes" (Ulukütük, 2022).

The introduction of digital educational environments opens new avenues for polylingual education. A promising direction is the hybrid learning format, combining traditional methods with digital educational platforms for teaching native and state languages.

Studying polylingual education in the context of digital and blended learning requires the development of evidence-based methodologies and recommendations, making it a priority for future research. Systematic studies are needed to identify optimal conditions and factors influencing the success of polylingual educational initiatives and to provide practical recommendations for educators.

To support polylingualism and the development of a multicultural individual, the “European Language Portfolio” (ELP) was introduced (Common European Framework, 2020). The ELP is a tool that promotes polylingualism and fosters the development of a multicultural identity. It not only documents language proficiency but also pursues broader educational and sociocultural goals. A key feature of the ELP is its encouragement of lifelong multilingualism, as it is designed for use across different life stages.

The ELP records an individual’s experience in learning and using all languages, including their native language and additional languages, supporting the concept of continuous polylingual skill development and recognizing language as a dynamic system requiring ongoing interaction. Polylingual education in new digital learning environments addresses the United Nations’ Sustainable Development Goal No. 4, which focuses on improving the quality and accessibility of education (<https://ru.unesco.org/themes/gced/languages>). These aspects are reflected in Russian legislation, such as the “Law on Education” (2021). For instance, in his 2018 address to the Federal Assembly, the President of the Russian Federation outlined strategic priorities for national education development.

A presidential decree from May 2018 emphasized enhancing the competitiveness of Russian education, achieving high standards in general schooling, and securing a place among the top ten global leaders in education quality (Presidential Decree, 2018).

Research Objective: To monitor polylingual education in the schools of the Republic of Tatarstan, present the results of this monitoring, and identify factors enhancing its effectiveness.

Research Tasks:

1. Analyze regulatory documents and legislative acts governing the educational system of the Republic of Tatarstan.
2. Conduct a qualitative content analysis of publications and reports on polylingual education practices.
3. Survey and questionnaire teachers and school administrators to assess their attitudes toward polylingual education and identify barriers to its effective implementation.
4. Perform an empirical analysis of academic performance and the development of communicative skills among students in polylingual classes.
5. Conduct interviews with experts and stakeholders to obtain professional assessments and suggestions for improvement.

Research Object: The system of polylingual schools in state educational institutions of the Republic of Tatarstan.

Research Subject: The organizational and pedagogical conditions of the polylingual approach to academic preparation, communicative competence, and intercultural interaction among students, as well as the factors ensuring the successful implementation of polylingual education in the republic.

Research Hypothesis: Polylingual education positively impacts students' academic performance, communicative skill development, and intercultural understanding, contributing to improved educational quality and strengthened interethnic harmony in the region.

Research Methods: The study employs a comprehensive approach, utilizing quantitative methods such as surveys, questionnaires, empirical analysis, and interviews, alongside theoretical analysis of domestic and international sources on polylingual education to justify the problem's relevance, the topic's novelty, and the research hypothesis. Additionally, qualitative content analysis is applied to examine regulatory documents, legislative acts, and reports on polylingual education practices in Tatarstan.

Scientific Novelty: The study's novelty lies in its comprehensive analysis of the state of polylingual educational institutions in the Republic of Tatarstan, viewing the polylingual education system as a holistic, dynamically evolving structure that reflects societal tolerance and prepares individuals for effective intercultural communication. It emphasizes the development of the polylingual individual.

Literature Review

The concept of polylingualism was significantly shaped by Jim Cummins, a prominent Canadian researcher in bilingualism and polylingualism (Shevchenko, 2020). Cummins introduced the concepts of Cognitive Academic Language Proficiency (CALP) and Basic Interpersonal Communicative Skills (BICS), highlighting the distinction between everyday and academic language use (Cummins, 1979). Another influential scholar, Stephen Krashen, developed theories of second language acquisition, including the acquisition-learning hypothesis, the monitor hypothesis, and the affective filter hypothesis, which have significantly influenced language teaching methodologies (Krashen, 1981). These concepts underpin language instruction in various countries and are actively applied in polylingual education in Russia (Yalalov, 2020; Nugumanova et al., 2023; Mikhaylenko et al., 2021).

