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Студенттер мен жас ғалымдардың
«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2018»
XIII Халықаралық ғылыми конференциясы

СБОРНИК МАТЕРИАЛОВ

XIII Международная научная конференция
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2018»

The XIII International Scientific Conference
for Students and Young Scientists
«SCIENCE AND EDUCATION - 2018»



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ПОДСЕКЦИЯ 5.5 РАЗВИТИЕ ТРЕХЯЗЫЧИЕ В ЦИФРОВОМ КАЗАХСТАНЕ

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TRILINGUALISM IN KAZAKHSTAN AS THE IMPERATIVE OF TIME (PROBLEMS AND PERSPECTIVES)

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Today, Kazakhstan occupies a key place in the Eurasian space and whose opinion has a significant weight in world politics. Analyzing the main milestones in the recent history of independent Kazakhstan, we can proudly say that the country today represents an inspiring example of state success due to thanks of the far-sighted policy of President N. Nazarbayev.

Now the knowledge of several languages is a necessary skill and the requirement of the present time. This phenomenon is due to the intensification of globalization, the development of international relations. To preserve multilingualism in the modern world, various measures are being taken, including the availability of a foreign language in the educational process of schools and universities. However, our country is still young and in order to strengthen its position in the world, as a digital and developed state, we follow the generally accepted trends. Thus, the Republic of Kazakhstan confirms the chosen political course of introduction of trilingualism aimed at the development of Kazakh, Russian and English languages by Kazakhstani people, and pays much attention to the formation of IT-knowledge. [1]

In the Republic of Kazakhstan, language policy dates back to 2007, when in the Address to the People of Kazakhstan "New Kazakhstan in a New World" the Head of State proposed to start a phased implementation of the cultural project "The Trinity of Languages". [2] This is a moment that can be designated as the starting point of the new language policy of the independent Kazakhstan, which today can serve as an example for other countries of the world in terms of the degree of popularity in the society and the level of its effectiveness. The selection of Kazakh, Russian and English languages as priorities are explained by the President's words: "Kazakhstan should be perceived all over the world as a highly educated country which population uses three languages. They are: the Kazakh language as the state language, the Russian language as the language of interethnic communication and English is the language of successful integration into the global economy".

The most important direction in the implementation of the Concept of the triune language in Kazakhstan is the systematic study of disciplines in three languages in secondary and higher schools. The problems that arise in the process of implementing the triune language project can be divided conditionally into organizational, methodological and socio-psychological.

Firstly, the one of the main problems of the multilingual education is the lack of a single theoretical, methodological concept, which in practice leads to a difference in approaches to the solution of the tasks set and the diversity of the numerous plans. Thus, based on such items the introduction of the trilingual education in different schools and universities of the country is being implemented.

There for, to a certain age students own the language skills. These skills coincide with the skills of their classmates and friends not always. Young people attend additional classes and even enroll in language courses. Here it begins a huge difference in the studying program. For instance, the study of languages is enshrined in the State Standards, where for the third year students there is a study of the disciplines "Professional Kazakh / Russian Language" and "Professionally Oriented Foreign Language" in the amount of 2 credits. However, there is an obvious unequal in the level difference of the English language proficiency among students, which affects the quality of mastering the teaching material. In this regard, some universities have gone through the formation

of multilingual groups of the most trained students.

Hence, the following undoubted problem there is the shortage of personnel who have sufficient level of English to read professional disciplines. According to the political scientist Eduard Poletayev now 80-90% of parents want their children to know English, and in fact in modern schools English has become the only foreign language. While in the Soviet schools the training was usually taught in two languages, or even three or four - in addition to English, German, French and even sometimes Spanish. This explains the current shortage of subject teachers who speak English. Especially to drag them to school, where it is necessary to fill out many documents, take reports, conduct extra-curricular work, it is extremely problematic. [3]

Today, the state has all necessary resources into the implementation of the triune program: international certified trainers are invited, courses for teaching English teachers are conducted. Thus, the Ministry of Education and Science of Republic of Kazakhstan is trying to fulfill the task set for the formation of trilingualism to the best of its capabilities - in particular, by stimulating methods, allocation of material resources.

