
КӨПТІЛДІ БІЛІМ БЕРУ МӘСЕЛЕЛЕРІ

ПРОБЛЕМЫ ПОЛИЯЗЫЧНОГО ОБРАЗОВАНИЯ

PROBLEMS OF MULTILINGUAL EDUCATION

UDC 81'272:37(574)

G.Yu. Amanbayeva, M.K. Meirbekova

*Ye.A. Buketov Karaganda State University, Kazakhstan
(E-mail: FLF_post@mail.ru)*

Realization of trilingual politics in education system of the Republic of Kazakhstan

In the article problems of formation and development of the country are considered in adoption of project trilingual in education system. Also about mechanism of preparation polylingual teaching staff. Number of the positive facts which precede to success country from the different parties and industries of policy is noticed. There are psychological and linguo – pedagogical character tasks which are connected with specific features of listeners in the education process. Authors envisage trilingual education as the productive mechanism of training of the younger generation for functioning in the conditions of the independent and competitive country.

Keywords: trilingual education, trinity of languages, multilingualism, sociolinguistics, linguo-pedagogical teaching staff.

Modern researches show that distribution of multilingualism in the world — the natural process caused by basic changes in economy, policy, culture and education [1].

Today, knowledge of several languages is necessary skill and the requirement of present. Such phenomenon is explained by globalization strengthening and development of international relations. In the Republic of Kazakhstan one of the main priorities in case of creation to safe the future is knowledge of several languages.

Purposeful, complete comprehension of multilingual education phenomenon began quite recently, apart from development of effective methods teaching foreign languages. Until recently many works of researchers still were concentrated generally on problems of bilingual education (studying of the native language and foreign) as to the most often found form of multilingual training. The processes connected with development of the third language and, especially, still bigger quantity of languages, are least studied and became a research object only recently — in connection with plans of the European commission to legitimize trilingual education.

Trinity of languages – is the important factor of a public consent. For the modern Kazakhstan citizens knowing of three languages – is a condition of own wellbeing. The variety of cultures and languages, as well as their equal coexistence, is the main property of Kazakhstan, at the same time efficiency of trilingual is possible only on condition of the commonly accepted ideological basis: Kazakh is a state language, Russian – is language of international communication, English – is the key to knowledge as worldwide language.

For the first time the idea about introduction of trilingual (or a three languages), i.e. development by citizens of RK of the Kazakh, Russian and English languages, was voiced by N. Nazarbayev in October, 2006 on XII sessions of Assembly of Kazakhstan people. And already in the message of 2007 «New Kazakhstan in the new world» N. Nazarbayev suggested to begin step-by-step implementation of the cultural project «Trinity of languages: «Kazakhstan shall be perceived around the world as the highly educated country which population uses three languages. They are: Kazakh – as a state language, Russian – as language of international communication and English – language of successful integration into global economy» [2; 2].

In the dictionary of linguistic terms by T. V. Zhrebilo the following definition «is given to trilingual is a functioning of three languages within a territorial community: the state, the region, the city, the settlement where each of languages is correlated with a certain sphere of communication. 2. It is the possession of person of three languages within his communicative opportunities» [3; 113].

In the dictionary of sociolinguistics terms by V.Yu.Mikhailchenko it is given similar to the previous definition, accompanying him with an example «trilingua is a functioning of three languages within a territorial community (the state, the region, the city, the settlement). Usually each of these languages is correlated with a certain sphere of communication. For example, in the village Gunzib (Republic of Dagestan) the Georgian, Avarian and Russian languages function. The Georgian language is used in family and household communication, in traditional economic activity and as supportive application in primary education, in the religious sphere. The Avarian language is used as the tutorial in initial, and Russian at high school. Russian is language of formal office-work. Means of international communication are depend on the communicative partner as the Avarian or Russian languages [4; 149].

According to B. Hasanuly, trilingua – «is the alternative to three languages in heterogeneous society that representatives of one ethnos» [5; 291].

Accession of Kazakhstan to Bologna Process played a significant role in development of trilingua in the Republic of Kazakhstan. According to the principles of the Bologna declaration, in Kazakhstan the system of polylingual education in case of which on an equal basis with the Kazakh and Russian languages also English shall be used shall be realized. The purpose of Bologna Process is creation of a strong competitive education system in the world.

