

INTRODUCTION OF MULTILINGUAL EDUCATION: EXPERIENCE, PROBLEMS AND PROSPECTS

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The article deals with the problems of the formation and development of multilingual education, the mechanism of training multilingual personnel. It is noted that there are psychological and linguistic-pedagogical difficulties associated with the individual characteristics of the subjects of the educational process. The authors consider multilingual education as an effective tool for preparing the younger generation for life in an interconnected and interdependent world.

The threat of social instability that arises in any state due to the unpreparedness of the younger generation for life in a multicultural environment has served in many cases as an incentive to elevate multilingual education to the rank of state policy. Modern research shows that the spread of multilingualism in the world is a legal process caused by radical changes in the economy, politics, culture and education [1]. Purposeful, systematic understanding of the phenomenon of multilingual education began relatively recently, except for the search for effective methods of teaching foreign languages. Indeed, the efforts of researchers have so far focused mainly on the problems of bilingual education (the study of the native language and a foreign one) as the most common form of multilingual learning. The processes associated with the development of a third language and, moreover, even more languages, are the least

studied and have become the object of research only recently — in connection with the plans of the European Commission to legalize trilingual education.

According to the UNESCO concept, the concept of "multilingual education" implies the use of at least three languages in education: native, regional or national and international languages [2]. The use of these languages is "an important factor of inclusiveness and quality of education" [2].

The language policy and the principle of multilingualism became priority issues during the creation of the European Union. In 1995, the European Commission published an official report on education issues, which set the goal of trilingualism for all European citizens. The Commission stressed the importance of multilingual communication skills in the conditions of the single market in the information age [3]. The problems of multilingualism, education and culture have been considered annually at the meetings of the Commission of the European Community since 2007. Moreover, the European Commission allocates grants for research on multilingualism using e-learning tools (for example, the Babylon & Ontology project: "Multilingual and cognitive e-learning management System via PDA-phone") [4].

In Kazakhstan, the idea of the trinity of languages was first voiced by N. Nazarbayev back in 2004. In October 2006, at the XII session of the Assembly of People of Kazakhstan, the President again noted that knowledge of at least three languages is important for the future of our children. And already in 2007, in the Address to the People of Kazakhstan "New Kazakhstan in a new world" N. Nazarbayev proposed to start a phased implementation of the cultural project "Trinity of Languages", according to which it is necessary to develop three languages: Kazakh as the state language, Russian as the language of interethnic communication and English as the language of successful integration into the global economy [5]: "Kazakhstan should be perceived throughout the world as a highly educated country whose population uses three languages" [6].

It is from this moment that the countdown of the new language policy of Kazakhstan begins. Multilingual education was secured by the following legislative

acts: The Constitution of the Republic of Kazakhstan, the Law of the Republic of Kazakhstan "On Languages", the Law "On Education", the State Program of functioning of languages in the Republic of Kazakhstan for 2001-2010, the Concept of development of foreign language education of the Republic of Kazakhstan [7-12] and others, which formed its legal basis. The documents listed above define the role and place of multilingual education, the principles of creating a modern effective management system for multilingual education.

Today we can already talk about the completion of work on the institutional support of the implementation of the State Program for the Development of Education of the Republic of Kazakhstan for 2011-2020, the basic competencies of which are trilingualism, Eurasian multiculturalism, communication and technocracy [11]. The state program for the development of languages is carried out in three stages. At the first stage (2011-2013), a set of measures aimed at improving the regulatory and methodological framework for the further functioning and development of languages was carried out. As part of the second stage (2014-2016), it is planned to implement a set of practical measures to introduce new technologies and methods in the field of studying and using the state language, as well as preserving linguistic diversity. At the third stage (2017-2020), the result will be consolidated through systematic monitoring of the degree of demand for the state language in all spheres of public life, the quality of its proper use and the level of proficiency while further maintaining the positions of other languages. According to the results of the program, the share of the adult population who speaks the state language will be 20% by 2014, 80% by 2017, and 95% by 2020. The share of Kazakhstanis who speak Russian will be at least 90% by 2020. Percentage of the population of the republic who speaks English: 2014 — equal to 10%, 2017 — 15%, 2020 - 20%. The share of the population who speaks three languages (state, Russian and English) is 10% by 2014, 12% by 2017, and up to 15% by 2020.

