

2. Комарова, М.В. Преемственность обучения иностранному языку в средней и высшей школе : На примере технического вуза [Текст]: дис. канд. пед. наук : 13.00.08 / Комарова Марина Викторовна- Барнаул, 2002.-196 с.
3. Калинин, Е.А. Преемственность в содержании литературного образования между начальной и основной школой [Текст]: дис. ...канд. пед. наук : 13.00.02 / Калинин Евгений Александрович. - М., 2003.-223 с.
4. Магомеддибирова, З.А. Методическая система реализации преемственности при обучении математике [Текст]: Дис. ... д-ра пед. наук: 13.00.02 / Магомеддибирова Зульпат Абдулгалимовна.- М., 2003.- 300 с.
5. Насирова, М.Е. Преемственность обучения начала математического анализа в школах и педагогическом институте [Текст]: дис. ... кан. нед. наук. / Нарисов М.Е.- Ташкент, 1992.-168 с.
6. Саранцев, Г.И. Методика обучения математики в средней школе [Текст]: учеб. пособи для студентов мат. спец. пед. вузо и ун-то / Г.И.Саранцев. М.: Просвещение, 2002. - 224 с.
7. Колягин, Ю.М. Организация народного образования во второй половине XVIII века [Текст] / Ю.М. Колягин, О.А. Саввина, О.В. Тарасова // Начальная школа. 2003. №8. С.47.
8. Луканкин, Г.Л. Проблемы и перспективы подготовки учителей математики на новом этапе реформы образования в Российской Федерации [Текст] / Г.Л. Луканкин // Профессиональная подготовка в высшей школе накануне XXI века.-М.: МПУ, ЕГПИ, 2007. С.86-91.
9. Мордкович, А.Г. Алгебра и начала анализа [Текст]: Учебник для учащихся 10-11 классов общеобразовательных школ / А.Г. Мордкович-М.: Издательский дом «Новый учебник», 2009.-336 с.
10. Гальперин, П.Я. Введение в психологию [Текст] : учеб. пособие для вузов / П.Я. Гальперин. 2- изд. М.: Книжны до «Университет», 2000.-336 с.
11. Зимняя, И.А. Педагогическая психология [Текст] : учеб. нособие.
<http://sdo.mgaps.ru/books/KP1/M4/file/2.pdf>
12. Леонтьев, А.Н. Деятельность, сознание, личность [Текст] / А.Н. Леонтьев.
<https://www.marxists.org/russkij/leontiev/1975/dyeatyelnost/deyatyelnost-soznyanie-lichnost.pdf>
13. Груденов, Я.И. Совершенствование методики работ учителя математики [Текст] <https://www.twirpx.com/file/635598/>

37.378

MULTILINGUAL EDUCATION IN KAZAKHSTAN

Луговой А.А., Китибаева А.К.

Карагандинский университет им. академика Е.А. Букетова, г. Караганда, Казахстан,
alexsey.1996@mail.ru.

(Научный руководитель – PhD, доцент кафедры теории и методики иноязычной подготовки Китибаева А.К.)

The globalization and integration processes taking place in the world, in the world community, bring to the fore new topical issues related to the formation of a person capable of active life in a multinational, multicultural environment with a developed sense of respect and understanding of other cultures and peoples. Therefore, there is a need to reorient the goals of education in foreign language communication based on respect for the diversity of cultures, traditions and languages of different peoples, taking into account the principles of

multiculturalism and linguistic pluralism to form a coherent picture of the world, the value of self-determination in multilingual educational space.

Multilingual educational space, in our understanding, is a complex, open, dynamic reality, filled with diverse and polyphonic meanings that help students to acquire cultural heritage and cultural process for subsequent self-identification and self-realization in life, the knowledge of, the work and communication, on the one hand, on the other hand, allows you to acquire valuable personal meanings, develop personal involvement in the process of learning and self-discovery.

In the Address of the President of the Republic of Kazakhstan N. A. Nazarbayev «New Kazakhstan in the new world» in order to ensure the competitiveness of the country and its citizens, a phased implementation of the cultural project «Trinity of Languages» is 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.

We live and work in an era when there is a globalization of all spheres of human activity, which entails a revision of priorities in education. That is why multiculturalism, along with information and communication competencies, is now defined by the world educational community as the basic competence of education and one of the main directions of the formation of the world educational space.

The relevance of multicultural and multilingual education is determined by the general global trend towards integration in the economic, cultural and political spheres. We understand multilingual education as a purposeful process of introduction to the world culture by means of several languages, when the languages studied act as a way of comprehending the sphere of special knowledge, assimilation of the cultural, historical and social experience of various countries and peoples.

An objective necessity in the conditions of modern education is the creation of an innovative model of general secondary education that combines the best traditions of the Kazakh and world educational systems, which allows students to engage in research and experimental activities already within the walls of the school, to educate a highly educated person with an active life position that can compete at the international level. For the education of an intellectual personality, changes in the existing structure of the school, the system of relationships, the design of the content of education, teaching methods, and the principles of evaluating educational achievements are required.

The realities of the current stage of development of society, the language situation in Kazakhstan - a multinational, with a centuries-old history, in which peoples, nations, and cultures are intertwined, currently dictate the need to develop basic methodological principles and approaches to the formation of a sociable language personality.