Requirement of knowing Kazakh, Russian and English languages create base for trilingual education. However in case of language planning is necessary to consider the fact that the bilingualism in the Republic of Kazakhstan is the natural process proceeding among all population of the republic irrespective of age, nationalities, and three languages is the process which is regulated and created «from above».

Trilingual education assumes that training of foreign language, in particular to English, is the major factor determining access to information in language of the international communication and computer technologies, an exit of our specialists to wide international level, promoting more successful integration of Kazakhstan economy in the world. Further it will provide development of domestic science and technology according to universal standards. As for multilingualism, is one more fine opportunity to rally society, and right strategy to weave the multinational people of our Republic in a whole. It definitely excludes danger of forced assimilation of various nationalities since multilingualism is the solution of the specified problem, and the possibility of education in the native language serves as a factor of maintenance and development of identity of national diasporas. Existence of the Russian schools and schools of National revival in the majority of the areas of Kazakhstan where practice of provision of education on Uzbek is applied, Uigur, German, Armenian, Polish and other languages, is real confirmation of success of carrying out the chosen strategy of language policy. It is natural that for implementation of policy in the relation of trilingua and multilingualism is still necessary to overcome a lot of things. It is not only financial problem if since as the main objective is the creation of sale terms of strategy based on all education levels, in communication with what a vigorous and initiative personnel which could realize planned further are necessary. That is why now one of key tasks is involvement of future specialists of the corresponding industries of knowledge in process of carrying out language policy by their competent education in questions of trilingual education and attraction to active actions at the level of educational institutions that is natural in forces of both teachers, and students. That is why this program rate couldn't but get a response among the faculty and students of our university.

On October 29, 2010 the President of the Republic of Kazakhstan issued the decree on the State program of development and functioning of languages in the Republic of Kazakhstan for 2011-2020. Which is about development of languages in new conditions, enhancement is standard - the legal base directed to strengthening of the institutional status of Kazakh as a state, to preserving sociolinguistics activity of Russian and to development of English as integration tools in world space.

Today it is possible to speak with confidence about completion of work on institutional ensuring implementation with this program which basic competences are three languages, the Eurasian polyculture, communicativeness and a technocracy with confidence [6].

The state program of development of languages is carried out in three stages. At the first stage (2011-2013), the package of measures, directed to improvement of norm-legal and methodological base of further functioning and development of languages is carried out. Within the second stage (2014-2016) realization of a complex of practical measures planned to implement of new technologies and methods in the field of

studying and application of a state language, and also preservation of language variety. At the third stage (2017-2020) fixing of result through the system monitoring of state language degree demand in all spheres of public life, quality of its appropriate application and level of proficiency at further preservation of positions of other languages. Following the results of implementation of the program the share of the old generation knowing a state language will make 20% by 2014, by 2017 — will make 80%, by 2020 — 95%. The share of the Kazakhstan citizens who knows Russian by 2020 will make not less than 90%. A share of the population of the republic which knows English: 2014 — is equal to 10%, 2017 — 15%, 2020 — 20%. A share of the population who knows three languages (state, Russian and English), by 2014 is equal to 10%, by 2017 — 12, by 2020 — to 15%.

This concept, considering polylingual education as the efficient instrument of training of the younger generation for activity in the conditions of the interconnected and interdependent world, orients to profound studying of the state Kazakh in harmonious interaction with training in Russian and English. Special attention is paid to professionally oriented training in languages for the purpose of training of specialists, fluent in three languages that corresponds to the Law on languages of the Republic of Kazakhstan and undoubtedly, will raise competitiveness of specialists [7].

One of tasks is familiarizing younger generation with universal, global values, forming at teenagers of abilities to communicate and interact with representatives of the next cultures in world space. In this regard the understanding of a role of languages in the modern world puts to us a question of training in languages and increase in level of pupils' language training, and also teachers of schools which shall know the native language and language of the international communication — English. The main goal facing teachers and pupils of school is a development of the polycultural personality knowing customs and traditions of the people, knowing several languages capable to perform communicatively — activity transactions in three languages in all situations, aiming at self-development and self-improvement.