The theoretical and methodological foundation of this study draws on works by international and Russian linguists addressing language teaching and polylingualism, including Y. George (2014), K. Tracy (2002), H. Douglas Brown (2015), J. Cummins (1979), S.D. Krashen (1981), F. Genesee (1985), I. Erdem and S. Erol (2021), O.I. Mikhaylenko (2021), R.R. Zamaletdinov (2016), V.I. Kling (2019), L.V. Mosienko (2017), and others. For instance, Fred Genesee, a leading Canadian researcher in immersion programs, has demonstrated the effectiveness of language immersion in achieving high proficiency in multiple languages while maintaining academic performance comparable to native speakers (Genesee, 1985). Turkish scholars I. Erdem and S. Erol have developed modern language teaching theories emphasizing the polylingual individual and multiculturalism (Erdem & Erol, 2021).

Russian and Tatar scholars also contribute to polylingualism research, highlighting the national perspective on polylingual education. O.I. Mikhaylenko argues that integration into global economic, political, and cultural spheres necessitates multicultural and multilingual education (Mikhaylenko et al., 2021). Modern communication tools, social media, and digital platforms have simplified interactions with native speakers, making multilingualism increasingly valuable for adapting to complex realities.

Tatar scholar R.R. Zamaletdinov emphasizes that bilingual education fosters a bilingual individual with high cultural literacy (Zamaletdinov et al., 2016). In regions like Russia and

its republics, proficiency in only the native language is insufficient for effective cross-ethnic communication, necessitating a universal intermediary language, historically Russian, which serves as the official language across the country.

The Russian language holds a unique position in global multilingualism, being one of the world's major languages and an official or working language of the United Nations and other international organizations. It has historically served as a "language of interethnic communication" across the former Soviet Union, Central Asia, and Eastern Europe, remaining a vital tool in education, science, business, and culture despite the growing prominence of national languages. Proficiency in Russian is often associated with quality education and career opportunities, particularly in Central Asia and the CIS. Russian not only bridges diverse peoples and cultures but also enriches global linguistic and cultural diversity.

Russian scholars V.I. Kling and E.V. Surdina identify challenges and prospects in polylingual education, including individualizing the educational process to account for students' cognitive abilities and developing an individual-group approach based on student characteristics to optimize both individual and collective learning (Kling et al., 2019).

Y. George, in **The Study of Language**, emphasizes that teaching in the native language is a cornerstone of multilingual education (George, 2014). This study aligns with this view, asserting that native language instruction enhances educational quality. H. Douglas Brown's **Teaching by Principles: An Interactive Approach to Language Pedagogy** confirms that native language instruction enables students to fully master their first language, confidently learn a second language, and achieve strong academic outcomes (Brown, 2015). Consequently, schooling typically begins in the native language, incorporating both language study and subject instruction in that language (Tukhtamyshov, 2010).

Psycholinguist A.A. Leontiev outlines three stages of language acquisition: (1) initial mastery of the native language in a natural environment, (2) secondary mastery through formal study in school (grammar, vocabulary expansion, and oral/written skills), and (3) acquisition of a foreign language (Leontiev, 2001). I. Erdem similarly emphasizes the foundational role of the native language, noting that learning additional languages builds on the linguistic structures established through native language acquisition (Erdem et al., 2017).

K. Tracy argues that individuals must master multiple languages to participate in diverse discursive practices and "position their identity" effectively (Tracy, 2002). This perspective supports the need for educational systems that enable students to internalize words and phrases in speech-ready forms, integrated into communicative contexts, rather than as isolated vocabulary or rigid rules (Shamsutova, 2025).

Main Body

Historically, Russia, and particularly the Republic of Tatarstan, has been a polylingual region, shaped by its position at the crossroads of Europe and Asia, evolving into a hub of the Eurasian educational space. Issues of language convergence, acculturation, cultural integration, and language assimilation have long been relevant in Russia and Tatarstan, necessitating the study and dissemination of best practices in national educational cultures across Eurasian countries.