At the same time, there is the problem of brain drain. Having received higher education, and having skills in several languages, young people leave for other countries to get work that is more qualified. Almost every second of those leaving is a person with a higher education, and every third has a secondary special education. The majority in the diploma indicates the technical, economic, medical, pedagogical and legal specialties. That is why, they are people with the specialty, which in Kazakhstan is sorely lacking and they all speak several languages.

The "trinity of languages" clearly showed such an acute problem as the weakness or lack of interlanguage links in the Kazakh language. Interlingual communication, dictionaries, translations are not only the basis for learning foreign languages. This is the guarantee of the receipt of world information in the Kazakh language and the development of adequate lexical tools, direct borrowing from foreign languages. Without state training of specialists in translation – scientific, artistic, etc., teachers of foreign languages in the Kazakh language, as well as without dictionaries, textbooks, it is impossible to overcome the isolation of the language and dependence on the Russian language as a course of translation and world information understanding.

To my mind, Kazakhstan has not reached real bilingualism to start the implantation of trilingualism. Besides, studying the Kazakh language in Russian schools does not give tangible results. With trilingual education, the weakest link in Russian schools will remain the state language. At that time, the study of two world languages based on the Kazakh language in some linguistic schools gives good results.

Now we will analyze that perspectives of several languages knowledge in Kazakhstan will lead us to success. The Address of the President in 2017 states the necessary of the policy of trilingual development should become a kind of consolidator of the people of Kazakhstan. For this, the necessity of the trilingual language policy should be conducted competently and consistently, without infringing any language spoken by the people of Kazakhstan. In addition, the Address sets the goal that by 2025 – 95% of Kazakhstani people should know the Kazakh language and for this, in our opinion, all conditions are created. [4] Thus, education in educational institutions of all levels of the country, beginning with the first class, is conducted in Russian and Kazakh languages; in schools, beginning with the first class, children learn English, the curricula of higher educational institutions provide for the study of at least one foreign language; for example German or French. Teaching children from the very first class in three languages gives those prospects and opportunities for broad access to education in the world. Now, after all, we have an era of Internet and integration, and, of course, if a person does not know languages, he does not have the opportunity to communicate with the world and has no opportunity to develop himself.

To date, the school curriculum has been adapted; the updated content has already been tested and implemented in Nazarbayev Intellectual Schools and thirty pilot schools across the country. For the previous three years, 52 thousand teachers passed level refresher courses in accordance with the updated content method and received a wage premium. About 80 coaches from NIS had been train, which already teach 540 teachers-trainers of the national center of advanced training "Өрлеу" and

140 teachers from schools. In the summer of 2016, more than 760 trainers trained 73,000 teachers of primary schools with updated content of programs. The coverage of pre-school education for children increased from 36% to 82% in five years, and by 2019 the coverage should be 100%, that is, children will come to school already prepared. [5] The creation of the "Nazarbayev Intellectual Schools" and "Nazarbayev University" with the trilingual program provides an opportunity for talented young people to study in English and receive an education that meets world standards.

Nazarbayev Intellectual schools (NIS) are an experimental platform for the modernization of the educational system of the Republic of Kazakhstan, so that Kazakhstan could introduce modern forms of management in the sphere of education, implement innovative educational programs and scientific projects.

One of the interesting introductions to the education system was the Cambridge subject, entitled "Global Perspectives and Project Work," which, as the name implies, focused on the development of students' research skills, helped them synthesize all their knowledge in order to answer questions that are of concern, as the world community as a whole, and the Kazakhstan society, and pupils of the senior classes. In addition, within the subject, students look at the world's experience in solving global problems, such as labor migration, alternative energy sources, Internet security, and much more, which helps to adopt the positive experience of other countries and advances us along the way to global citizenship. That is why the implantation of such subjects in all schools of the country is very important.

