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## **Prospects for the development of multilingualism in Kazakhstan**

The article deals with the problems of formation and development of a multilingual education, the mechanism for the preparation of multilingual personnel. It is noted that there are difficulties of a psychological and linguistic-pedagogical nature that are associated with the individual characteristics of the subjects of the educational process. The purpose of this program in universities is the implementation of a multilingual education aimed at the preparation of highly qualified, competitive specialists of various specialties who have a language competence based on parallel acquisition of Kazakh, Russian and English languages, mobile in the international educational space and labor market capable of intercultural communication.

*Keywords:* multilingual education, triune of languages, knowledge of languages, English-speaking pedagogical staff, multicultural personality.

One of the most important aspects of the economic and social modernization that is taking place in Kazakhstan's society is the policy in the field of language. The attention of the Leader of the Nation to this component of the state policy is obvious and deserves the most careful study and analysis, since it is in our republic that a unique project initiated by the Head of State is implemented - the triune unity of languages. In the modern world, multilingual and multicultural, the problem of language conjugation is more urgent than ever, and the search for effective and viable programs in the field of languages on the consolidation of societies. In this regard, the significance and relevance of the multilingual education, which is the result of the introduction of the President's idea of the triune unity of languages, is beyond doubt. In his speeches and addresses, President Nursultan Nazarbayev repeatedly spoke about the importance and significance of the development of multilingualism for a multinational Kazakh society. The President first announced the idea of the trinity of languages in Kazakhstan back in 2004, afterwards repeatedly returning to it. Therefore, in October 2006 at the XII session of the Assembly of the People of Kazakhstan, the Head of State reiterated that knowledge of at least three languages is important for the future of our children.

In addition, already in 2007 in the Message to the people of Kazakhstan «New Kazakhstan in the New World» the Head of State proposed to start a phased implementation of the cultural project «The Trinity of Languages». It is from this moment that the new language policy of independent Kazakhstan begins, which today can serve as an example for other countries of the world in terms of the degree of popularity in the society and the level of its effectiveness. Harmoniously entering the process of spiritual development of the people, language policy is inseparable from the general policy of large-scale social modernization. The President believes that for the success of modernization it is very important that every citizen is useful to his Fatherland. All Kazakhstanis need modernization. Only with this understanding can wide public consensus and success be achieved. For Kazakh people, the idea of a triune language is especially important, as formulated by the Head of State as a response to the challenge of time, as a solution to the vital life needs of a society actively integrating into the global world. Integration of Kazakhstan into the world community today depends on the realization and realization of a truth: the world is open to those who can master new knowledge through mastering the dominant languages. Thanks to the initiative of the President, our state has begun to implement the concept of multilingualism in education, because it is polylingualism that will strengthen Kazakhstan's competitiveness. The modern language situation in Kazakhstan makes it possible to speak of the trinity of languages as an essential factor in strengthening public harmony. The diversity of cultures and languages, their equal coexistence, are the unconditional property of our country, and the ongoing language policy ensures observance of the linguistic rights of all ethnic groups, and provides a free choice of language for communication, education, and creative needs. The positive development of trilingualism for the Kazakh community is possible provided a single political, ideological, and cultural platform. Moreover, this platform has already been set by the President in explaining the essence of the project «The Trinity of Languages» - studying Kazakh as a state language, Russian as a language of interethnic communication and English as a language of successful integration into the global economy.

Today, in the age of technology and globalization, there is an activation of the process of searching for effective conditions, mechanisms for educating the younger generation, capable of dialogue with other cultures. An effective tool for preparing a new generation in an interconnected and interdependent world is poly-linguistics.

Polylanguage education is the basis for the formation of a poly-linguistic personality, the level of its formation largely determines the positive character of the person's self-realization in the modern conditions of social relations, his competitiveness and social mobility.

In the modern world, in connection with the growing need to identify national unity, the formation of multinational states, and the active movement of the population, a very important task of the state has been the legal solution of language issues in society. First, the problems concern legislative support of the use of languages in formal and informal communication, in teaching languages in the university, in the relations between peoples.