In Tatarstan, a historical practice of combining traditional religious education with secular learning emerged. In the 19th and 20th centuries, notable Tatar educators like Shigabutdin

Marjani, Kayum Nasyri, and Zagir Bigiev promoted bilingual education to preserve cultural traditions and national identity while introducing Russian and secular sciences (Tukhtamyshov, 2010). This approach balanced cultural preservation with adaptation to modernizing societal conditions, laying the groundwork for a hybrid educational model integrating religious and secular paradigms.

Today, the relevance of polylingual education is growing due to globalization, migration, and expanding international cooperation. This form of education prepares students for multinational teamwork, negotiations, and understanding partners and clients from diverse countries. It also enhances cognitive functions such as mental flexibility, creativity, and problem-solving (Shamsutova, 2023).

The key principles of polylingual education, as outlined in the European Language Portfolio (Common European Framework, 2020), include:

1. Content and Language Integrated Learning (CLIL): Using a foreign language as a medium for teaching subjects like mathematics or history.
2. Early Language Learning: Starting language study early to facilitate natural acquisition and cognitive development.
3. Language Immersion: Creating conditions mimicking natural language environments, such as language camps or international exchanges.
4. Intercultural Competence: Fostering understanding of cultural contexts, norms, and values associated with each language.
5. Native Language as a Foundation: Using the native language to analyze and compare linguistic structures and cultural differences.
6. Innovative Technologies: Leveraging digital tools, online resources, and multimedia to create rich language learning environments.
7. Positive Attitude Toward Diversity: Promoting tolerance for linguistic, cultural, and ideological diversity.

To study polylingual education in Tatarstan, this research examined: (1) the State Program “Preservation, Study, and Development of State Languages of the Republic of Tatarstan and Other Languages in the Republic of Tatarstan for 2023–2030”; (2) the names and enrollment numbers of polylingual educational institutions; and (3) teachers’ perspectives on the impact of early foreign language learning on pronunciation and material acquisition.

While this article does not aim to comprehensively analyze the implementation of these principles in Tatarstan’s schools, it focuses on parents’ perceptions and priorities when choosing polylingual schools, including: (a) cognitive development, (b) the importance of a multilingual and multicultural environment, (c) innovative linguodidactic technologies, (d) quality of native language instruction, (e) instruction in another ethnic group’s language, and (f) high-quality foreign language teaching.

Results and Discussion

A cornerstone of Tatarstan’s language policy is the State Program “Preservation, Study, and Development of State Languages of the Republic of Tatarstan and Other Languages in the Republic of Tatarstan for 2023–2030” (Resolution of the Cabinet of Ministers of the Republic of Tatarstan, 2020).

This program adopts a holistic approach, integrating linguistic knowledge with cultural understanding, cognitive development, and intercultural competence.

The program includes measures to:

1. Establish a legal framework to protect and develop state languages and those of other ethnic groups in Tatarstan.
2. Provide scientific and methodological support for maintaining and developing Tatar and Russian languages, including research and 教材 development.
3. Promote balanced functioning of the two state languages, Russian and Tatar, fostering harmony between Russian- and Tatar-speaking communities.
4. Support the study and teaching of Tatar within and beyond the republic.
5. Organize festivals and competitions to raise awareness of language preservation and study.
6. Create a positive linguistic environment through media, including newspapers (*Mägarif*, *Gailä häm Mäktäp*), television (TNV, GTRK), and radio stations (Tatar Radiosy, Bolgar Radiosy, Tärtip Radiosy, Kitap Radiosy, Tatarstan Radiosy). This policy reflects the republic's commitment to balancing state languages and creating favorable conditions for linguistic development.

Currently, specialized institutions like the "Adymnar" school network are expanding, offering education in Russian, Tatar, and a foreign language. Approximately 14 such schools operate in Tatarstan (Table 1), enabling students to achieve international academic standards while maintaining ties to national culture.

