

## FEATURES OF THE INTRODUCTION OF MULTILINGUAL EDUCATION IN THE REPUBLIC OF KAZAKHSTAN

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**Abstract.** The article discusses the features of the phased introduction of trilingual education in the university of the Republic of Kazakhstan. The authors characterize the problems associated with changing the structure, content and technologies of learning in a multilingual education environment, and propose a special program for the phased introduction and implementation of multilingual education at a university based on E-learning technology.

**Keywords:** learning, multilingualism, multilingual education, multilingual personality, multilingual educational environment, competence, E-learning technologies.

The introduction of multilingual education in Kazakhstan was predetermined due to the formation of a unique multicultural space. According to President N. A. Nazarbayev: "...Kazakhstan is unique and strong in its multinational nature. The multiculturalism of Kazakhstan is a progressive factor in the development of society. The Eurasian roots of the peoples of Kazakhstan allow us to connect the eastern, Asian, Western, European flows and create a unique Kazakh variant of multicultural development" [1]. Of course, this topic involves solving a number of problems related to both planning, defining strategic and tactical goals, content, and imperfection of methods and technologies, since for the first time a unique project initiated by the head of state, the trinity of languages, is being implemented in the post-Soviet space.

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 in the inclusivity and quality of education" [2].

The main purpose of multilingual education is to master foreign languages so that every citizen of the country knows and speaks at least two languages, one of which he would have mastered perfectly. In this regard, education in Kazakhstan is aimed at training competitive specialists who speak professional Kazakh, Russian, and English languages. Such specialists, meeting the requirements of modern education, must master them in accordance with the intercultural paradigm of language training. Only a competitive specialist can properly occupy the appropriate place.

For the development of a qualified specialist, a hardworking personality, capable of energetic and productive life in a multinational circle, who respects the opinions of other cultures, knows how to live in peace and harmony with representatives of other nationalities. It is not enough for every student to be an expert in their field professions. Every hardworking specialist should not only prove himself in the labor market, but also be able to get out of any situation. In the context of the formation of a market economy, universities and many other educational institutions began to realize that success in the future can only be achieved by those who provide training for specialists who are able to work in the production of products capable of withstanding competition in the world market.

This will help to determine the level of professional activity of specialists who provide high training according to international standards. An expert and a master of his craft is today a person who does everything in his power to succeed in his field of activity and is aware of everything that is happening around him and in the whole world of change. Materials and research methods Realizing the current situation in the world, President of the Republic of Kazakhstan N.A. Nazarbayev, in the National Plan – 100 concrete steps to implement five institutional reforms, sets higher education institutions the task of in-depth study of the English language and the gradual transition of teaching the most important subjects in English.

The updated education according to the reform in the education system pursues the following goals:

1. Increasing the level of knowledge of graduates.
2. Achieving high professionalism of young specialists according to the requirements of the time.
3. Teaching students love and respect for their native land, people, history, contempt for national strife, the desire to learn languages for use in professional and everyday communication.

In order to achieve these goals, to fulfill these tasks, it is necessary to improve some aspects of Kazakh education, bringing it to an international standard, to preserve and at the same time ensure the receipt of high-quality knowledge, which is possible only with an increase in the level of language training of the student and the education of linguistic consciousness. And at the same time, it is necessary to think of ways to achieve the achievement of deep knowledge, abruptly changing the self-awareness and worldview of students in the need to learn foreign languages, encouraging them to self-improvement.

President of Kazakhstan N.A. Nazarbayev speaks to the multinational audience of the country every year with his Message to the people, pointing out ways to achieve success, prosperity in the development of the economy, health, education. Also this year, our President said: "The youth of Kazakhstan, an established state, should become multilingual, since knowledge of languages implies the formation of a new Kazakh patriotism and the opening of new opportunities for the younger generation. Responsible language policy is one of the main consolidating factors of the Kazakh nation" [2]. With his statement, Mr. President stressed the importance and relevance of multilingual education for the benefit of the prosperity of the state. Realizing the need for changes in the education system, Kazakhstan has actively introduced methods and forms of training a multicultural and multilingual personality into all structures of educational institutions. Proficiency in foreign languages alone is not enough to occupy a high, prestigious position in the global economy.

We also need properly selected curricula, materials, information and communication technologies, most importantly, self-awareness and the desire of the younger generation to be an intelligent, educated, sociable and multilingual person who speaks several languages, is able to speak foreign languages, skillfully using their knowledge of languages in professional activities in society for appropriate purposes.

