

being read without knowing all the words, resorting to linguistic guesswork, without focusing on unfamiliar words, i.e. without translation.

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ON THE TASKS OF MULTILINGUAL EDUCATION IN KAZAKHSTAN

1st year student **Uksumbaeva Ayazhan**,
AP “Physical Culture and Sport”
Aktobe Regional University named after
K. Zhubanov, Aktobe, Kazakhstan
Senior lecturer- **Sagiyeva A.T.**

sagieva.aelita@mail.ru

Abstract. The Republic of Kazakhstan is carrying out a radical modernization of the education system, actively implementing a policy of multilingualism in the educational process. None of the CIS countries develops multilingualism at the state level. At the present stage of development of the Kazakh society, bilingualism is gradually beginning to be replaced by multilingualism. A strategically important task of Kazakhstan's language policy is the need to master Kazakh, Russian and English. The purpose of the article is to show the problems and mechanisms of training multilingual personnel in the republic.

Keywords: multilingualism, language policy, multilingual 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 and the analysis conducted show that there is an acute problem of insufficient language training for 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 for teachers teaching classes in a foreign language [1]. 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 programmatic and methodological support for multilingual education;
- the lack of a unified concept of training multilingual specialists based on a competence-based approach;
- insufficient knowledge of the experience of foreign countries in the introduction of multilingual education;
- the lack of development of the mechanism for evaluating the performance of a multilingual specialist.

Therefore, Kazakhstan's language policy puts forward "a reasonable transformation of linguistic 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.

Kazakhstan, located in the heart of Eurasia, at the junction of the interests of major civilizations, has always needed multiculturalism and tolerance. The great Abay saw language as an important factor in the development of society. In the 25th word of edification, he says: "having studied the language and culture of other peoples, a person becomes equal among them, is not humiliated by worthless requests." Abai called for learning Russian in order to "adopt their achievements" and "comprehend their science. Because Russians have become what they are, learning other languages, joining the world culture" Shokan Ualikhanov believed that education should be European and universal. "The assimilation of the European, universal enlightenment and the vigorous struggle against obstacles preventing the achievement of this goal should leave the ultimate goal for any people capable of development and culture."

The Republic of Kazakhstan is radically modernizing the education system, actively implementing a policy of multilingualism in the educational process. Only a few CIS countries develop multilingualism at the state level. Most of the post-Soviet republics from the category of countries with pronounced bilingualism have turned

their language policy towards monolingualism. The initiative of the Head of State – the project "Trinity of Languages" is being implemented [2]. Now it can be stated that the formation of Kazakhstan's statehood and civil society is at the beginning of a new stage of its development, qualitatively different from the previous one:

- on the one hand, there is every reason to assert that during the first two decades of independence in Kazakhstan, the Kazakh model of interethnic and interfaith tolerance was successfully formed; largely due to this, such strategically important tasks as preserving the independence and territorial integrity of the country, achieving lasting interethnic and interfaith peace, economic and political stability were successfully solved;
- on the other hand, at the moment, the Kazakh public and the expert community are coming to realize that interethnic and interfaith peace and harmony as such are only a necessary starting condition for the successful consolidation of society into a single political nation; this awareness of the strategically important task of the new stage of the country's development is reflected in the Doctrine of National Unity of Kazakhstan.

The strategic goal at a new stage of the country's development is not just to further preserve what has been achieved, but also to transform the Kazakh society into a qualitatively new state, which can be achieved through the knowledge of the original culture and language of the Kazakh people and all other peoples living on the territory of modern Kazakhstan. There are already certain results on the way to the development of multilingualism in the education system.

