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MULTILINGUALISM AND AGRICULTURAL INNOVATION: LANGUAGE-BASED APPROACHES IN TRAINING PROGRAMS

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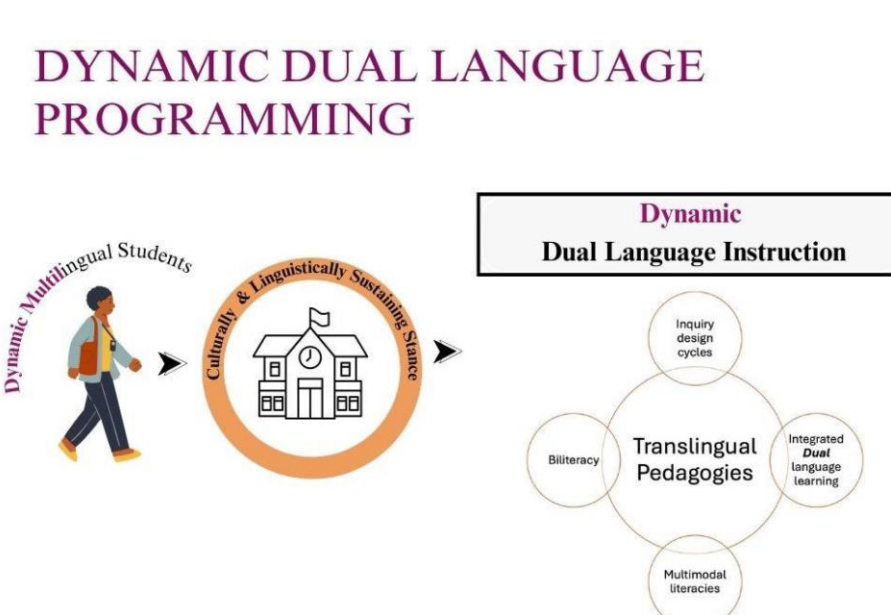
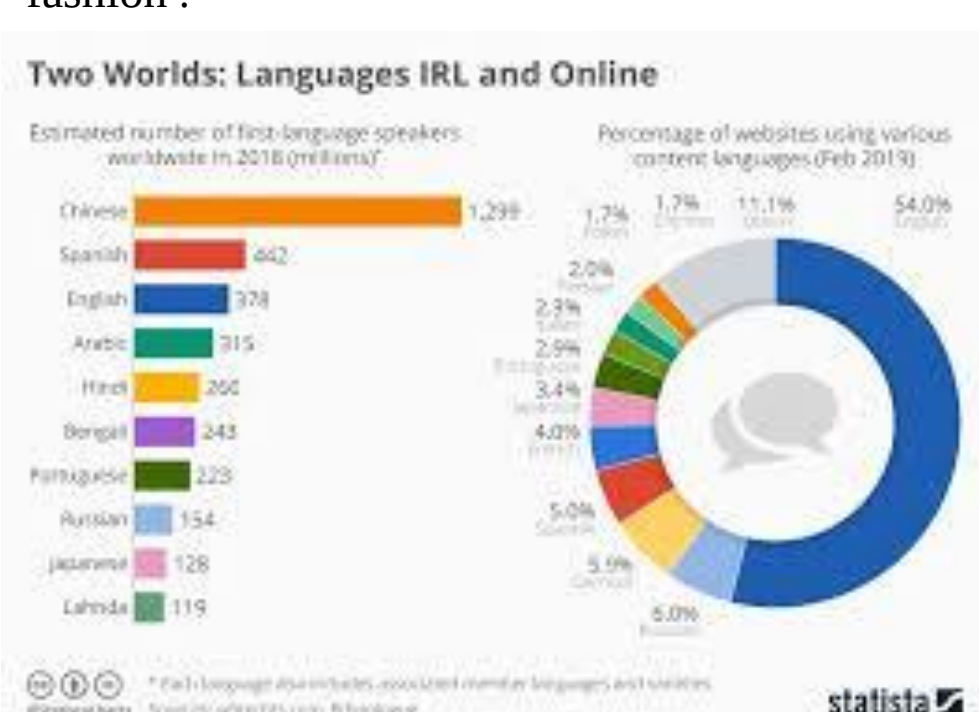
Tajik Technical University named after academician M.S.Osimi, Tajikistan

Abstract:

In a world that is becoming more interconnected, the capacity to communicate across a range of different languages holds significant importance, especially in fields like agriculture, where new ideas can greatly improve both productivity and sustainability. The convergence of many languages and agricultural innovation has received notable focus, indicating that approaches which are based on language might play crucial roles in the crafting and spread of training programmes. By making use of the diverse array of languages spoken among agricultural communities, these programmes can be specifically designed to address the unique cultural and contextual needs of distinct groups. Moreover, encouraging multilingual skills among those working in agriculture not only enhances individual capabilities but also contributes to collective empowerment, ensuring that innovations in agricultural practices and technologies are both accessible and understandable for all parties involved. Therefore, the integration of language diversity into training practices is essential for improving knowledge sharing and encouraging inclusive involvement in agricultural advancement. In a world where agriculture is progressively globalised, the phenomenon of multilingualism becomes a critical element regarding innovation and the transfer of knowledge. It involves not just the capability to converse in various languages, but also the intricate cultural and contextual subtleties that are inherent within those languages, which subsequently shape agricultural methodologies and educational frameworks. This diversity in language is of significant importance in training initiatives, especially aimed at smallholder farmers, as it enables a more inclusive spread of sustainable farming methods.

