

СЕКЦИЯ «ҚАЗАҚСТАНДАҒЫ ҮШТІЛДІЛІК БІЛІМ БЕРУДІҢ МӘСЕЛЕЛЕРІ МЕН БОЛАШАҒЫ»

СЕКЦИЯ «ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ ТРЕХЪЯЗЫЧНОГО ОБРАЗОВАНИЯ В КАЗАХСТАНЕ»

## PROBLEMS AND PROSPECTS OF TRILINGUAL EDUCATION IN KAZAKHSTAN

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**Annotation:** The scientific article examines the problems and prospects of the formation and development of multilingual education in Kazakhstan, highlights the main stages of the implementation of the program for the introduction of trilingualism in the educational process.

**Keywords:** Russian language, Kazakh language, state language, multilingual education, language of interethnic communication.

The modern world has acquired the features of multilingualism and multiculturalism, which determines the need to develop an effective language policy at the state level, contributing to the task of consolidating society and at the same time able to meet the challenges of globalism. In the Republic of Kazakhstan, this task is solved within the framework of the concept of the trinity of languages, first put forward by President N.A. Nazarbayev in 2004. In 2007, in the Message "New Kazakhstan in a New World", the trinity of languages was formulated as a national cultural project, which marked the beginning of a new language policy of the republic: "Kazakhstan should be perceived throughout the world as a highly educated country whose population uses three languages. This is the Kazakh language as the state language, Russian as the language of interethnic communication and English as the language of successful integration into the global economy."

The status of the Kazakh language as the state language, designed among other functions to serve as the self-identification of the Kazakh people, is beyond doubt. However, it is necessary to overcome the negative consequences of the development of the Kazakh language, which have been preserved to some extent since Soviet times. Not only the scope of application of the Kazakh language needs to be expanded, it is also necessary to create conditions for its further development in new historical conditions. The Russian language in Kazakhstan has become widespread, it performs the function of interethnic communication and provides access to information resources. English in modern society firmly occupies the place of the leading world language and is considered as one of the necessary conditions for the competitiveness of a person and a nation. In these conditions, the development of multilingual education is of particular importance.

To date, considerable experience has been accumulated in world science and practice in bilingual education, when in addition to the native language, the study of a second foreign language is mandatory. The need to learn a third language is a relatively new phenomenon, and research in this direction has become relevant only recently. "Multilingual education" in accordance with the UNESCO policy document assumes the use of at least three languages in the educational process: native, regional or national and international.

The most important direction in the implementation of the concept of the trinity of languages in Kazakhstan is the systematic study of disciplines in three languages in secondary and higher schools. Russian State Educational Standard of 2012 states that 50% of academic disciplines are to be taught in the language of instruction (Kazakh or Russian), 20% of academic disciplines are to be taught in a second language (Russian or Kazakh, respectively) and 30% of academic disciplines are to be taught in English. It is assumed that this opens up wide opportunities to improve the quality of higher education through the development of multilingualism, which is especially important in a multinational country.

The problems arising in the process of implementing the project of the trinity of languages can be conditionally divided into organizational, methodological and socio-psychological. One of the main problems of multilingual education is the lack of a unified theoretical, methodological concept, which in practice leads to a difference in approaches to solving the tasks and the diversity of numerous plans on the basis of which the introduction of trilingual education in different universities of the country is carried out. In particular, there is an increase in the amount of academic load allocated to learning English in the first year, and at the same time the study of general education disciplines (sociology) in English begins. Thus, preparation is being carried out for the study of professional disciplines in English in the third year.

The study of languages is fixed in State standards, where third-year students are provided with the study of the disciplines "Professional Kazakh/Russian language" and "Professionally oriented foreign language" in the amount of 2 credits. However, there is a clear unevenness in the level of English language proficiency of students, which cannot but affect the quality of learning of educational material. In this regard, some universities have gone through the formation of multilingual groups from among the most prepared students.