According to JSC IAC, the Center for the Study of Public Opinion, in Kazakhstan, traditional language teaching as a subject can be attributed to a weak model of multilingual education when languages are studied as a discipline, and to increase efficiency, it is necessary to use a strong model of multilingual education, when languages are studied as disciplines, as well as some disciplines are taught in English. So far, the picture is such that graduates of schools with Russian as the language of instruction almost do not speak Kazakh, and graduates schools with Kazakh language of instruction have extremely low levels of Russian proficiency (especially in Southern and Western regions of Kazakhstan). The level of English proficiency is traditionally low, at the A1-A2 level (Fig.)



## Students' English language proficiency

The theoretical analysis of the problem of the introduction of multilingual education required clarification of some provisions. In this regard, we conducted a study that allows us to determine the initial level of proficiency of university students in a foreign (English) language in order to predict the formation of multilingual groups at Kazakhstani Universities. To determine the level of foreign language proficiency at the initial stage of study (September, 2023), we conducted entrance monitoring, where students were offered a lexico-grammatical test consisting of 60 questions, and also conducted an interview to determine the availability of conversational skills on common topics: "Acquaintance", "Family", "Hobbies", "Friendship", "Appearance", etc. The assessment is carried out according to European standards in letter equivalents:

1. A1 (Breakthrough) = Beginner – Beginner.
2. A2 (Waystage) = Pre-Intermediate – Below average.
3. B1 (Threshold) = Intermediate – Average.
4. B2 (Vantage) = Upper-Intermediate – Above average.
5. C1 (Proficiency) = Advanced 1 – Advanced.
6. C2 (Mastery) = Advanced 2 – Super Advanced.

It should be noted that the level of foreign language proficiency after the school curriculum leaves much to be desired. 80% of the test subjects have A1–A2 levels; 15% – B1; 5% – B2. At the end of 1 year of study at the university, students are also invited to undergo final monitoring on the same test to track progress. As a rule, the level of proficiency increases in 85% of students. Despite the fact that at the beginning of the academic year, according to the results of testing and interviews, the level of English proficiency could be considered as average, in the future, the activity of 80% of students in learning a foreign language increased markedly. Only 20% of all students remained passive due to their low level of English proficiency.

At each lesson, there was active activity in all four types of work, and students also performed additional tasks at will, so during the teaching of English, groups were

formed for multilingual learning in the future. Groups treated them with both Russian and the state (Kazakh) language of instruction. Taking into account the conducted research, we have developed a special program for the phased introduction and implementation of multilingual education at a university based on E-learning technologies, aimed at formation of students' foreign language communicative competence (hereinafter referred to as the Program), which builds a strong educational model. The development of multilingual consciousness of the individual; the algorithm of speech development; mental, oral, written; communication. The development of speech is the development of thinking. Speech is impossible without thoughts, without an anticipatory internal process. Speech environment: word – dictionary – language structure: speech development – communication – rhetoric: speech culture. Thus, a language is a level system: lexical pronouncational – grammatical. Grammar of a language or speech is a means of communication, communication, self-expression, mastering new means of expressing thought and the world of the language being studied.

The mastery of Kazakh, Russian and foreign languages is becoming an integral component of the personal and professional activities of humankind in modern society. All this in general causes the need for a large number of citizens who practically and professionally speak several languages and, in this regard, receive real chances to occupy a more prestigious position in society, both socially and professionally. One of the tasks is to introduce the younger generation to universal, global values, to form teenagers' skills to communicate and interact with representatives of neighboring cultures in the global space. In this regard, understanding the role of languages in the modern world poses the question of language teaching and improving the level of language training of students, as well as schoolteachers, who must know their native language and the language of international communication – English. The main goal facing teachers and students of the school is the development of a multicultural personality who knows the customs and traditions of his people, speaks several languages, and is able to carry out communicative and activity operations in three languages in all situations, striving for self-development and self-improvement.

The content of multicultural education is multidimensional and has a high degree of interdisciplinary, which allows us to consider the problems of multicultural education as part of academic disciplines. Undoubtedly, the use of innovative methods by teachers, methods of forming interest in learning, methods of forming duty and responsibility in teaching, activate the process of language learning and contribute to the effectiveness of mastering Kazakh, Russian and foreign languages.

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## CURRENT TRENDS IN FOREIGN LANGUAGE TEACHING: FOCUS ON KEY ASPECTS OF HIGHER EDUCATION

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**Abstract** In a rapidly changing educational space, teaching foreign languages occupies a key place, especially in the field of higher education. This article examines the current trends that determine pedagogical approaches and methodologies in teaching foreign languages, with special emphasis on key aspects relevant to higher education institutions. As globalization continues to blur borders, proficiency in foreign languages has become a prerequisite for promoting intercultural communication and mutual understanding. Thus, this essay explores how modern educational institutions adapt their foreign language teaching programs to the requirements of a globalized world.

**Key words:** field, globalization, foreign language.