In the annual Address of the President of the Republic of Kazakhstan - Leader of the Nation, Nursultan Nazarbayev to the people of Kazakhstan «Strategy» Kazakhstan-2050»: the new political course of the state» noted the need for multilingual education, active introduction of foreign languages into Kazakhstan reality, since «Trilingualism should be encouraged at the state level. We must make a breakthrough in learning English. The possession of this «lingua franca» of the modern world will open for every citizen of our country new limitless opportunities in life». In accordance with the tasks set by the President of the Republic of Kazakhstan in the State Program for the Development of Education of the Republic of Kazakhstan for 2011-2020, the State Program for the Functioning and Development of Languages for 2011-2020. and the cultural program «Trinity of languages» by 2020 all Kazakh people should master Kazakh, 95 % – Russian and 25 % – English.

The program of multilingual education provides for the creation of a new model of education that fosters the formation of a generation that is competitive in the globalization context and who knows the language culture. Knowledge of Kazakh, English and Russian languages will give youth a key to world markets, science and new technologies create conditions for the formation of a world outlook for constructive cooperation based on familiarizing with ethnic, Kazakh and world cultures. This year, the first steps are being taken to introduce a new model of education in higher education: education standards are reformed; special departments are opened, where teaching is conducted in three languages. It should be noted that the multilingual education program implemented in Kazakhstan is unique and involves, in contrast to Western analogues, parallel and simultaneous training in three languages.

The purpose of this program in universities is the implementation of a multilingual education aimed at the preparation of highly qualified, competitive specialists of various specialties who have a language competence based on parallel acquisition of Kazakh, Russian and English languages, mobile in the international educational space and labor market capable of intercultural communication.

Currently, different countries have accumulated a certain experience of bilingual education. This is the case in regions with a natural bilingual environment (Canada, Belgium, Switzerland, etc.), as well as in countries where there is an influx of immigrants, forced to get used to, grow into foreign culture (USA, Germany, etc.). In these countries, various kinds of bilingual courses are functioning, in which languages are studied not as much as a means of communication, but rather as a way to familiarize the culture of the country of the studied language with familiarity with its history. There is an experience of creating bilingual schools in a number of cities of the CIS, which is based on the idea of implementing the concept of continuous bilingual education, beginning with a kindergarten and ending with a higher school [1].

The goal of education at the present stage is not just knowledge, but also the formation of key competencies that should equip young people for further life in society. The Council of Europe has allocated five basic competencies, which are necessary today for any specialist. Among them is the ability to communicate verbally and in writing, which naturally implies the possession of several languages.

As the main goal in the field of teaching foreign languages of citizens by the European Council, multilingualism is put forward: the possession of at least two foreign languages by each resident of Europe, one of them actively. It is possible to designate the hierarchy of foreign languages most studied in the Old World, which determines the language policy for the new millennium: French - Russian - Spanish (Italian - Portuguese). A study in Germany showed that at least two foreign languages, especially English and French (in a combination of 25: 1), are necessary for working in 80 percent of European countries, and at least 45 percent - at least three languages (Spanish, Italian, Russian).

In addition, those who need the most knowledge of languages are not so much exporters as importing firms. When determining the language policy, all three hypostases are taken into account: history, present and future. Allocation of only one of them, in the opinion of experts, violates the very essence of the language, which retains a history that allows one to live in the present and open the way to the future. Therefore, the literature and culture of the country of the language in question are integral parts of the content of teaching foreign languages.

The European Union is one of the most convincing examples of the desire of the modern world to maintain polygamy. The achievement of this goal is conceived at the same time based on the preservation and support of all the languages of national minorities in Europe. This program is funded and supported at the level of governments and parliament.

Modernization of the education system, which is carried out in our country, is primarily connected with updating the content, ensuring its active, developing, culturally appropriate character, with the demands of the modern labor market for professionally mobile, communicatively competent and creative specialists [2].