This Concept, considering multilingual education as an effective tool for preparing the younger generation for life in an interconnected and interdependent

world, focuses on in-depth study of the state Kazakh language in harmonious interaction with teaching Russian and English. Special attention is paid to professionally oriented language teaching in order to train specialists who are fluent in three languages, which complies with the Law on Languages of the Republic of Kazakhstan [8] and will undoubtedly increase the competitiveness of specialists.

There is some experience in the implementation of multilingual education in Nazarbayev Intellectual Schools, in which, taking into account the analysis of modern international experience, a model of trilingual education based on a level system of language learning is being developed and implemented. This model is based on the fact that students can fully master oral and written speech in Kazakh, Russian and English. At the same time, not only the rules for introducing the second and third languages into the educational process should be taken into account, but also the possibilities of interactive methods of immersion in a foreign language environment.

On the one hand, today, when the education system is faced with the task of introducing the latest methods of preschool training and early trilingualism, since September 1, 2012, 32 universities have introduced the training of more than 5.5 thousand students of special departments, which will allow in the near future to receive not only competitive multilingual specialists, but also to implement the mass introduction of multilingualism at all stages of education "preschool education — school — university — pre-school education". This will make the process of multilingual education continuous.

Depending on the language of instruction, in all schools, starting from the second (and for the Kazakh language — from the first) grade, the study of Russian or Kazakh is introduced. And since 2013, the study of English from the 1st grade has been introduced. It is assumed that in 5 years these students will have to study in English all the disciplines of the school component. In addition, there are currently more than 30 schools in Kazakhstan with instruction in three languages. Thus, multilingual education has been introduced in schools of Karaganda "Murager", "Daryn", secondary school No. 2 for gifted children named after him. Nurmakova etc . It should be noted

that the introduction of multilingual education has caused a number of problems. The need for knowledge of several languages in the modern world and the demand for a multicultural personality by society are obvious and in themselves are a motivation in learning. However, the professional orientation of schoolchildren presupposes their trilingual training in the basic subjects of the future specialty. So, future chemists-technologists from school should master three languages within a certain thematic minimum in the discipline "Chemistry", future economists should master knowledge of economics, economic theory in three languages, etc. However, Kazakhstan, in comparison with European countries, due to its geographical location, does not have the conditions for the natural development of mass multilingualism with knowledge of an actively functioning world language. Consequently, in the conditions of secondary education, it is necessary to organize the educational process in such a way that graduates have a sufficient level of multilingual competence for the subsequent continuous improvement of speech and communicative competence in three languages. This requires a special design of the process of teaching non-linguistic disciplines, which would help, without increasing the hours in the curriculum, to achieve both the fulfillment of the standard for mastering the content of the discipline, and mastering three languages within the framework of the chosen discipline being studied. This problem has not yet been solved in educational institutions of Kazakhstan.

However, there are also successful solutions to the problems mentioned above for the introduction of multilingual education, as evidenced by the diagnosis of future graduates. Language development takes place in conditions of qualitative strengthening of the process of both linguistic and cultural interaction. For example, knowledge of languages introduces the cultural heritage of the peoples of the languages being studied, there is a rethinking of one's own individuality based on the community of human values. The introduction of such a model of education and upbringing in a Kazakh school allows you to form a comprehensively harmoniously developed personality, able to freely navigate in the international space, who speaks Kazakh, English and Russian at a fairly good level. Practice shows that the majority of

applicants associate the choice of their future profession with knowledge of English, considers knowledge of a foreign language necessary for obtaining a prestigious job and promotion in the future and believes that knowledge of several languages will help them strengthen their social status and take a worthy position in a modern multilingual society, in other words, to be communicatively adapted in any environment. All these factors indicate the joint functioning of the Kazakh, Russian and English languages in a single communicative and socio-cultural space.

