

develops special exercises and tasks, thinks over ways of motivation for each student or group of students, offers the directions of design activity for the best disclosure of students' abilities, fixing of their achievements. The main objective of the teacher as the tutor - to help students to receive the maximum return from educational activity, to maintain their interest in learning at an extent of studying of all discipline, to involve them in quality management of the preparation, using for this purpose all means of feedback (by personal contacts and remotely).

The fourth group of conditions is aimed at ensuring monitoring with organizational methodical and technical resources of realization:

- functioning of rating system of educational achievements assessment;
- information and methodical ensuring monitoring of students' educational achievements: publicity and availability of estimation criteria;
- ensuring access of students to the Internet.

The rating system of an assessment is the most adequate instrument of students' educational achievements monitoring for display of their progress in studying.

Necessary condition of effective work of rating system - its transparency and publicity. This condition assumes participants' high knowledge of educational process.

Evaluation criteria on all estimated procedures also have to be available to students. Bringing to data of estimation criteria makes clear for the student how his work is estimated.

Ensuring access of students to the Internet belongs to organizational conditions of effective realization of educational achievements monitoring. For example, at Karaganda state university in electronic resources room students have an opportunity to get access, including, and to an electronic rating, and to e-mail. It creates equal conditions for all students, regardless of their material security.

References

1. Zhetpisbayeva B. A. – The provision about Center of polylingual education development in KSU of E.A.Buketov. – Karaganda, KSU. –2008 – С. 11.
2. Neumann UE.M. How to measure educational achievements?//Questions of testing in education. - 2001. – No 1. - Page 40-57.
3. Zimnyaya I.A. Essential competence as a productive and target basis of competence-based approach in education. Author's version. - M.: ITsPKPS, 2004.-42 pages.
4. Belkin A.C. Monitoring of educational process of higher education institution. - Urals. state. ped. institute. - Yekaterinburg, 2000.

A.K.Temirbulatova¹, T.V.Em²

¹⁻²Senior teachers, the Chair of foreign philology and translation studies
Buketov Karaganda State University

THE TENDENCY OF BILINGUAL EDUCATION IN MODERN SCHOOL IN KAZAKHSTAN

Abstract

This article deals with the tendency and role of bilingual education in modern school in Kazakhstan. Nowadays the interest in bilingual education grows in Kazakhstan. The purpose of such education is formation of the bilingual persons capable freely to carry out communicative operations in two languages in all without exception life situations. In comparison with many other countries where there is an acculturation of the personality, in Kazakhstan both languages are demanded and fully function.

Key words: bilingual, education, multicultural, ethnic and cultural.

Ключевые слова: билингвальный, образование, многокультурный, этнокультурный.

Bilingualism is a harmonious combination of the function of the national language, the language of the international and interethnic communication. As Zh. Nauryzbay puts in his work "Ethnic and cultural education" "bilingualism is an objective necessity in the multilingual society caused by the individual's needs for mastering native and state languages". [1,36] Education in the context of bilingualism is recognized by many scientists as one of the opportunities of the most effective organizing teaching a foreign language at school and therefore is in the center of researchers' attention now.

The responsible language policy is one of the main consolidating factors of the Kazakh nation. The system of education in several languages continues to develop and has been kept in Kazakhstan since the Soviet period. It is possible to note briefly some main approaches used today in bilingual education of the Republic of Kazakhstan. It includes the use of two languages at the same time within one lesson directed on mastering the material of any subject discipline. It relates to the basic non-use of the first language during education for creation of more realistic language environment, also use of two and three-lingual textbooks and language guides. Teachers had to develop the most part of them.

Lately in Kazakhstan the problem of multilingual training became an object of careful attention. There were adopted the laws on languages, guaranteeing preservation and development of national cultures and languages, development and improvement state language (Kazakh) and language of cross-cultural communication (Russian) and also the social and cultural context concerning learning of foreign language (English, German, French) was changed which is demanded in modern society not only as a communication medium, but also as the instrument of cognitive and professional activity.

Values of social culture (mercy, humanity, equality, democracy, a law and order, civil liberty) are realized only in human relations whereas cultural wealth (for example, the maintenance of a work of art) appeals to spiritual perfection, enrichment of an inner world of the personality aren't capable to approve in the society of behavior standard, providing the movement to the values and ideals proclaimed by them [2, 216].

Language processes are historically caused; they are a result of the last development and comprise prerequisites for the future. In any public system there are conditions of social interaction, there are characteristic forms of language interaction peculiar to it which are called bilingualism or multilingualism. History convinces that bilingualism as a special phenomenon of language life among the people of different continents exists since the mankind invented language as a means of communication. [3, 171].

