



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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**MULTILINGUAL EDUCATION AS AN IMPORTANT DEVELOPMENT
STRATEGY OF KAZAKHSTAN**

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Multilingualism as an important direction of development of human has been aware for a long time. Today, it is impossible to imagine that there are countries somewhere else whose people would know only one language. And in reality there are no civilized States where only one nation would live. The formation of bilingualism and multilingualism is essential for the normal function of any multinational state.

Kazakhstan is a multinational country. Different ethnicities live here like one big happy family, acquainted with the languages of other nationalities and learn their languages. According to the survey (the survey covered 1,392 respondents from 5 regions of Kazakhstan) made by R. B. Absattarov and T. S. Sadykov, "each respondent reported that he lives next door to representatives of at least five different nationalities, 83.1% of respondents have close friends among representatives of other nationalities, more than 50 % – close relatives, 91.9 % – invite and visit people of other nationalities" [1, 15].

The most important strategic task of Kazakhstan education is, on the one hand, the preservation of the best Kazakh educational traditions, on the other hand, providing school graduates with international qualifications, the development of their linguistic consciousness, based on the mastery of the state, native and foreign languages.

Kazakhstan pays great attention to the study of the languages of the people, living in this country. Here, the Kazakh language is the state language, and the Russian language is the language of international communication. According to the state program, textbooks of the new generation are published in the country in six languages: Kazakh, Russian, Uighur, Uzbek, Turkish and German. Foreign languages are taught in all schools. If we consider that the training is carried out in the state, Kazakh, and the language of interethnic communication, Russian languages in schools, colleges and universities, and the curricula of all educational institutions provide for the study, except for Russian, at least another foreign language, it can be said that Kazakhstan has already formed a bilingual situation and there is a tendency of multilingual education.

"Currently, multilingualism is mainly established in Kazakhstan as the most important direction of the culture of interethnic communication. A person who knows the language of another people in addition to his native language, has the opportunity to communicate with a large number of people, to join the material and spiritual wealth developed by the native speakers of another people, to get closer and deeper acquainted with its history, culture" [1, 33].

In his Address to the people in 2009 "New Kazakhstan in the new world" the President of the Republic of Kazakhstan N. Ah. Nazarbayev noted that in order to ensure the competitiveness of the country and its citizens, a phased implementation of the cultural project "Trinity of languages" was proposed, 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.

According to President N. Nazarbayev "...Kazakhstan is unique and strong with its multinational character. On his land formed a unique multicultural space... Multiculturalism of Kazakhstan-is a progressive factor in the development of society. Eurasian roots of the peoples of Kazakhstan allow combining Eastern, Asian, Western, European flows and creating a unique Kazakhstan variant of multiculturalism development".

On behalf of the Head of state, starting from 2013, English language learning is introduced in

the 1st grade schools of the Republic. After 5 years, these students will be able to see the subjects in English. By that time, qualified personnel should be trained to carry out such work. Therefore, the upcoming 2012-2013 academic year should begin with concrete and effective measures in universities to train multilingual teachers. The new model of education will be based on three languages. The Head of state sets such a task for the people of Kazakhstan in the near future.

Multilingualism – "the use of several languages within a certain social community (primarily the state); the use by an individual (group of people) of several languages, each of which is chosen in accordance with a specific communicative situation" [2, 303].

Multilingualism is the basis for the formation of a multicultural personality. Multilingual can be called a person who speaks, understands and knows how to use foreign languages in various situations. Learning a foreign language does not yet speak of education. About multilingual education we can say in those cases, when studying a foreign language are taught in other disciplines, e.g., literature of the studied language, geography, etc.

In order to ensure the achievement of the international standard level of knowledge of several foreign languages, we formulated the concept of multilingual education. It involves the formation of a multilingual person with a certain selection of content, learning principles, the development of special technology using multi-lingual Phrase Book, dictionaries and educational literature, which would indicate the similarities and differences in the basic, intermediate and new language of instruction. In the new technology of teaching it is necessary to ensure the identity of the content of teaching the second and third languages, starting with the universal language phenomena to move to specific for the new, studied, language. A multilingual person is a model of "a person considered from the point of view of his / her readiness to perform speech actions, to create and accept works "(statements and texts) in three or more languages [3, 95].

Based on the theory of Y.N Karaulova [4; 13], we distinguish some levels of linguistic personality. The generalized readiness model of a multilingual person for the threshold level of education presented below is correlated with the phonetic, lexical and grammatical minima we have specified, which will be discussed below.

Ready model. Verbal-semantic level of multilingual personality.

1. Readiness for pronunciation, perception and distinction of sounds, sound combinations of French and Russian languages:

- readiness to distinguish the boundaries of words, to feel and distinguish the specifics of the French accent (on the last syllable) and Russian (mobile);
- willingness to distinguish between the intonational structures of the languages being assimilated.

2. Readiness for nominations, using the sign system of three languages (the individual's ability to associate with objects and phenomena of sound systems of three languages):

- readiness for the reception of vocabulary in French and Russian languages;
- readiness to the choice of words in three languages;
- willingness to use linguistic terminology in the languages studied.