On the other hand, there are psychological and linguistic-pedagogical difficulties associated with the individual characteristics of the personality of students, their ability to switch from one language to another, the level of training and the amount of knowledge in the field of languages.

In the whole system of requirements for conditions and resource support for the implementation of programs in multilingual education, the main requirements are for human resources. It is worth emphasizing that the training of English-speaking teaching staff for secondary, technical and professional, higher education has become possible within the framework of the international scholarship of the President of the Republic of Kazakhstan "Bolashak". At the present stage of the scholarship implementation, the emphasis is on master's and doctoral degree programs, as well as the training of technical and medical specialists who are most in demand for our country. In addition, currently the fellows have the opportunity to study at 630 leading universities in 32 countries of the world.

Since one of the essential directions of modernization of the system of training innovative personnel is the training of multilingual personnel for our state, the Karaganda State Technical University has identified key tasks for itself on the path of modernization of higher education, with subsequent integration into the world economic and educational space. One of the stages of entry is the organization of the phased introduction of multilingual education: the creation of the Center "Trinity of Languages" named after Sh. Kudaiberdiev, the development of a Strategy and Program for the development of multilingual education (2012-2016), aimed at creating a

continuous multi-level phased multilingual training of undergraduate, graduate and doctoral students in priority specialties: "Electric power industry", "Machine-building", "Standardization and certification", "Metallurgy", "Information systems". Multilingual groups were formed in these specialties, the contingent of students was determined, their knowledge was monitored, qualified teachers with academic degrees with experience of studying and working abroad were attracted, the language competencies of teachers conducting classes in basic and specialized disciplines were determined. As part of the introduction of multilingual education into the educational process of KarSTU, an agreement was signed with Macmillan Publishing House (London), which resulted in the holding in October 2011. the training of Authenticity in English Language Teaching for the teaching staff working in multilingual groups, with the aim of developing and implementing an innovative component in educational and methodological documentation based on the principle of foreign language authenticity with the participation of the author of the British Textbook Inside Out, Professor Sue Kay from the University of Oxford.

In addition, a two-degree education agreement has been signed with Tomsk Polytechnic University in the specialties "Electric Power Engineering", "Mechanical Engineering", negotiations are underway with Paul Verlaine University (Metz, France) on the opening of a two-degree education in the specialty 6M071000 - Materials Science and technology of new materials. As you know, multilingual education is inextricably linked with the implementation of the main parameters of the Bologna process, the correlation and unification of curricula with European education standards. The main mechanism of practical implementation in this case should be the principle of "double entry of knowledge": language education through the study of language disciplines proper and teaching of individual, for example, mathematical and natural sciences in a foreign language, socio-humanitarian disciplines in Kazakh or Russian [13].

As an implementation of the Concept of foreign language education, fundamental sciences are mastered in the first year of study at the university. Starting

from the second year , students are taught specialized disciplines in the following proportion: A in the state language, A in Russian and A in English for groups with a Kazakh form of education. For Russian-speaking groups 1A in the state language, And in Russian, And in English. In this case, students can take a general education block and enhanced language training. The educational process at KarSTU is organized in accordance with the requirements of multilingual education: a level-based methodology of teaching a foreign language has been introduced, a methodological base of multilingual education has been developed (an educational and methodological complex of disciplines in Kazakh-Russian-English, modules, syllabuses, work programs), specialized author programs in foreign languages in fundamental areas of science are planned.

The Ministry of Education and Science of the Republic of Kazakhstan provides great support in attracting well-known foreign scientists and teachers. It is impossible not to mention the opportunities that international cooperation provides for the training of multilingual personnel. Leading professors from Canada, China, Switzerland, France, Turkey, Germany, and Russia conducted a series of presentations, lectures, and scientific seminars for the faculty of the University. The expansion of such interactions makes it possible to increase the competitiveness of future specialists, as well as to improve the quality of multilingual personnel. Another form of international cooperation is the scholarship of the President of the Republic of Kazakhstan "Bolashak". For example, in Karaganda State Technical University, the number of teachers who have improved their qualifications at foreign universities has increased over the past year. As an example: only under the Bolashak program, more than 50 teachers have completed international internships at top universities in the world for the period from 2010 to 2014. Moreover, the number of scientific publications of the faculty of KarSTU in foreign rating journals indexed in the Thomson Reuters and Scopus databases has increased several times, which indicates the activation of multilingual activities of the teaching staff of the university.