Table 1. Polylingual Educational Institutions and Enrollment Numbers

№	Name of the educational institution Organizations	District	Number of students
1	"Multilingual complex "Adymnar - the path to knowledge and harmony"	Novo-Savinovskiy district of Kazan	3912
2	"multilingual school "steps – Yelabuga"	Yelabuga municipal district of the Republic of Tatarstan	1221
3	"Multilingual gymnasium № 59 "Adymnar-Chally"	Naberezhnye Chelny, Republic of Tatarstan	1009
4	"Multilingual educational complex "Adymnar-Nizhnekamsk"	Nizhnekamsk Municipal District Republic of Tatarstan	961
5	"Multidisciplinary multilingual gymnasium №180"	Sovetsky district of Kazan	1829
6	"Boarding School №2"	Moskovsky district of Kazan	262
7	"Boarding school №7"	Novo-Savinovsky district, Kazan	250
8	Osinovskaya gymnasium named after S.K. Gimatdinov	Zelenodolsk municipal district, Republic of Tatarstan.	468
9	"Boarding School №79"	Naberezhnye Chelny, Republic of Tatarstan	281
10	"Boarding School №24"	Nizhnekamsk Municipal District Republic of Tatarstan	292

11	"Mustafa Ondzhel Boarding School"	Bugulminsky municipal district Republic of Tatarstan	293
12	"Boarding School No. 1"	Almetyevsk, Republic of Tatarstan	250
13	"Boarding School No. 4"	Kirovsky district of Kazan	324
14	"Boarding School No. 4"	Kirovsky district of Kazan	324
15	"Boarding School No. 13"	Nizhnekamsk municipal district, Republic of Tatarstan	268

A survey was conducted among educators and administrators from 27 of Tatarstan's 43 administrative districts (approximately 63%), providing valuable insights into the development of polylingual education and informing practical recommendations for improving the educational process.

The survey revealed that gymnasiums are the most common type of institution (66.7%), reflecting a trend where parents prefer schools offering advanced subject study and high-quality teaching. General secondary schools account for 16%, while lyceums, prevalent in urban centers with university partnerships, represent 10%. Only 1.3% of respondents work in specialized institutions like polylingual complexes, though such institutions are gaining traction in regions with significant linguistic diversity (Figure 1).

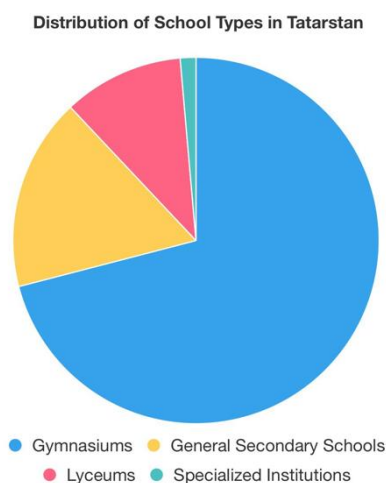


Figure 1. Distribution of School Types (Percentage)

The survey highlighted strong consensus among educators on the positive impact of early foreign language learning. Key findings include:

Early Language Learning: 84% of respondents believe early exposure to foreign languages significantly improves pronunciation and material acquisition, 14.7% consider it moderately important, and only 1.3% deem it insignificant (Figure 2). Early learning is recognized as an effective method for establishing correct pronunciation and foundational linguistic structures, facilitating further language acquisition.



Figure 2. Teachers' Opinions on the Impact of Early Foreign Language Learning on Pronunciation and Material Acquisition.

Cognitive Development: 81.3% of respondents believe foreign language learning positively impacts memory and thinking, 17.3% see a moderate connection, and 1.3% disagree (Figure 3). Research confirms that multilingualism enhances brain activity, working memory, and analytical skills.



Figure 3. Teachers' Opinions on the Impact of Foreign Language Learning on Memory and Thinking.

Practical Implications: The findings indicate strong support among educators for early and intensive foreign language learning. Initiatives to promote language study in preschools and primary schools using modern methodologies and technologies are recommended. Regular

monitoring of teachers' opinions and updating teaching materials to align with students' needs and interests are also advised.