In connection with updating the content of education, special attention is paid to creating conditions for the development of the creative personal potential of the student and to expand the opportunities for in-depth education, including language education. One of the important tasks of any educational institution is to familiarize the younger generation with universal, global values, build students' ability to communicate and interact with representatives of neighboring cultures and in the world. Along with the Kazakh language, which has the status of a state language, and Russian - the language of interethnic communication, an important tool in this matter is undoubtedly the foreign language.

It is necessary to take into account the role of a foreign language in the language education of students. It can not be considered complete if young people have not studied at least one foreign language or did it with a break and badly. It can be said quite definitely that students deprived of this right are not only educated, but also suffer psychological damage. Such young specialists are forming a kind of «complex of humanitarian and language inferiority».

In a multicultural ethno-geographical space, a significant part of the population is bilingual. Enriching the student with the heritage of two cultures, bilingualism puts him in more favorable conditions compared to the conditions in which the future specialist is located, starting to learn a foreign language with knowledge only of his native. As is known, thanks to the phenomenon of transfer, the studied foreign language, native and Russian enter into a complex interaction, stimulating or, on the contrary, inhibiting the process of mastering a new language. Comparing the three languages, it is possible to identify in advance the difficulties, to anticipate and take into account typical mistakes, to understand the nature and cause of the errors, and to establish the order of the sequential study of linguistic material.

The teaching of the state language, the Russian language as the language of interethnic communication, as well as one of the foreign ones, as one of the strategic tasks defined by the Concept of the development of education until 2015, guarantees the achievement of educational goals through involvement in a different culture, history, geography, literature, art, science. At the same time, there is a deepening of knowledge about one's native culture as a component of a single world culture, and a more conscious and profound mastery of one's native language.

Scientific research and the practice of interrelated teaching of native and foreign languages testify to mutual enrichment and the positive impact of languages on the comprehensive development of the individual trainees. In this context, the transition to teaching a foreign language from the second class is scientifically justified and justified. Early instruction in a foreign language, continuity and continuity in foreign language education allow the use of language not only in its communicative, but also in cognitive function.

The concept of «teaching subject knowledge in a foreign language» suggests the use of languages as a means of mastering students with certain knowledge of the subject. The effectiveness of teaching a number of disciplines, especially profile in a particular specialization, in a foreign language, taking into account the peculiarities of the national educational system, is proved by the experience of a number of universities in the territory of the CIS.

It should be noted that in modern conditions, the person's lifestyle is unified in a certain way, the person's connection with his roots is lost, the moral experience of previous generations is depreciating. Therefore, the teacher faces the most important task - to use all the unique experience and knowledge of the cultural tradition of peoples, universal values and world culture in creating a favorable educational environment conducive to the formation of a socially active person. It is precisely for the formation of a competitive specialist that a polyphonic education is extremely necessary.

Multilingualism and multilingual teaching of foreign languages is an absolute necessity, the imperative of the times, as the whole world is polyethnic, poly-linguistic. And in the solution of the main problem of the modern world - consent and mutual understanding between people, overcoming the difficulties of interethnic communication, intercultural communication can contribute more and more to the preservation and support of the situation of multilingualism in every state and in relations between states.

The implementation of the multilingual education requires the expansion of the educational space, the exchange of experience, the increase of the linguistic capital of the people of Kazakhstan and the formation of a multicultural personality, effectively functioning in the context of globalization and a pluralistic democratic society.

To ensure the achievement of an internationally standard level of proficiency in several foreign languages, we formulated the concept of multilingual education. It assumes the formation of a multilingual personality with a certain selection of content, the principles of instruction, the development of a special technology using multilingual phrasebooks, dictionaries and educational methodical literature, which would indicate the similarities and differences in the basic, intermediate and new language of instruction. In the new technology of teaching it is necessary to ensure the identity of the content of instruction in the second and third languages, beginning with universal linguistic phenomena, to pass to the language specific for the new, studied. A polyphonic personality is a model of «a person considered from the point of view of his readiness to produce speech acts, to create and accept works» (utterances and texts) in three or more languages [3; 16].