Content of polycultural education is multidimensional and differs in high degree of interdiscipline that allows considering problems of polycultural education as a part of subject matters. Use by teachers of innovative methods, methods of forming of interest in training, methods of forming of a debt and responsibility in training is indisputable, intensify process of language training and promote efficiency of assimilation Kazakh, Russian and foreign languages.

It is known that only that state can successfully develop and harmoniously fit in a row the leading countries of the world which will manage to create worthy conditions for acquisition of quality and modern education for the citizens.

The president of the country N.A.Nazarbayev delivered a high level before native education. It shall become competitive, high-quality, such that graduates of the Kazakhstan school could continue easily training in foreign higher education institutions. Therefore the most important strategic task of education is, on the one hand preserving the best Kazakhstan educational traditions, on the other hand, providing graduates of schools with the international qualification skills, development of their linguistic consciousness at the heart of which - mastering state, native, and foreign languages. In this regard the understanding of a role of languages in the modern world with special sharpness puts to us a question of effectiveness of training in languages and increase in level of language training of pupils. Multilingualism — a basis of forming of the polycultural personality.

The purpose of polycultural and polylingual education can consist in formation of the person capable to active activity in the multinational and polycultural environment possessing the developed feeling of understanding and respect of other cultures, ability to live in peace with people of different nationalities, races and beliefs. The multilingualism at the corresponding principles of humanity can stimulate a humanization in national educational system. Justification of need of a priority of the native language of culture in general which, actively adapting languages of other people, becomes stronger in the wealth and uniqueness, is that methodological principle which moves forward as the conceptual solution of social and philosophic problems of a humanization of polylanguage educational space of the modern world.

Language is what society on it is speaking. It changed. In many respects — under the influence of the mass media which are intensively using all benefits high technologies. Here pertinent will be to assume that a language condition mirror – is a mirror of language and speech communicative possibility. Language exists in a language form of the speaking individuals, and the speech — in sound or in writing. Language is social-phenomenon, but not individual. Intensively developing integration processes, growth of professional and academic exchanges. Deepening of the international interaction and cooperation are stimulated forward development of polylingual education. According to the President N.A.Nazarbayev's speech the most impor-

tant task of education of people providing graduates of schools with the international qualification skills, development of their linguistic consciousness at the heart of which is mastering state, native and foreign languages. We are faced by a question of effectiveness of training in languages and increases in level of language training of pupils. Rapid inclusion of Kazakhstan in the world community: innovatively - the industrial economy, informatization of society, harmonization of educational space and implementation of international standards radically change consciousness and behavior of the person. Socially - historical reorganization of society and a public form of consciousness and orientation to values of general human culture keeps up to date the project of the President «Trinity of languages as it is social - historical need as nation competitiveness, as a cultural imperative of time, and approved a priority of three languages in the Republic of Kazakhstan».

Introduction of studying subjects in three languages, especially natural-science (such as chemistry, physics, biology), was planned to begin by the updated methods of teaching which are developed according to the best world prepared practices since September, 2016. This updated contents has undergone approbation in Nazarbayev Intellectual schools. This model is under construction on that pupils could fully master speaking and writing skills in the Kazakh, Russian and English languages. At the same time not only rules of introduction to educational process of the second and third languages, but also possibilities of interactive methods of immersion on foreign-language surrounding have to be considered.

On the one hand, today, when the task of introduction of the latest techniques of already preschool preparation and early three languages are set for an education system, in 32 higher education institutions since September 1, 2012. Preparation more than 5,5 thousand students of special disciplines is introduced that will allow to receive in the nearest future not only competitive polylingual experts, but also to carry out mass introduction of a multilingualism at all stages of education «preschool education – school – higher education institution». It will make continuous process of polylingual education.

Depending on training language at schools of the country is entered since the second (and for Kazakh — from the first) class, are studying of Russian or Kazakh. And since 2013 studying of English from 1 class was entered. It is supposed that in 5 years these school students will already have to study all disciplines of a school component in English. Besides, now in Kazakhstan there are more than 30 schools with training at three languages function. So, polylingual education is introduced at schools of Karaganda such as «Murager», «Daryn», N. Nurmakov boarding school for gifted children, etc.