At the same time, integration into the world economic space is not possible without knowledge of world languages, in particular English. The current task of our state is to ensure successful integration into the world educational space and to ensure students' access to relevant information in any of the three languages: Kazakh, Russian, and English.

Early learning of foreign languages is aimed at educating a multilingual personality of a student who has mastered the values of the language, is ready for social and cultural interaction in his native and other languages, and is able to communicate with others by verbal and non-verbal means.

Value determination in multilingual education [1] as a pedagogical phenomenon is the process of development of the student's personality reflecting his rise to civilizational, national and personal-oriented values, on the other – the result expressed in readiness to lead the discussion of cultures, to make a responsible choice of the objectives and values of multilingual education, suggesting a qualitative change in the attitude of the person toward a multicultural world, other people and minds.

Updating the content, methods, and technologies of education in modern conditions of multiculturalism and multilingualism is based on the understanding of the world as a holistic and nonlinear system, the importance of forming new thinking associated with the state of openness of a person for constant development, readiness to revise their views, with the ability to holistic perception and creative understanding of the phenomena of the surrounding world [2, p. 8].

Integrated educational situations, on the one hand, form a holistic multilingual space that acts as the goal, condition, means and result of education. On the other hand, the multilingual personality is most evident in integrated educational situations. In the multilingual space, there is an accumulation and comprehension of positive experience of interaction with others, with oneself, self-realization, and assignment of values, which determines the value self-determination of the student's personality. These processes involve the formation of «the ability to expand one's own thesaurus and integrate into someone else's, the ability to use extralinguistic means, the ability to read the motives of another in the process of polyphonic interaction» [2, p.99].

The questionnaire developed by us, which includes 18 questions of different types, allowed us to specify the goals, identify the values of multilingual education, and the level of understanding of the concepts considered in the study 100 students of Karaganda State University named after E. A. Buketov took part in the survey.

The survey of students showed that all the interviewed students learn two foreign languages from different ages, would like to learn foreign languages, and even if it was not necessary. 67% said they were ready to learn three or more languages, including Arabic, Chinese, Japanese, Spanish, and Italian. The respondents note that a foreign language is one of the most interesting subjects for them, and they would like to devote more time to it than the program provides. The majority (83%) of respondents are aware of the importance of learning a foreign language for their future professional activities. For 23% of students, a foreign language is a hobby that helps to expand the circle of communication. When learning foreign languages, students set themselves the following goals (presented in ranked order): to use the acquired knowledge in future work, to obtain a diploma of higher education, to use the acquired knowledge in certain situations, to communicate on free topics with foreigners, to communicate on trips abroad, to pass an international exam, to work in a foreign company. Knowledge of foreign languages, according to the respondents, is a necessary condition for participation in multilingual educational projects in which they express a desire to participate.

Motivate students to learn a foreign language (in ranked order): emotionality, passion of the teacher, the use of interesting didactic material, interactive, game technologies, new information technologies, creative tasks, cultural materials, competitive techniques, working in groups.

It is important to note that students also study foreign languages in their free time: first, they watch movies, read books in foreign languages, and attend clubs, foreign language courses, but only 7% said that they participated in events and projects involving foreign languages.

The survey data show that students are fully aware not only of the importance of the subject «Foreign language», but also of the need to study several foreign languages, as well as to continue studying a more in-depth native language for their professional activities. The study of foreign languages is considered not only as a means of satisfying personal needs, but also for obtaining professional knowledge through the language. In this regard, there is a need to update the potential opportunities of multilingual education for the formation of professional competence of future specialists, creating conditions for its implementation in the educational process.

It is important that a more complete understanding of multilingual education, its goals and values is observed among Kazakh students who are bilinguals from birth, who speak both their native language and Russian. The second foreign language – English – they begin to learn on average from the age of 10. Under multilingual education, they understand the acquisition of

knowledge in the field of linguistics (the study of two or more foreign languages), country studies (traditions, life, history, culture, achievements of the countries of the studied languages), «gaining experience in relation to the world, the other, oneself, activities in situations of multilingual and multicultural interaction», «studying basic subjects in several languages». Students presented more concise, fragmentary answers: «the opportunity to get a more complete, promising education», «learning several languages», «this is the future». Among the values of multilingual education, students name «multilingual personality», «intercultural communication», «country culture», «patriotism», «ideal», «life», «knowledge», «self-development», «self-expression», «self-determination».

Thus, students' awareness of the role of multilingual education, which implies the enrichment of knowledge about the achievements of their native and national cultures, understanding their own nationality, expanding knowledge in the field of native and foreign languages, mastering the strategies of intercultural interaction, dictates the need to revise the goals of language education, namely, the need to form and develop a multilingual culture, which means a complex integral personal education, including cognitive, value and activity components, characterized by a certain level of language, cultural knowledge, values and attitude to the languages and cultures of native languages to their native language and culture, active, creative, and communicative activities.

Referenses:

1. Мосиенко Л.В. Ценностные основания самоопределения студентов в полилингвальном образовании // Вестник Оренбургского государственного университета. 2016. №2. С. 39-45.

2. Буланкина Н.Е. Культурное самоопределение личности в полиязыковом образовательном пространстве. – Москва, 2003. – 421с.