

Consequently, modern pedagogical technologies are personality-oriented and contribute not only to the successful assimilation of the subject matter, but also to the development of the Person in the spiritual and creative plan.

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### **MODERN TRENDS IN LANGUAGE EDUCATION**

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Many scholars characterize the 21st century as a time of interpenetration of different cultures in different areas and spheres of society - politics, business, economics, art, and education. The processes of globalization and internationalization, the information openness of the world allowed millions of

people not only to get education abroad, but also to change their jobs and places of residence. Such social freedoms and movements have led to a multinational, multilingual composition of classrooms and university classrooms. Undoubtedly, language education is the main criterion for achieving a new quality of life, contributing not only to inter

### Purpose and methods of research

At the ascertaining stage of the study, we were interested in the key concepts, namely: language education, its goals and objectives at the present stage; global trends. The methodological basis of the work is analysis of the current state of language education in Russia and abroad, identifying global trends; synthesis of individual elements to fully understand the factors affecting the learning environment.

### Research results and discussion

In the aspect of the problems of our study, V.A. Kozyrev's formulation attracts attention: "Language education as a process and result of cognitive activity aimed at mastering language and speech, self-development and formation of a personality" [1]. [1]. For fuller characteristic of the considered question works of N.D. Galskova and N.I. Gez were studied, who consider that "language education acts as the significant medium, it forms consciousness of the person, its ability to be socially mobile in a society, free "to enter" the open information space". [2]. As part of this study, we agree with V.A. Kozyrev that language education is a phenomenon that includes "the ability to adapt to the changing conditions of the linguistic environment, on the one hand, and actively influence this environment - on the other. [1]. According to B.S. Gershunsky, modern education in the world represents personal, public and state value [3], about language education it is possible to note, that "at the same time there is a blurring and mixing of language areas, this universal complication of language repertoire of the modern person and distribution of multilingualism among the population of the majority of the countries" [4]. [4].

There are a number of works of scientists who consider this concept as a system of institutions providing training in foreign languages. For more complete characterization of the considered concept let us reflect the specificity of education in the Russian Federation, which fully reflects the language direction: "education is implemented at all levels: general (preschool, primary general, basic general, secondary general), vocational (secondary vocational, higher education - bachelor, specialist and master, training of highly qualified personnel), additional (for children and adults, vocational)". [5]. The study of a second foreign language has

recently been envisaged both in Europe and in Russia. Along with this, it should be noted that language education begins at the age of 4-5 years and continues throughout life, according to the reality of modernity and the principle of lifelong learning. Moreover, the process of learning foreign languages is in demand by people of all ages, professions and social status.

In today's economic and social conditions, language is a means of communication and plays an important role, because it affects the development of personality and expands its ability to take a more prestigious and material place in society. At the same time, it should be emphasized that it is the interrelation of state, public and personal interests in the development of language education that influences the achievement of quality results of foreign language learning.

Thus, the essence of language education boils down to the process, organization and practice of teaching foreign languages, independent study and replenishment of the language repertoire of the individual, conditioned by adaptation to the world-wide processes such as globalization and internationalization.

The issues of communication and information exchange become central to the language education under study, as they are necessary tools for understanding the various economic, social, and cultural changes that, in turn, form the most important basis for the development of common strategies among the peoples of the world. Common strategies require common tools. The most authoritative document in international law is the Universal Declaration of Human Rights, adopted by the General Assembly in 1948. Cultural law includes the individual and collective right to education. In this context, education ensures tolerance and friendliness between nations and races, ethnic and religious groups. Cultural right also means participation in cultural life, enjoyment of scientific progress and communication in one's mother tongue. Language is the most expressive medium of culture; it is the quality that gives us a sense of uniqueness. Individuality, openness to peoples and cultures, tolerance, dialogue and linguistic diversity are key values in today's world.