Relying on the theory of Yu.N. Karaulov, we distinguish certain levels of the language personality. The generalized preparedness model of a poly-lingual personality presented below for the threshold level of education is correlated with the phonetic, lexical and grammatical minima specified above, which will be discussed below.

Ready model. Verbal-semantic level of a poly-lingual personality.

1. Readiness for pronunciation, perception and distinction of sounds, sound combinations of French and Russian languages:

- readiness to distinguish the boundaries of words, to feel and to distinguish the specific stress of French (on the last syllable) and Russian (mobile);
- readiness to distinguish intonational constructions of learned languages.

2. Ready for nominations using the sign system of three languages (the individual's ability to associate with the objects and phenomena of sound systems of three languages):

- readiness for vocabulary reception in French and Russian;
- Willingness to choose words in three languages;
- readiness to use linguistic terminology in the studied languages.

The thesaurus level of a multilingual person.

3. Readiness for reception of grammatical structures of French and Russian languages:

- readiness for speaking in Vietnamese, French and Russian;
- mastering the norms of spelling;
- Willingness to write in three languages;
- readiness to understand and reproduce grammatical models in speech.

Motivational level of a multilingual personality.

4. Quality of reading and retelling:

- readiness to produce and perceive texts of everyday use, i.e. possession of «everyday language»;
- possession of the rate of spontaneous speech;
- readiness to support dialogue, distinguish replicas, ask questions;
- readiness to retell the text;
- willingness to tell the extent of the program and express your own judgment on the topic.

Levels of formation of a multilingual personality are to some extent conditional, since they can have a wide variety of combinations.

The formation of a multicultural, multi-lingual personality with informational, communicative and intellectual needs, abilities and competencies, which will enable it to function successfully in the context of intercultural communication and professional-language activity as a subject of foreign-language cognition, foreign-language communication and foreign-language creativity, as the fundamental goal of teaching foreign languages .

Multilingual competence is not just the possession of several foreign languages. The polyvalent competence is the mastery of the system of linguistic knowledge, the ability to identify similar and different lin-

guistic organizations of different languages, understanding the mechanisms of functioning of the language and algorithms of speech actions, possession of metacognitive strategies and developed cognitive ability. Polytypical competence is not the sum of knowledge of specific languages, but it represents a single complex, often asymmetric configuration of competences, on which the user relies. It improves understanding of the methods and process of learning foreign languages and develops the ability to communicate and act in new situations. The multilingual competence makes it possible and successful to independently learn the basics of unfamiliar languages, so the competence of polyglotism can be considered not only as the possession of several foreign languages, but also as the ability to learn foreign languages, mastering the «sense of language», the desire and the ability to independently learn foreign languages.

Speaking of bilingualism and poly linguistics, we can not fail to mention the trend of expansion of the English language. At present, the English language is widely developed in the republic. The zone of active use of English is expanding. The peoples of the world are already sounding the alarm about the expansion of the English language, expressed in the anglization of almost all the languages of the world.

The problems that arise in the process of implementing the triune language project can be conditionally divided into organizational, methodological and socio-psychological. One of the main problems of the multilingual education is the lack of a single theoretical, methodological concept, which in practice leads to a difference in approaches to the solution of the tasks set and the diversity of the numerous plans on the basis of which the introduction of trilingual education in different universities of the country is being implemented. In particular, there is an increase in the amount of academic work devoted to the study of English in the first year, and at the same time the study of general educational disciplines (sociology) in English begins. Thus, the preparation for the study in English of professional disciplines in the third year is carried out.

The study of languages is enshrined in the State Standards, where for the third year students there is a study of the disciplines «Professional Kazakh / Russian language» and «Professionally Oriented Foreign Language» in the amount of 2 credits. However, there is an obvious unevenness in the level of English language proficiency among students, which can not but affect the quality of mastering the teaching material. In this regard, some universities have gone through the formation of multilingual groups of the most trained students.