Thesaurus the multilingual level of the individual.

3. Readiness for reception of grammatical structures of French and Russian languages:

- readiness for speech in Vietnamese, French and Russian languages;
- mastering the rules of spelling;
- readiness for written speech in three languages;
- willingness to understand and to reproduce the speech grammar model.

Motivational level of the polylingual personality.

4. The quality of the reading and retelling:

- readiness to produce and perceive texts of everyday use, i.e. knowledge of " everyday language»;
- possession of the rate of spontaneous speech;
- willingness to maintain a dialogue, to distinguish between replica, ask questions;
- readiness to retell the read text;
- willingness to tell the volume of the program and Express their own judgment on the topic.

The levels of formation of a multilingual person are to a certain extent conditional, since they can have a variety of combinations.

The formation of a multicultural multilingual personality with information, communication and intellectual needs, abilities and competencies that will allow it to operate successfully in conditions of intercultural communication and professional-language activities as a subject of foreign language knowledge, foreign language communication and creativity is becoming a fundamental goal of teaching foreign languages.

Multilingual competence is not simply the knowledge of several foreign languages. Multilingual competence is knowledge of the linguistic knowledge system, the ability to identify similar and different in the linguistic organization of different languages, understanding of the mechanisms of the language and algorithms of speech actions, knowledge of metacognitive strategies and developed cognitive ability. Multilingual competence is not a sum of knowledge of specific languages, but is a single complex, often asymmetric configuration of competencies, on which the user relies. It improves understanding of the methods and process of learning foreign languages and develops the ability to communicate and act in new situations. Multilingual competence makes it possible and successful to independently master the basics of previously unknown languages, so the competence of multilingual can be seen not only as the knowledge of several foreign languages, but also as the ability to learn foreign languages, knowledge of the "sense of language", the desire and ability to independently learn foreign languages.

Speaking of bilingualism and multilingualism, it is necessary to mention the tendency of expansion of the English language. At present, the English language is becoming widely developed in the Republic. The area of active use of the English language is expanding. The peoples of the world are already alarmed at the expansion of the English language, expressed in the angulation of almost all languages of the world.

The years of development of sovereign Kazakhstan show that bilingualism and multilingualism in society not only does not infringe on the rights and dignity of the Kazakh language, but also creates all the necessary conditions for its development and progress. But this depends on the deeply thought-out language policy Of President Nazarbayev and the state and the ability of the national intelligentsia to preserve and develop the culture, history and language of the Kazakh people.

The concept of language policy of the Republic of Kazakhstan defines Russian as the main source of information in different fields of science and technology, as a means of communication with near and far abroad. The development of the state, Kazakh language, preservation and development of Russian, the implementation of the policy of multilingual education – the most important task, but difficult. This task can be solved only by joint efforts of all members of society.

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HIGH-QUALITY PROFESSIONAL DEVELOPMENT IS THE CRITICAL LEVERAGE POINT FOR IMPROVING STUDENTS LEARNING AND ACHIEVEMENT

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Introduction

According to the guidelines for teacher education, written in UNESCO (2005, p. 12), teacher education refers to social, economic, and environmental contexts to establish teacher education programs for both pre-service and in-service teachers which are relevant to the local context and culturally appropriate. Teacher education is given re-focus and has been a crucial research area in the field. Teacher education programmes usually consist of four institutional elements: development of the coach teachers' educational background; improvement of the content knowledge and better understanding of the related subject matter they teach; better understanding of pedagogy and in relation to the learning process of young learners; and the last one is the development of teaching skills and strategies. The balance between these four aspects varies widely (Perraton, 2007, p. 43). According to Richards and Farrell (2005, p. 3), “*two broad kinds of goals within the scope of teacher education are often identified, **training and development***”, where teacher training addresses to activities which are related to teacher's present responsibilities and it usually short-term and have immediate outcomes. As the author mentions, occasionally it is a preparation for first teaching position or taking a new responsibility. The concept of teacher training includes basic information about teaching and principles of it, and implementation of those principles within the classroom (Richards & Farrell, 2005, p. 3).

Background of the study

Teacher professional development, on the other hand, refers to general growth and does not focus on specific goals (Richards & Farrell, 2005, p. 4). The necessity of particular high-quality activities which focus on the teacher development and learning effectiveness, has always been welcomed among educators. If training takes short time, professional development, on the contrary, is supposed to be lifelong process, i.e. lasts whole professional life of a teacher. It facilitates teacher's understanding of their teaching and analyzing themselves as teachers.

Teacher professional development is a main aspect of teacher performance and classroom instruction development and as a result, effectiveness of student learning (Ball & Cohen, 1999; Cohen & Hill, 2000; Elmore, 1997). Although, professional development is a continuous process, it includes some of the short-term programs such as: workshops, meetings, cascade training. Richards & Farrell (2005, p. 8) define workshop as “*an intensive, short-term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills*”. Workshops help to develop both institutional as well as individual improvement. In workshop, teachers could work as a team on the specific aspects of teaching, or rather, general ones which includes different materials of content of professional knowledge. While workshop session, teachers are supposed to participate