The study of the state of multilingual education and the analysis shows that a number of consistent measures should be taken, namely: - to study the real situation with multilingual education in the Republic of Kazakhstan; - to explore the best international experience in the implementation of multilingual education; - to develop a model for the implementation of multilingual education in terms of the requirements of the State Program for the Development of Education in the Republic of Kazakhstan [1]. The search for effective ways to train multilingual staff indicates the need to solve the following problems:

- non-compliance of the current qualification requirements and characteristics with the requirements of a multilingual specialist;
- the lack of normative, programmatic, and methodological support for multilingual education.
- the lack of a unified concept of training multilingual specialists based on a competence-based approach;

- insufficient knowledge of the experience of foreign countries in the introduction of multilingual education;
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In this case, the full bachelor's degree course will be 5 years (1 year of the foundation program + 4 years of bachelor's degree). Starting from the second year, training in specialized disciplines is offered. Specialized disciplines should be studied in the following proportions: $\frac{1}{2}$ in the state language, $\frac{1}{4}$ in Russian and $\frac{1}{4}$ in English for groups with a Kazakh form of education. For Russian-speaking groups, one in the official language, 1 in Russian, 1 in English. In this case, students can complete a general education block and enhanced language training.

Foundation programs, firstly, would solve the problem of multilingual education, secondly, the problem of transition to 12-year education and, thirdly, the problem of multilingual personnel who will lead the educational process will be resolved in the short term. The modern education system places high demands on the teacher of higher education, the quality of his activity is directly related to the quality of training of future specialists. Currently, the leading teachers of Kazakhstani universities speak foreign languages.

Due to its versatility and multidimensional nature, the problem of multilingualism needs the attention of scientists from various scientific schools to be focused on it. Therefore, the Center for Multilingualism should be multidisciplinary. The implementation of multilingualism needs constant scientific support. In this regard, it is necessary to analyze sociolinguistic and intercultural factors affecting the development of multilingualism in the Republic of Kazakhstan. This will make it

possible to identify the real situation of multilingual education in order to further prepare proposals and comments on the training of multilingual staff. It is necessary to study the advanced multilingual experience of leading countries (Canada, USA, France, Switzerland, Belgium, Finland, Singapore, and Malaysia).

The systematization and generalization of the world experience of multilingual education, the introduction into practice of effective teaching methods at educational levels will allow the Center for Multilingualism.

- to develop detailed proposals for the introduction of the most modern teaching methods and technologies into the process of multilingual education;
- to ensure an increase in the level of professionalism of teachers, which in turn will affect the quality of training of multilingual staff;
- to increase the competitiveness of alternative language educational programs. We think that it is necessary to comprehensively disseminate the experience of Kazakhstani universities for effective training of multilingual staff in various areas, to develop common solutions and proposals.

Today, the problem of multilingual education in higher educational institutions of our country is quite an urgent and comprehensively researched problem, since multilingual education has both its supporters and opponents who claim that it is necessary to know only your native language, it is not necessary to study other languages. On the one hand, they can be understood, since a person who seeks to learn other foreign languages must first know his native language.

By studying our native language, we learn about the origins of our state, about the traditions and customs of our people, which have existed and have existed for centuries. This is not skepticism; this is pain for the fate of the people. On the other hand, we live in a developing country and in the age of scientific and technological revolution. Multilingual education gives today's graduate and tomorrow's specialist a chance to "plunge" into the world of innovative technologies, learn more about other countries, and the most important thing is that in the future they will be able to fully unleash their creative and scientific potential, their abilities. After all, a person is driven not only by a biological or material need, but also by the need to express their concepts and conclusions [3].

Modern Kazakh society today is characterized by social modernization and the desire for global integration processes, where education occupies a leading position in the modernization process. It is known that only a society can successfully develop and harmoniously fit into a number of leading countries of the world, which will be able to create decent conditions for its citizens to acquire high-quality and modern education.

One of the values and main advantages of our country is multinational and multilingual, so it is important to start from primary school. According to our Constitution, Kazakh is the state language, Russian is used along with it in the state structure, and knowledge of foreign languages is necessary to raise the level of education to an international standard, therefore, holding such seminars helps in solving these tasks.

The main purpose facing teachers and students of the school is the development of a multicultural personality capable of social and professional self-determination, who knows the history and traditions of his people, speaks several languages, is able to carry out communicative and activity operations in three languages in all situations, striving for self-development and self-improvement.

The knowledge of Kazakh, Russian and foreign languages is becoming an integral component of a person's personal and professional activities in modern society. All this in general causes the need for a large number of citizens who practically and professionally speak several languages and therefore receive real chances to occupy a more prestigious position in society, both socially and professionally. A reasonable, competent and correct implementation of trilingualism will enable our children of our schools to be communicatively adapted in any environment.

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