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THE ROLE OF MULTILINGUALISM IN EDUCATION IN MODERN CONDITIONS

Meeting multilingual students today is not big news, there are several ways for students to become multilingual. For example, if a person is related to his cultural background, that is, he can speak one language in the family, and another in public. This is a common practice among emigrants; families from other countries. Or, in addition to the state language, a second or even a third language can be taught at school, which is typical for Kazakhstani society. The main thing is not that children are multilingual, but that the majority of schoolchildren in the world are engaged in multilingualism or translanguaging.

Multilinguals use translanguaging to access diverse linguistic aspects or styles of what are referred to as independent languages in order to optimize their communicative potential. It's a method of studying multilingualism that focuses on the behaviors of multilinguals that may be observed in order to describe of their multilingual environments, rather than on the languages themselves, as has been the case in the past. As a result, while code swapping is included in translanguaging, it goes beyond it.

However, education systems all around the world rarely regard multilingualism as a skill. Children who arrive at school communicating in forms that are not

consistent with the school's language practices are frequently ostracized and placed on remedial education tracks.

Multilingual education programs have gradually increased and extended. Multicultural education programs have been designed based on the potential of reversing the language change of politically marginalized communities. These systems obviously react to a cyclical multilingual model, respecting a huge spectrum of multilingual practices [García O., 2009].

Even in the United States and Europe, historical multilingual education programs are no longer adequate. What are defined as two dual language multilingual education programs have emerged, particularly in the United States, and include children with a variety of linguistic characteristics. CLIL (Content and Language Integrated Learning) programs, in which all children are being taught an academic subject in a foreign language, are being encouraged in Europe as a way to replace description of the basic foreign language training. Either 2 dual language multilingualism and CLIL programs exist in reality.

Translanguaging, in reality, is what helps us to create understanding of the multilingual environments we inhabit. It allows us to comprehend our multilingual language world [Shohamy E., 2006] as well as the various signals that around us (visual, aural, physical and spatial, written and linguistic). In the twenty-first century, it is impossible to make form of communication without combining all of the various indications and forms with which we come into touch. Signs that have been ascribed to one language or another are all just - and being linguistically competent in the twenty-first century necessitates our access to all of them, mostly continuously but occasionally sequentially.

Multilingualism's application in diverse domains of human social activity has its own set of characteristics (linguistic, ethical and aesthetic, situational, etc.). As a result, multilingualism serves "as an instrument to meet the spiritual, ethical, and aesthetic requirements of people and communities, which manifest themselves

specifically in the realm of creative and literary relations between individuals." [Law On languages in the Republic of Kazakhstan]

As significant benefitions of linguistic learning in the educational arena, the primary goals are considered to be strengthening multilingual competency and creating cross - cultural understanding. According to Dr. Lid King, this would include taking into account changes in three components: the model, policy, and teacher education. [King L., 2018]

We should consider shifting to a more adaptable paradigm of 'education for plurilingualism.' This necessitates the development of programs that can distinguish linguistic purposes for a variety of languages, instead of the 19th-century 'one-size-fits-all' method. Several languages, most particularly English, will be studied to the top level; others will be 'recognized' and thus assisted in school; new languages will be taught to a good standard for basic interaction, whether verbalized or printed text; and still others will be introduced into the teaching mainly to help linguistic awareness and cultural understanding. The CEFR (Common European Framework of Reference) is an effective instrument for facilitating a such procedure. We also must take note of recommendations, such as Canada's "literacy engagement program" and Australia's proposals for developing multilingual human resources.

We realize that a lot of language acquisition happens informal way, such as by listening to songs, playing online games, and watching movies, as well as through the Internet and digital communication. How will teachers adapt to this situation, seeing it as a key information source rather than a disruption, including what students bring from their surrounding environment while also assisting them, especially in establishing appropriate use of the Internet? We should also have a deeper understanding of the major factors that influence language acquisition achievement: learning with a purpose utilizing genuine circumstances and material, including CLIL; engagement to the target language, preferably from an early age [King L., 2018].

In the end, educators are the most vital factor in the education sector, determining whether students succeed or fail.

Teachers have a crucial part at students' reading abilities, overall academic performance, attitudes, behaviors, and schooling experiences are all impacted by their upbringing and intake features, the occurrence of these impacts correspond to class/teacher impacts. That is, male or female or background, the effective teaching and learning seem to be the most important influencers on students' intellectual, emotional, and behavioral aspects of education. Indeed, data from linked domestic and global proof studies show that great instructors and instruction, backed up by effective teacher professional development, are "what counts most!" [Rowe K., 2003].

We're discussing a new concept that connects a variety of available educational streams into something much more comprehensive, where "many instructors will be language teachers." Moreover, the spread of systems like EMI and CLIL need unique abilities for a large number of instructors, not just a tiny group of language experts. If certain objectives as those mentioned here are to be a fact, teachers will require assistance both during their initial education and via professional growth.

In this new approach, the teacher's primary responsibility is to prepare students for the communication age.

In today's global society, developing multilingualism is a natural process, as it is driven by the necessity to retain and build a conversation with a person of another society. The interaction of native speakers of various national conscious minds, the interchange of aspects of consciousness, and the interpretation of person's ideas and awareness of another culture are all examples of cultural dialogue. The dialogue of nations is an important phenomena because it helps to the development of cultures by allowing societies to communicate and engage with one another, as well as understanding of the differences and uniqueness of each culture [Melikov I. M., Gezalov A. A., 2014].

Not only must multiple multilingual education teach two or three traditional academic languages well. However, multilingualism must also take into account the translanguaging behaviors of classroom participants, including students and teachers. Children will gain the linguistic confidence and identification that they require to learn and succeed as a result of this. Multilingual education in the twenty-first century will have to do more than just add more languages; it will also have to acknowledge the numerous linguistic practices that populations are increasingly bringing and that combined education has the opportunity to liberate. Those of us who carefully study language practices in successful multilingual classrooms hardly see guidance that does not depend on students and instructors translanguaging to make sense of information.

Multilingual education was seen as the foundation for maintaining humanity's linguistic legacy and cultural variety at the turn of the twenty-first century. Multilingual education helps to develop new linguistic cognition and a sense of connection to a worldwide culture, as well as the ability to always better oneself in a professional field. These tendencies are especially appropriate in the case of globalization, which has resulted in the formation of "organic solidarity," integration, and collaboration, all of which require the capacity to communicate with one another.

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