To conclude, I want to say that the way out is seen in the expansion of programs of international and republican academic mobility, the upgrading of the faculty at special courses and trainings on multilingual education using the example of Nazarbayev intellectual schools. Therefore, the opening of educational institutions aimed at trilingualism will certainly solve half of the problems. Moving to the level of knowledge of languages, our education system will double; this is reflected in the transition of the Bologna evaluation system. This will allow the younger generation to become competitive in the technical, medical and economic spheres around the world. Of these, specialists in the pedagogical sphere will grow, who will then be able to provide quality information in a qualitative way, thereby making the trilingual education a normal manifestation in our country.

The world experience of teaching in three languages shows that there are all the necessary opportunities for achieving a high level of mastering the material and the absence of negative consequences if the necessary conditions are created and a single methodological approach is developed. However, further perspectives and problems of multilingual education in Kazakhstan will become clearer with the passage of time. Undoubtedly, one thing: In society, there is an understanding that a multilingual education is a requirement of the time, that the society constantly increases the need for specialists who have a working level of knowledge of Russian and English. In the modern world, only specialists who have access to foreign-language information, freely communicating with foreign colleagues, who know the culture of the country of the studied language, have a broad outlook, are ready to solve professional problems at a level ensuring competitiveness in the international labor market. For Kazakh people, the idea of a triune language is especially important, as formulated by the Head of State as a response to the challenge of time, as a solution to the vital life needs of a society actively integrating into the global world. Integration of Kazakhstan into the world community today depends on the realization and realization of a simple truth: the world is open to those who can master new knowledge through mastering the dominant languages. Thanks to the initiative of the President, our state has begun to implement the concept of polyglotism in education, because it is poly-linguistic support that will strengthen Kazakhstan's competitiveness and strengthen inter-ethnic harmony.

Thus, by introducing a multilingual education, Kazakhstan also seeks to preemptively neutralize the threat of social instability that often arises from the young generation's unpreparedness to compete in a multicultural environment. Ultimately, a multilingual education is designed to promote the entry of Kazakhstan into a modern multicultural world.

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FORMATION AND DEVELOPMENT OF THE INSTITUTION OF MEDIATION IN KAZAKHSTAN AND A COMPARATIVE ANALYSIS OF MEDIATION IN ENGLISH-SPEAKING COUNTRIES

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The term "mediation" entered the modern legal system of the Republic of Kazakhstan not so long ago. At the legislative level, the status of mediators and mediation itself was approved by the Law of the Republic of Kazakhstan "On Mediation" of January 28, 2011. This law was adopted to regulate public relations in the field of mediation organization in the Republic of Kazakhstan and defined its principles and procedure for conducting, as well as the status of a mediator.[1]

Despite the fact that the legislative status of mediation was fixed in the domestic legal system only in the 21st century, we all know that the role of mediators in the traditional legal system of Kazakh people has long been played by the biys institute. They were mediators in their time and solved all important social issues of that time among of the Kazakh people. They were distinguished by their impartiality and justice, they had great authority among the common people. Actually, the ancient right of the Kazakhs found the most filed expression precisely in the activities of the biys. The inspector of public education in the Turgai region and the ethnographer of the 19th century Aleksey Alektrov in his work pointed out: "The Ordynian has got used to sorting out at home all the quarrels, grievances, fights and other squabbles inevitable in his domestic life, the court of biys and old people. Every biy and aksakal in the proceedings considers it a sacred duty to lend to the litigants full impartial justice; he patiently listens to all routine details of both the complaint brought and the justification, and then announces his decision, which is always accepted without question, being sacredly executed".[2]

At present, mediation (from the Latin *mediare* and *mediation* – mediation) is perceived as a conciliatory procedure, based on the negotiations of the conflicting parties involving a mediator (mediator) with the aim of developing a mutually beneficial agreement on controversial issues.

Mediation in its main idea has an archaic origin. The need to attract the third neutral side to resolve conflicts was, first of all, the desire to survive (individuals or groups, in particular, primitive