The document "Strategies of Innovative Development of the Russian Federation for the period until the year 2020" has a special significance for the analysis. [6], which states that the formation of competences of the XXth century, including foreign languages, in citizens is one of the priority tasks. Moreover, foreign language learning and improvement of communicative skills and competences are envisaged not only in educational institutions, but also outside educational programs [5]. Based on the "State Language Policy of the Russian Federation" [5]. [5] and the language policy of the Council of Europe, it is worth paying attention to the fact that they are aimed at recognizing and supporting the development of multilingualism. The diversity of languages represented and functioning in Russia and in Europe is a powerful humanitarian potential. Personal

development on a multinational and multilingual basis is the optimal solution to the problems of languages and cultures.

Fundamentally new solutions for language education are provided by the Council of Europe, being the most active institution and representing the European zone of language education, oriented to education in and through languages in a society of linguistic and cultural pluralism [7]. The document "The New Framework of Reference for Multilingualism" (20 languages of the European Union, 60 indigenous languages used by migrants) [8] describes a new policy direction of the European Commission: the possibility of coexistence of all languages, their development, teaching and learning. Emphasis is placed on the individual ability to learn and use more than one language in social communication. The "Common European Framework of Reference for Languages" [7] is the main tool providing the European Educational Space in the field of modern languages, the main purpose of which is to ensure transparency and comparability for the development of language education and description of qualifications. It is available in more than 30 languages. It defines plurilingualism as "the ability to use languages for communication purposes, to take part in intercultural interactions, where the individual is seen as a social agent with varying degrees of proficiency in several languages and intercultural knowledge. This proficiency is not seen as the superiority of certain competencies, but as a set of competencies that the user can manage" [7]. The increased attention to the problem of plurilingualism is primarily because it is the one that can extend these competences.

It is not an aspiration to polyglots, but to help develop plurilingual and multilingual abilities. Expanding the range of languages studied in educational institutions, including the languages of migrants, will contribute to expanding the linguistic repertoire of the individual, adhering to modern trends in language education - the concepts of multilingualism and plurilingualism. Adhering to this provision, nevertheless, it is necessary to distinguish both concepts and note that modern Russian education is characterized by multilingualism, as it assumes a person's command of several foreign languages, which is ensured by the introduction of studying a second foreign language in secondary school programs; or the coexistence of several languages in society (the example of the Republic of Tatarstan: Tatar, Russian and languages of peoples living in Tatarstan, is this basis). The concept of plurilingualism focuses on the linguistic experience of the individual, including the first (native) language (the language of home), the language of society, the languages of foreign countries, regardless of the study of these languages in educational institutions

Developing the concept of multilingualism, the European Center of Modern Languages has developed a number of international projects on language education. Let us consider the project of 2004-2007 under the general theme

"Languages for Social Cohesion: Language Education in a Multilingual and Multicultural Europe". The main document of that time "European Language Portfolio", in addition to the Common European Framework of Reference for Languages, is one of the main projects of the Council of Europe. It is a personal document in which the language repertoire can be recorded and reflect the intercultural experience of an individual. The methodology of using descriptors of achievements in language education proposed by CEFR has been adopted and used throughout the European space, including Russia. However, the description of transparent descriptors that determine the level of intercultural literacy is difficult. The Council of Europe engaged experts to analyze and reflect on the development of language education policies.

The experts' analysis and comments were based on the national reports on language education and the personal interviews they were able to conduct during their visits to the EU countries. The experts' report served as a starting point for the discussion on language education, including mother tongue/first language, migrant languages and foreign languages as a source of national plurilingual capacity. This allows us to conclude that the policy of the European Union to promote multilingualism was aimed at promoting language learning and maintaining linguistic diversity in society; promoting a multilingual economy; providing legislative and general information to citizens of the European Union in their native languages.

Analyzing the 2020-2023 Program. "Inspiring Innovation in Language Education: Changing Contexts, Developing Competences" of the European Centre for Modern Languages of the Council of Europe, we conclude that linguistic and intercultural competences play key roles. The contemporary European space is characterized by the richness of linguistic and cultural diversity due to migration and mobility. It can be stated that the language education policy of the Council of Europe aims at:

- The creation of generally accepted tools for the evaluation of the learning and teaching process in order to be able to compare educational systems in the field of foreign language teaching and language certification;
- the teaching of a foreign language based on linguistic and cultural pluralism;
- the linguistic integration of adult migrants;
- the growth of research on multilingualism and personal plurilingualism in national and international contexts, characterized by various forms of mobility;
- recognition of the importance of the language of instruction for equal opportunities and quality of education.