The survey also assessed parents' priorities when selecting polylingual schools (750 responses):

- Multilingual and Multicultural Environment: 78.7% rated it highly important, 20% moderately important, and 1.3% low importance.
- Innovative Linguodidactic Technologies: 85.3% rated it highly important, 14.7% moderately important, and 0% low importance.
- High-Quality Foreign Language Instruction: 85.3% rated it highly important, 14.7% moderately important, and 0% low importance.
- High-Quality Native Language Instruction: 81.3% rated it highly important, 18.7% moderately important, and 0% low importance.
- Instruction in Another Ethnic Language: 68% rated it highly important, 30.7% moderately important, and 1.3% low importance.

These results highlight parents' prioritization of innovative teaching methods, high-quality instruction, and a multilingual, multicultural environment.

The Institute of Education Development of the Republic of Tatarstan implements a professional development program, "Implementation of Polylingual Education in Preschool Educational Organizations under the Federal Educational Program for Preschool Education," enhancing teachers' competencies in polylingual education (Nugumanova et al., 2023). This program supports the integration of polylingual practices, fostering linguistic culture and intercultural communication among preschoolers.

Recommendations: To enhance the appeal of polylingual schools, recommendations include creating a supportive cultural-linguistic environment, updating pedagogical methods, recruiting qualified educators, and expanding language offerings.

Conclusion

Polylingual education in the Republic of Tatarstan, rooted in the mastery of native cultural traditions alongside Russian and global cultures, fosters the development of the polylingual individual. Such individuals embody a constructive and responsible stance toward the world, ready for positive intercultural dialogue while preserving their national and personal identity.

The study confirms that polylingual education shapes polylingual individuals with a robust polylingual culture from the school level. Parents choose polylingual schools to enhance their children's future mobility, which itself promotes multiculturalism through immersion in diverse cultural environments, ensuring lifelong polylingual development.

Tatarstan's experience, particularly through the "Adymnar" school network, demonstrates a commitment to education in three languages, fostering sustainable state development through intercultural integration, linguistic diversity, and the formation of the polylingual individual. These institutions transcend traditional language instruction, serving as dynamic spaces for dialogue, tolerance, and the transformation of cultural elements, creating a vibrant polylingual culture enriched by its diversity.

The findings open avenues for further research into innovative polylingual education methods to strengthen interethnic harmony, enhance educational quality, and develop hybrid learning technologies in Tatarstan's polylingual space.

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Contribution of the authors

F.G. Mukhametzyanova – was responsible for the concept of the research work.

A.A. Shamsutova – was responsible for coverage and systematization on the chosen topic, a significant contribution to the scientific concept or design of work.

D.I. Garayeva – organized and conducted the main experiment as part of the study, described the research methods, a contribution to the concept or design of work; collection, analysis and interpretation of the results of the work.

M.A. Manuilov – developed a detailed plan for data collection, selection of analysis methods, data collection and processing.

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Татарстан Республикасындағы полилингвалды білім беру мәселелері.

Аңдатпа. Көп тілді оқыту-бұл оқушыларды көптілділікке, көп мәдениетті қоғам мен әлемді қабылдауға тартуға арналған мақсатты процесс. Бұл процестің негізгі құралы екіден көп тілді меңгеру болып табылады, мұнда тілдердің әрқайсысы арнайы білімді түсіну және мәдениетаралық қарым-қатынасты жүзеге асыру тәсілі ретінде әрекет етеді. Мақалада Татарстан Республикасының Көп тілді білім беруді ұйымдастыру тәжірибесі, атап айтқанда академиялық даярлыққа, коммуникативтік құзыреттілікке және оқушылардың мәдениетаралық өзара іс-қимылына көп тілді көзқарастың ұйымдастырушылық-педагогикалық шарттары, сондай-ақ республикада көп тілді білім беруді енгізудің табыстылығын қамтамасыз ететін факторлар ұсынылған. Зерттеудің мақсаты Татарстан Республикасының мектептерінде көп тілді білім беру мониторингін жүргізу және оның тиімділігінің нәтижелерімен танысу болып табылады.

