



THE ROLE OF PLURILINGUAL AND PLURICULTURAL COMPETENCIES IN TEACHING FOREIGN LANGUAGES

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ABSTRACT

The article discusses the notions of plurilingual and pluricultural competencies and the variations between plurilingualism and multilingualism. Although numerous researches have been done by western scientists in this field, it is a new field for Asian countries. It is also an essential issue for our modern multinational societies in which we live. Besides, this paper sets out to clarify the theoretical framework promoting the plurilingual and pluricultural competencies in educating FL and to reveal the significance of these capabilities in language education.

KEYWORDS

Plurilingualism, pluriculturalism, multilingualism, plurilingual and pluricultural competences, foreign language teaching, language education.

INTRODUCTION

These days, science and technology have reached a higher level, compared to the past decades. One of its main reasons is that current days, people around the world are involved in different languages and cultures

to get access to their fields successfully. Namely, persons have understood that studying their fields in several languages gives them a complete impression. In reality, language teaching intends to transform it



into a key to communication and sharing information throughout the world.

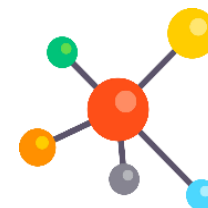
Without a doubt, recently, it is vital for people to interrelate with people from other countries and other cultures. For that reason, plurilingualism and pluriculturalism have been crucial subjects. Having knowledge of several languages and cultures, along with our mother tongue gives an incredibly positive description of the “social world” around us. Especially, being familiar with different languages and cultures can be a bridge to construct a “real connection” with human beings and makes available a better comprehension of the first language. Additionally, the acquaintance of pluri languages and cultures enriches human beings' intellectual and logical abilities. Because, while they are learning languages, they also have information about core elements (such as lifestyles, customs, cultures, beliefs, and others) of nations that speak in the target language. As well, with the help of knowledge about a new culture and language, people compare their own core elements with theirs and accept the good sides of them. Moreover, at the individual level, it increases personality and a sense of self-worth. So, more and more students are trying to pick up overseas languages. It is true that gaining knowledge of numerous languages will head to durable success. That's why, some expressions such as plurilingualism, and pluriculturalism come to light in modern linguistics.

Initially, the terms “plurilingual and pluricultural competence” were introduced by European researchers in 1996. First and foremost, we define the meaning of the pluri is understood as “more than two”, taken from Latin “, pluri- more, several” which has quickly revealed itself in a great many studies as a thought of unmanageable and uncontrollable complexity. Hence, plurilingual competence means having competence in more than two languages and their cultures. In general, phrases like multilingualism and plurilingualism are well-known as synonyms, however, some researchers argue that the term “plurilingualism” has some dissimilarities from “multilingualism” the term. Saying with the words of

Riley, multilingualism signifies the coexistence of some languages in society, whilst plurilingualism is linked to people's lifelong experiences in various languages and cultures [Riley, 2003, p. 8]. Besides, according to the opinions of Grommes and Hu, the thought of plurilingualism places the person at the core stage [2014, p. 2]. As Deprez explained, plurilingualism no longer describes constant competencies. Individuals enhance skills in a variety of languages from their wishes or necessity, to meet their ambitions to interconnect with others. It is essential to identify that individuals in plurilingualism competence cannot study one of their languages in isolation from their other languages. In other words, the interaction among people takes place with different languages integrally at the same time. But, this situation occurs in multilingualism competence separately. One of the main differences between them is that individuals in multilingual competence can speak more than three languages proficiently, but not perfectly. From the point of view of J.Trim, “in a foreign-language class where students are of many distinct linguistic origins, this multiplicity justifies exceptional use of the target language. Similarly, in many countries, the formation of national interconnection has traditionally concerned a basic means of the variety of “regional” languages and in particular cultural features. Individuals are capable to figure out what suspicions, in phrases of the cognitive health of people or the accurate governance of a country, would possibly consequently encompass the promotion of plurilingualism.” Namely, plurilingual speakers no longer exchange language without any reason throughout the conversation.

It is to say that plurilingual competence can give many benefits to learners. According to CEFR 1.3 section, numerous advantages for learners are given in the following: Plurilingual competence includes the ability to:

- Change from one language or dialect to another
- Specific oneself in one language and recognize the other



- Call upon the knowledge of a quantity of languages to make sense of a text,
- Understand phrases from a common global store in a new guise
- Mediate between people with no common language
- With the aid of bringing the entire of their linguistic tools into play
- Scan with different varieties of expression in different
- Languages or dialects,
- Exploiting paralinguistic (mime, gesture, facial expression, etc.)
- Radically simplifying their use of language. [CEFR Section 1.3]

easily. The competencies can help to educate and gain knowledge of languages. To illustrate this opinion, we are going to provide the following example. For example, in the course of teaching the English language, an instructor certainly explains the grammar of the language. In the class, ten students have a distinctive recognition of languages. One of them is aware of solely the Uzbek language, five of them comprehend Uzbek and Russian, and the rest understand Uzbek, Russian, and German. In the studying process, the student who is aware of solely Uzbek has extra difficulties than others in gaining the English Language. Pupils who are conscious of the three languages stated above can accumulate the new language easily. The cause for this condition is that the background information about languages can be supportive of getting to know another one. For instance, whilst the explanation of definite and indefinite articles is now not a new thought for the students that are conscious of the German language, it is not an acquainted one for the pupil who has solely conscious of the Uzbek language. Along these lines, plurilingual and pluricultural competence are tremendous in language education. Summing up the above, we notice that plurilingual and pluricultural competence have a key function in language educating and learning. Pluricultural and plurilingual competence are essential for not only comprehending information of different languages and cultures but also for knowing local ones better. In other words, “The more language you know, the better you can express yourself”.

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These days, the notion of "pluricultural competence" is no longer a new word. It comes from the thought of plurilingualism. According to some researchers in this discipline plurilingual and pluricultural competence refers to the capability to use languages for verbal exchange and to take part in intercultural interaction, where a person, seen as a social actor has proficiency, of various degrees, in a number of languages and experience of numerous cultures. “Plurilingual and pluricultural competence are no longer considered as the superposition or juxtaposition of different competencies, however as an alternative as the existence of a complicated or even composite competence on which the person can also draw.” (CEFR, p.168) Furthermore, in accordance with CEFR: • Competence in a language (including L1) is always partial Partial capabilities are much less partial than they can also seem. Having realized a language means having some focus on numerous other languages Indeed, for gaining one language better, we should have some awareness of different languages. In that way, we learn them by comparing with each other



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