The higher the public interest in new professional, personal, cultural, scientific contact skills with native speakers, with the achievements of science, technology, culture of different countries, the higher the status of multilingualism as a tool for establishing professional communication for effective exchange of experience and, as a result, personal professional development of a specialist [14].

As it is known, Kazakhstan has started large-scale financing of external academic mobility programs for students of Kazakhstani universities. During the academic period, they will study abroad at the expense of the state. In world practice, Kazakhstan is the only state providing funding for academic mobility. There is no doubt that training programs within the framework of academic mobility of students should be integrated into the system of multilingual training. This is an effective way of training multilingual personnel, since students of all specialties, all regional universities of the country are involved in the academic mobility program. Teaching in three languages and, as a result, their mastery will practically contribute to the academic mobility of students, their ability to freely navigate in the international space, in the culture and traditions of different peoples. Academic mobility at the Karaganda State Technical University is carried out by means of the implementation of the following mechanisms:

- departure of students for theoretical and practical training abroad according to educational programs;
- organization of a summer semester on separate educational programs with the invitation of teachers and students from other universities to ensure mobility;
- organization of internships for teaching staff in other universities of the Republic of Kazakhstan and abroad in order to expand academic exchange.

To date , agreements on mutually beneficial cooperation in the field of academic mobility of students and teaching staff are available with the following universities and research centers of the near and far abroad: Technical University (Louisiana, USA), Technical University (Slovakia), Bolton University (UK), Rochester Institute of

Technology (UK), Prague Development Center (Czech Republic), Czech Technical University (Czech Republic), Warsaw University of Technology (Ecole Poland), Warsaw Technical University (Poland), Fraunhof Institute, Technical University of Applied Sciences, HOCHSCHULE WISMAR University of Applied Sciences, Technology, Business and Design, Institute of Geotechnology and Surveying (Germany), Moscow Institute of Steel and Alloys, Tomsk Polytechnic University, Tomsk State University, etc.

The subject of these agreements is cooperation between partner universities to ensure academic mobility of students, undergraduates and doctoral students in the field of science and education.

One of the effective ways of primary training of multilingual personnel is the inclusion in the list of basic disciplines of standard curricula of such disciplines as "Professionally oriented foreign language", "Professional Kazakh/Russian languages". The study of the state of multilingual education at KarSTU and the analysis conducted show that there is an acute problem of insufficient language training of teachers of non-linguistic disciplines, the lack of domestic textbooks in English on core disciplines; the lack of a permanent system of professional development abroad of teachers teaching classes in a foreign language. In order to find effective ways to train multilingual staff, it is necessary to solve the following problems:

- non-compliance of the current qualification requirements and characteristics with the requirements of a multilingual specialist;
- lack of normative and program-methodical support of multilingual education;
- lack of a unified concept of training multilingual specialists based on a competence-based approach;
- insufficient knowledge of the experience of foreign countries on the introduction of multilingual education;
- the lack of development of the mechanism for evaluating the performance of a multilingual specialist. So, the language policy of Kazakhstan puts forward a "reasonable transformation of language culture

- based on the equal use of three languages: state, interethnic and international communication" and allows us to gradually enter the mobile mega-cultural world.

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ОСОБЕННОСТИ БИЛИНГВАЛЬНОГО КОММУНИКАТИВНО ОРИЕНТИРОВАННОГО ОБУЧЕНИЯ В ПРОФЕССИОНАЛЬНО- ПЕДАГОГИЧЕСКОМ ВУЗЕ

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Благодаря интегративным процессам в социально-экономической и политической сферах жизни современного общества создались благоприятные условия для изучения иностранных языков и обучение наполнилось новым