Жұмыста қазіргі білім берудегі көп тілді тәсілдің маңыздылығын растайтын республика мектептерінде жүргізілген зерттеулердің нәтижелері көрсетілген. Зерттеу барысында біз көп тілді оқыту қолданылатын жалпы білім беретін мекемелердің жіктемесін жасадық. Қазіргі заманғы және тиімді көп тілді білім беру ортасын құруға бағытталған "Адымнар "білім мен келісімге Жол" көп тілді кешені" мемлекеттік автономды білім беру мекемесінің тәжірибесіне ерекше назар аударылды.

Мақаланың ғылыми және практикалық маңыздылығы оның Татарстан Республикасының Білім беру жүйесін реттейтін нормативтік құжаттар мен заңнамалық актілерге талдау жасауымен, полилингвалды білім беру практикасына арналған есептерге сапалы контент-талдау жасауымен, педагогтар мен білім беру мекемелерінің әкімшіліктерінен олардың полилингвалды білімге деген көзқарасын анықтау және оларды тиімді жүзеге асыруға кедергі келтіретін кедергілерді анықтау үшін сауалнама жүргізуімен байланысты модельдер, сарапшылар мен мүдделі тараптардың сараптамалық бағалауды алу үшін интервьюі өткізілді, бар жағдайды жақсарту бойынша ұсыныстар және көп тілді сыныптарда оқитын оқушылардың үлгерімі мен коммуникативтік дағдыларының даму динамикасын эмпирикалық талдау.

Зерттеу көрсеткендей, көп тілді білім беру студенттердің академиялық, психикалық және эстетикалық дайындық деңгейін жоғарылатады, коммуникативті қабілеттерін дамытады және әртүрлі халықтардың мәдени ерекшеліктерін құндылық қабылдауды қалыптастырады.

Түйінді сөздер: көп тілді білім беру, инклюзия, инновациялық білім беру ортасы, коммуникативтік дағдылар, білім беру модельдері.

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Проблемы полилингвального образования в Республике Татарстан

Аннотация. Полилингвальное обучение – это целенаправленный процесс, который призван приобщить учащихся к многоязычию, к восприятию многокультурного общества и мира. Основным средством в этом процессе становится овладение более двумя языками, где каждый из языков выступает в качестве способа постижения специальных знаний и реализации межкультурной коммуникации. В статье представлен опыт Республики Татарстан по организации полилингвального образования, а именно организационно-педагогические условия полилингвального подхода к академической подготовке, коммуникативной компетентности и межкультурному взаимодействию учащихся, а также факторы, обеспечивающие успешность внедрения полилингвального образования в республике. Целью исследования является проведение мониторинга полилингвального образования и ознакомление с результатами его эффективности в школах Республики Татарстан.

В работе отражены результаты исследований, проведенных в школах республики, подтверждающие значимость полилингвального подхода в современном образовании. В ходе исследования нами была создана классификация общеобразовательных учреждений, в которых применяется полилингвальное обучение. Особое внимание уделено опыту государственного автономного образовательного учреждения «Полилингвальный комплекс «Адымнар» путь к знаниям и согласию» в РТ, направленного на создание современной и эффективной полилингвальной образовательной среды.

Научная и практическая значимость статьи обусловлены тем, что в ней представлен анализ нормативных документов и законодательных актов, регулирующих образовательную систему Республики Татарстан, сделан качественный контент-анализ отчетов, посвященных практике полилингвального образования, опрос, анкетирование педагогов и администрации образовательных учреждений для выяснения их отношения к полилингвальному образованию и выявлению барьеров, препятствующих эффективной реализации этой модели, проведены интервьюирование экспертов и заинтересованных сторон для получения экспертных оценок, предложений по улучшению существующей ситуации и эмпирический анализ успеваемости и динамики развития коммуникативных навыков учащихся, занимающихся в полилингвальных классах.

Проведенное исследование показывает, что полилингвальное образование повышает уровень академической, ментальной и эстетической подготовки учащихся, развивает коммуникативные

способности и формирует ценностное восприятие культурных особенностей различных народов.

Ключевые слова: полилингвальное образование, инклюзия, инновационная образовательная среда, коммуникативные навыки, образовательные модели.

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