Language development happens in the conditions of high-quality strengthening of process of both language, and cultural interaction. For example, language skills acquaints with cultural heritage of the people learned languages, there is a comprehension of own identity based on a community of human values. Implementation of such model of training and education at the Kazakhstan school allows creating comprehensively harmoniously developed personality capable to be guided freely in the international space, knowing Kazakh, English and Russian languages at rather good level. Practice shows that most of entrants connects the choice of the future profession with knowledge of English, considers knowledge of a foreign language necessary for receipt of prestigious work and promotion on an office ladder in the future and believes that ownership of several languages will help them to strengthen the social status and to take a worthy position in modern multilingual society, in other words, to be communicative and adapted in any environment. All these factors demonstrate joint functioning of the Kazakh, Russian and English languages in single communicative and sociocultural space.

On the other hand, there are difficulties of psychological and linguo-pedagogical character connected with specific features of the identity of pupils, their ability to switch from one language to another, the level of proficiency and volume of knowledge in the field of languages.

In all system of requirements to conditions and resource providing a program implementation in polylingual education by the main requirements are personnel resources. It is worth emphasizing that preparation of English-speaking pedagogical staff for secondary, technical and professional, high education became possible within the international grant of the President of Kazakhstan «Bolashak». The emphasis is placed on the present stage of implementation of a grant on master and doctor's training programs, and also training of specialists of a technical and medical profile, being the most demanded for our country. Besides, now scholars have a possibility of training in 630 leading higher education institutions of 32 countries of the world.

The Ministry of Education and Science of the Republic of Kazakhstan gives big support for involvement of the famous foreign scientists and teachers. It should be noted a chance which international cooperation for preparation of polylingual personnel. The leading professors from Canada, China, Switzerland, France, Turkey, Germany, and Russia carried out a cycle of the presentations, lecture occupations and scien-

tific seminars for PTS of university. Expansion of such interactions allows to raise competitiveness of future specialists, and also to improve quality of polylingual personnel.

There is a number of the positive facts which precede to success of the country from the different parties and industries of policy.

Six facts about trilingua in MES of the Republic of Kazakhstan:

- Competitiveness of the country increases, income raises, unemployment is less, the business climate is better.

- The learning of foreign language improves knowledge of mathematics and increases probability to finish higher education institution for 25%.

- English is spoken by 1,5 billion people, 55% of information on the Internet – is English.

- In 17 of 28 EU countries learning of foreign language begins from kindergartens.

- In 17 countries of OECD English as foreign is accented to learn at elementary school. In RK English strenuously (136 hours) begins with the senior classes.

- To begin teaching for 4 subjects in English is studying need to be begun from the first classes. It is provided by the new standard of elementary school (102 hours from the 2nd class whereas in old – 34 hours) [8].

The idea of trinity of languages is especially important for Kazakhstan citizens as it was formulated by the Head of state as the answer to time challenge, as the solution of compelling vital need of the society which is actively integrated into the global world. Integration of Kazakhstan into the world community depends on understanding and implementation of the simple truth today: the world is opened for one who will be able to seize new knowledge through acquisition of the dominating languages. Thanks to the President's initiative our state started implementation of the concept of multilingualism in education because the multilingualism will serve strengthening of competitiveness of Kazakhstan and strengthening of an interethnic consent.