In our history Russian was the main means of international communication for a long time. In modern social and cultural conditions of Kazakhstan the development and distribution of bilingualism on the basis of the state Kazakh language is urgent, as relating to the main directions of development and interaction of languages. In the present situation the knowledge of the Kazakh language by representatives of all other ethnoses is an important condition of consolidating the Kazakhstani people.

Modernization of school education brought about in our country nowadays, first of all, is connected with the qualitative update of the contents and ensuring its developing culture character. In this regard the special attention is paid to creating conditions for development of the pupil's creative personal potential and expansion of opportunities of modern advanced education, including language. Within the frame of advanced language education such conditions are provided in the process of learning on the bilingual basis. Meanwhile in recent years the discussion of the problem of bilingual education is more often conducted, relevance and progressiveness of this technology is confirmed.

Interest of the Kazakhstan school in bilingual education grows by means of native and foreign languages, there are practiced its various models and separate elements.

Bilingual education, which we consider necessary, is new not only for such multilingual state as Kazakhstan, but also for the whole world. In comparison with many other countries where there is an acculturation of the personality, in Kazakhstan both languages are demanded and fully function, both cultures interact, continuous cooperation of different ethnoses takes place, therefore, acculturation is out of the question.

It is necessary to note the need of the consecutive, coordinated performance of all principles revealing the essence of some principles of bilingual education. Children at this age are sociable and emotional, their feature is inquisitiveness and sharpness of perception, and they are open for any sort of communication.

Normally the bilingual know at least one language fluently. However chances when communication of the individual with his native language speakers is limited, and the level of the

communicative interaction with native speakers dominating in language community is low. In a similar situation the adequate knowledge of the native language is lost, and the second language is mastered in limits.

The main difference of bilingual education from the traditional one is that teaching language is not only the means for teaching and training, but also its purpose. There is no doubt that mastering the language most successfully happens in the case of a significant and actual context. It follows that it is necessary to balance continuously between the lesson focused on the academic content and the lesson of a specific language orientation to achieve both purposes in the coursework. The concept bilingual programs in literature denotes various devices by means of which it is possible to help children to get compulsory (academic) education in the second language (or to continue education in the language which isn't the first or mother tongue). We consciously avoid the definition "mother tongue" as it is very difficult under the conditions of the modern dynamic world.

Unfortunately, nowadays the bilingual and multilingual personality hasn't become a model yet on which the society is focused on. Mainly a bilingual masters one of the languages so poorly that his communication opportunities in this language are very limited [4,98].

In modern programs an ultimate goal of education and mastering the language as a means of communication is the pupil's communication competence. In the Republic of Kazakhstan there is a concept of the language identity of a new type knowing several languages (three languages: Kazakh, Russian, English), integrated into the world culture, tolerant and possessing universal values. The foreign language is included in the list of compulsory subjects [5,49]. In accordance with the International European language standard the state educational standard on a foreign language was created.

According to many experts, mastering the native language, i.e. taking all its measures can be possible only by learning any foreign language. Nothing can be learned without comparison, and the unity of language and thinking doesn't give us the chance to separate thought from ways of its expression. The bilingual language education gives us this chance, helping to reveal various means of expression both in the foreign and the native language.

There is an opinion that use of the principles of bilingual education is a direct way of language assimilation of the population. But otherwise we doom those citizens to inevitable language and common cultural isolation. Both in that and in the other case it is possible to see signs of internal unity weakening of Kazakhstan nation, so it is necessary to look for ways of overcoming these remaining disintegration moods.

References

1. Nauryzbay Zh. Zh. Ethnic and cultural education: teachers' opinions. / Nauryzbay Zh. Zh.// Sayasat. – 1997. – 1. – p. 36.
2. Khassanov B.Kh. National languages and their interaction. / B. Kh. Khassanov – Almaty, –1976, p. 216.
3. Kashkimbayev Z. Bilingualism as a means of forming culture of international communication of pupils' moral education/ Z. Kashkimbayev // Search. Humanities. – 2000 – № 4-5 – p. 171.
4. Kubayeva I. Textbook of the Kazakh language as a foreign language in the USA and RK/ I. Kubayeva // The Kazakh language and literature in Russian school. –2004 - №1 – p. 98.
5. Minasova K.R. Bilingualism as a way of ethnic minorities' cultural integration in the multinational community/ K.R. Minasova //Socialological investigation. – 2002 - №8 (220) – p. 49.