#### Conclusions

When comprehending the approaches of the Council of Europe and the Strategy for Innovative Development of the Russian Federation until 2020, the

state language policy of the Russian Federation on the issues of language education, we can conclude that:

- 1) the concepts of plurilingualism and intercultural knowledge have become particularly relevant. They affect not only foreign languages, but also the role of the language of instruction for the adaptation and use of the first languages of learners. It is a holistic integrated view, but by no means uniform and standardized. Today, the repertoire of languages and cultures is not viewed in isolation, but represents an element of a common resource base whose different components interact and can be used in different kinds, contexts and situations [7];
- 2) language learning is a common goal across countries. National policies provide clear goals for language learning at different levels of education, with a focus on linguistic diversity;
- 3) there is an emphasis also on teaching the languages of the regions, as well as on the possibility of teaching the language of the country of residence to migrants, the inclusion of the language of migrants in the educational process;
- 4) the advantages of early language learning, special training for teachers, a sufficient number of teaching hours for language learning in the educational programs of different levels and countries play a significant role in promoting multilingualism among both students and teachers;
- 5) the study of other subjects through foreign languages is increasing not only in Europe, but also in Russia;
- 6) in almost all countries foreign languages are now studied in elementary school, and the teacher training program in the field of language education corresponds to the current changes in the language competencies that schoolchildren and students have to master.

The results of the study showed that one of the current trends is a multilingual learning environment. Humanity's entry into the third millennium, the expansion of the boundaries of social and personal space, the processes of globalization and internationalization have made it necessary and possible to form a multilingual learning environment. "Multilingualism is not exceptional, but more frequent than one might normally think. In fact, being bilingual or multilingual is not an aberration assumed by many (...); rather, it is a normal and unremarkable necessity for most in the modern world." [9]. "Communicating in more than one language in the surrounding society or using one of the repertoire languages according to a specific communicative situation is consistent with the concept of multilingualism" [10]. It follows that multilingualism can be determined by the language policy of the state or by the private choice of the individual, regardless of the languages used in the social environment. With the emergence of multilingual learning environments, a terminology began to form, which contains partially overlapping concepts, such as: "bilingualism", "multilingualism", "multilingualism", "multilingualism", "trilingualism", etc. "The phenomenon of

multilingualism or multilingualism can be seen as artificial, natural, successive (sequential), simultaneous (simultaneous), bilateral, multilateral, etc." [11]. Considering Russia as a multinational state, we can assume that multilingual education in our country is more represented by artificial multilingualism, consisting of state, local, two or three foreign languages. It follows that a multilingual educational environment can represent different models of teaching. The difference between the models depends on the simultaneous teaching of certain foreign languages with the support of the native or native languages of the learners. From the above it becomes obvious that Russia will have to adapt to the problems of migrants and take into account the possibilities of export and import of education.

Based on the purpose of the study it can be noted that modern language education is now becoming a worldwide trend of learning in a multilingual environment. We draw attention to the legitimacy of focusing further research on the study of global trends: globalization and internationalization, contributing to the expansion of borders and creating conditions for the formation of a single world educational space; sustained mobility of the population, affecting the creation of multicultural and multilingual learning environments; recognition and certification of language competencies at all levels of life, contributing to the expansion of borders, social and academic mobility of the population; economic, social and academic mobility of the population; and the development of the language of education.

Despite the unity of goals, modern language education cannot but be influenced by the processes taking place in the world. The statistical, analytical and scientific publications that allow us to highlight the worldwide processes that lead to the creation of a multilingual learning environment attract attention in the aspect of the problems of our study. The highlighted tendencies, in our opinion, affect the state of the language education, influence the process of transformation and form a new kind of social and linguistic architecture, thus developing the concept of globalized linguistics, a new trend of the 21st century, which means the ability to work in multilingual and multicultural environment.

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