References

- 1 *Lanson T.* A short history of language. — Oxford: Oxford University Press, 2002. — 214 p.
- 2 *Назарбаев Н.А.* Новый Казахстан в новом мире: Послание Президента Республики Казахстан народу // Казахстанская правда. — 2007. — № 33. — С. 2.
- 3 *Жеребило Т.В.* Термины и понятия лингвистики: общее языкознание // Социолингвистика: словарь-справочник. — Назрань: Пилигрим, 2011. — 280 с.
- 4 *Михальченко В.Ю., Кожемякина В.А., Колесник Н.Г.* Словарь социолингвистических терминов. — М.: Ин-т языкознания РАН, 2006. — 312 с.
- 5 *Хасанулы Б.* Языки народов Казахстана: от стратегии тишины к стратегии развития: социо-психолингвистические аспекты. — Алматы: Арда, 2007. — 384 с.
- 6 Госпрограмма развития системы образования Республики Казахстан 2011 – 2020 // Указ Президента Республики Казахстан от 7 декабря 2010 года №1118. — [ЭП]. Режим доступа: adilet.zan.kz/rus/docs/U1000001118.
- 7 Закон Республики Казахстан «О языках» от 11 июля 1997 года. — [ЭП]. Режим доступа: adilet.zan.kz/rus/docs/Z970000.
- 8 *Кучма В.* За трехязычие в школах — 66 % родителей. — 2016. [ЭП]. Режим доступа: Kapital.kz/gosudarstvo/50391.

Г.Ю. Аманбаева, М.К. Мейрбекова

Қазақстан Республикасында білім беру жүйесінде үштілділік саясатының іске асырылуы

Мақалада үштілділік жобасының еліміздің білім беру жүйесінде енгізілу және іске асыру мәселелері қарастырылды. Сонымен бірге көптілде білім беретін оқытушылар кадрларын даярлау механизмі зерттелді. Еліміздің саясат саласының және жан-жақты жетістікке жетуіне жағдай жасасатын бірқатар қолайлы фактілер ерекшеленді. Білім беру жүйесінің үрдісінде кездесетін тыңдармандардың жеке ерекшеліктеріне байланысты психологиялық және лингвopedагогикалық мәселелер баяндалды. Авторлар еліміздің бәсекеге қабілетті және егеменді жағдаяттарда жас ұрпақтың қызмет жасауына үштілділік механизмін жетілдіру мәселелерін зерттеді.

Кілт сөздер: үш тілде білім беру, тіл саясаты, кадрлар даярлау механизмі, психологиялық және лингвopedагогикалық мәселелер.

Г.Ю. Аманбаева, М.К. Мейрбекова

Реализация политики трехязычия в системе образования Республики Казахстан

В статье рассмотрены проблемы становления и развития трехязычного образования в Республике Казахстан. Авторы исследуют механизм подготовки полиязычных кадров. Отмечено, что существует ряд положительных фактов, которые предшествуют успешной реализации языковой политики. Изучены задачи психологического и лингвопедагогического характера, связанные с индивидуальными особенностями слушателей процесса образования. Авторы расценивают трехязычное образование как продуктивный механизм подготовки молодого поколения к функционированию в условиях независимой и конкурентоспособной страны.

Ключевые слова: трехязычное образование, языковая политика, подготовка полиязычных кадров, задачи психологического и лингвопедагогического характера.

References

- 1 Lanson T. *A short history of language*, Oxford: Oxford University Press, 2002, 214 p.
- 2 Nazarbayev N.A. *Kazhstankaya Pravda*, 2007, 33, p. 2.
- 3 Zherebilo T.V. *Sociolinguistics: dictionary-handbook*, Nazran: Pilgrim, 2011, 280 p.
- 4 Mikhachenko V.Yu., Kozhemyakina V.A., Kolesnik N.G. *Sociolinguistics terms dictionary*, Moscow: Linguistics institution RAN, 2006, 312 p.
- 5 Hasanuly B. *Languages of Kazakhstan nations: from strategy of silence to strategy of development: socio-psycholinguistic aspects*, Almaty: Arda, 2007, 384 p.
- 6 *State program of education system development of the Republic of Kazakhstan 2011 – 2020*, Decree of president of the Republic of Kazakhstan December 7, 2010, No. 118, [adilet.zan.kz /rus/docs/U1000001118](http://adilet.zan.kz/rus/docs/U1000001118)
- 7 *Law «About languages» of the Republic of Kazakhstan*, July, 11, 1997, [adilet.zan.kz/rus/docs/ Z970000](http://adilet.zan.kz/rus/docs/Z970000)
- 8 Kuchma V. *66 % of parents are for trinity of languages at schools*, 2016, Kapital.kz/gosudarstvo/50391