The undoubted problem is the lack of personnel who have a sufficient level of English to read professional disciplines. The way out is seen in the expansion of international and republican academic mobility programs, professional development of the teaching staff at special courses and trainings on multilingual education.

At the same time, there is a problem of changing the structure of students' independent work, a shortage of textbooks and teaching aids, educational and methodological support (guidelines for practical, laboratory classes), including a lag in the creation of an electronic database. It is necessary to ensure accessibility to the educational literature on the subject being studied in English. Monitoring of

the process of multilingual education should be carried out systematically in order to identify the causes of poor academic performance, it is necessary to identify socio-psychological motives that shape students' attitudes to study.

Pilot projects of teaching individual subjects in three languages have been implemented in the secondary school, in particular, geography and the history of Kazakhstan are studied in Kazakh. World History – in Russian. Computer science, chemistry, biology, physics are studied in English. Multilingual education is the most important component of the "State Program for the Development of languages in the Republic of Kazakhstan for 2011-2020", which is implemented in several stages.

Multilingual education in Kazakh, Russian and English in Kazakhstan is based on the formation of skills to interact with representatives of different cultures in a multiethnic space. The task is not only to ensure the teaching of disciplines in a foreign language on the basis of knowledge of the language and the discipline being studied, but also to take into account modern trends in science and education, which should be included in the curriculum. Within a few years, Kazakhstan has moved from the idea to the practical implementation of the idea of multilingual education in secondary and higher education. At the same time, special importance is attached to proficiency in a professionally oriented language.

The existing world experience of teaching in three languages shows that there are all the necessary opportunities to achieve a high level of assimilation of the material and the absence of negative consequences, provided that the necessary conditions are created and a unified methodological approach is developed. The future prospects and problems of multilingual education in Kazakhstan will become clearer over time. One thing is certain: there is an understanding in society that multilingual education is a requirement of the time, that the need for specialists with a working level of proficiency in Russian and English is constantly increasing in society. In the modern world, only specialists who have access to foreign language information, communicate freely with foreign colleagues, know the culture of the country of the language being studied, have a broad outlook, are ready to solve professional issues at a level that ensures competitiveness in the international labor market. Thus, by introducing multilingual education, Kazakhstan also strives in a proactive mode to neutralize the threat of social instability, which often arises as a result of the young generation's unwillingness to compete in a multicultural environment. Ultimately, multilingual education is designed to facilitate Kazakhstan's entry into the modern multicultural world.

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## **PROBLEMS AND PROSPECTS OF TRILINGUAL EDUCATION IN KAZAKHSTAN**

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**Abstract:** This article discusses the current policy of "Trilingual Education" in the country and its advantages and disadvantages; One of the ways for Kazakhstan to join the ranks of developed countries will be presented, and the harm and benefits of a trilingual education program for the nation will be discussed.

**Key words:** Trilingual Education, native language, future and development of the country, foreign language, modern country, international cooperation, language difficulty

For the future and success of the country, the First President of the Republic of Kazakhstan - President Nursultan Nazarbayev suggests paying special attention to such factors as "Competitiveness", "Trilingual Education", "Computer Literacy", "Knowledge of a Foreign Language", "Cultural Openness". Acquiring the virtues worthy of the XXI century is a noble task facing every individual today. Today, the era of new technologies sets high standards for the professionalism, education, intelligence and cognitive abilities of every Kazakh.

Language is revered and powerful in any nation, in any country. Our native language is Kazakh. Kazakh language is a wonderful language with a long history. It is an invaluable heritage inherited from our ancestors. It is a native language, which, thanks to our sovereignty, has turned its back and deepened its veins.

Due to the changes taking place in society today, everyday life proves that society needs creative activity and a creative person, and in this regard, today there is a great demand for educational institutions and teachers. The main purpose of teaching English is to form the basis for students to be able to communicate in