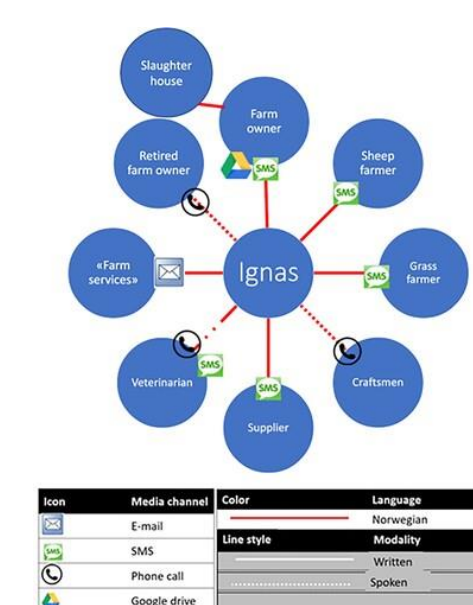
Introduction

The notion of effective communication stands as a fundamental pillar in the successful dissemination of agricultural knowledge. In contexts characterised by multiple languages, the capability to express concepts and practices in diverse tongues becomes exceedingly critical, as it promotes inclusiveness among a variety of stakeholders. This inclusiveness assumes particular importance when confronting the distinct challenges encountered by agricultural communities, where differing linguistic origins could hinder the transfer of knowledge. Through the provision of foreign languages designed for the agricultural domain, educators can enable a more robust interaction between professionals and local populations. Additionally, the enhancement of language skills is closely linked to advancements in agricultural methods and the stimulation of innovation. As evidenced by the ongoing globalisation of economies, a high degree of proficiency in foreign languages boosts international collaboration and guarantees that agricultural practitioners can interact with global counterparts in a meaningful fashion .



Results and discussions

The interaction between culture and multilingual training in agriculture is notably critical for the establishment of effective educational frameworks that align with the varied backgrounds of farmers. It is essential to acknowledge that agricultural methodologies are frequently closely linked with cultural identities, leading to the necessity for training initiatives to be customised to cater to these particularities. For example, traditional techniques for water management hold considerable importance in numerous agricultural communities, and the incorporation of these methods into contemporary practices thereby promotes a sense of familiarity and reverence for indigenous customs. In addition, the foundational concepts of multicultural education, which advocate for the enhancement of ethnic and racial parity, highlight the imperative for training that recognises and celebrates the diverse cultural differences present in agricultural strategies. Therefore, educators have the responsibility to not solely concentrate on imparting technical competencies, but also to foster a deep appreciation for cultural heritage. Such a comprehensive approach ensures that multilingual training schemes transcend mere instructional aims, evolving into transformative experiences that empower farmers to innovate while maintaining their cultural foundations, ultimately leading to the advancement of more sustainable agricultural methodologies.



Conclusions

The outcomes derived from this inquiry accentuate the vital significance of multilingualism in the promotion of agricultural innovation and the enhancement of training schemes aimed at farmers. By placing an emphasis on methodologies centred around language, educational initiatives hold the potential to markedly augment the accessibility of information and resources that are customised to cater to various linguistic demographics, which, in effect, may culminate in more proficient agricultural methodologies. For example, the deployment of e-governance methodologies within the European Union exemplifies how the utilisation of technology can streamline communication and interaction with citizens, subsequently augmenting their involvement in agricultural progression. Moreover, the progress of mobile phenotyping technologies as denoted in the realm of crop breeding permits the amalgamation of farmer inclinations, thereby assuring that innovations are in alignment with the needs of those who are intended to reap the benefits. Such advancements serve to delineate that a dedication to multilingual training is not simply a theoretical aspiration but rather a pragmatic imperative for confronting the urgent issues that besiege the agricultural domain, particularly in the context of climate change and the global demands for food security. The conjunction of multilingualism with agricultural innovation unveils essential insights pertaining to the effectiveness of language-oriented methodologies in training initiatives. Contemporary investigations accentuate the notion that the utilisation of multiple languages within educational frameworks markedly improves the transmission of agricultural knowledge, especially in multicultural environments where various linguistic heritages are present.

Material and method

The method used was the analysis one and also comparative one. We analyzed both the side related to modern languages instruction in life science universities and also the need in agriculture for professionals mastering foreign languages and we went deeper into their education, noticing that only in the first and the last year of their study they make English classes, which means the second and the third year lacks of English knowledge, which more often takes the student back in the 4th year, to the level he had in the first year. We compared with other universities cross the globe and noticed that specialist in agricultural fields have all the study years modern languages classes, even if they are rare, but they do not loose the contact with the foreign language at all for two intermediate years.