The undoubted problem is the shortage of personnel who have sufficient level of English to read professional disciplines. The way out is seen in the expansion of programs of international and republican academic mobility, the upgrading of the faculty at special courses and trainings on polyglot learning.

At the same time, the problem arises of changing the structure of the independent work of students, the shortage of textbooks and teaching aids, the teaching and methodological support (methodological instructions for conducting practical, laboratory exercises), including a lag in the creation of an electronic database. It is necessary to ensure accessibility to the educational literature on the subject under study in English. Monitoring of the process of multilingual education should be conducted systematically in order to identify the causes of poor performance, it is necessary to identify the socio-psychological motivations that form the relationship of students to study.

In the secondary school pilot projects of teaching certain subjects in three languages have been introduced, in particular, geography and the history of Kazakhstan are studied in the Kazakh language. World History - in Russian. In English, computer science, chemistry, biology, physics are studied. Polyvalent education is an important part of the «State Program for the Development of Languages in the Republic of Kazakhstan for 2011-2020», which is implemented in several stages [4]. Polyvalent instruction in Kazakh, Russian and English languages in Kazakhstan is based on the formation of skills to interact with representatives of different cultures in a multi-ethnic 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 the current trends in science and education that should be included in the curriculum. For several years in Kazakhstan, from the idea went to the practical implementation of the idea of multilingual education in secondary and higher schools. At the same time, special importance is attached to proficiency in a professionally oriented language.

The world experience of teaching in three languages shows that there are all the necessary opportunities to achieve a high level of mastering the material and the absence of negative consequences provided that the necessary conditions are created and a single methodological approach is developed. Further perspectives and problems of multilingual education in Kazakhstan will become clearer with the passage of time. Undoubtedly, one thing: in society there is an understanding that a multilingual education is a requirement of the time, that the society constantly increases the need for specialists who have a working level of knowledge of Rus-

sian and English. In the modern world, only specialists who have access to foreign-language information, freely communicating with foreign colleagues, who know the culture of the country of the studied language and have a broad outlook, are ready to solve professional problems at a level that ensures competitiveness in the international labor market. Thus, by introducing a multilingual education, Kazakhstan also seeks to preemptively neutralize the threat of social instability that often arises from the young generation's unpreparedness to compete in a multicultural environment. Ultimately, a multilingual education is designed to promote the entry of Kazakhstan into a modern multicultural world.

Modern research shows that the spread of multilingualism in the world is a legal process, caused by fundamental changes in the economy, politics, culture and education [5]. A purposeful, systematic understanding of the phenomenon of multilingual education began relatively recently, except for the search for effective methods of teaching foreign languages. Indeed, the efforts of researchers have so far focused mainly on the problems of bilingual education (the study of the native language and foreign) as the most common form of multilingual learning. The processes connected with the development of the third language and, especially, even more languages, have been the least studied and have only recently been investigated, in connection with the plans of the European Commission to legitimize the trilingual education.

It should be noted that the introduction of multilingual education has caused a number of problems. The need for knowledge of several languages in the modern world and the demand for multicultural identity in society are obvious and in themselves are a motivation for learning. However, the professional orientation of schoolchildren suggests their trilingual training in the basic subjects of the future specialty. Thus, future chemists-technologists from the school bench must master three languages within a certain thematic minimum in the discipline «Chemistry», future economists must master knowledge of economics, economic theory in three languages, etc. However, Kazakhstan, in comparison with European countries, because of its geographical location, does not have the conditions for the natural development of mass polygamy with knowledge of an actively functioning world language. Therefore, in secondary education, it is necessary to organize the teaching process in such a way that graduates have a sufficient level of multilingual competence for the subsequent continuous increase of speech and communicative competence in three languages. This requires a special design of the learning process for non-linguistic disciplines, which would facilitate, without increasing the hours in the curriculum, the pursuit of both a standard for mastering the content of the academic discipline and mastering the three languages within the chosen discipline. This problem has not been solved yet in the educational institutions of Kazakhstan.

However, there are successful solutions to the above-mentioned problems of introducing a multilingual education, as evidenced by the diagnosis of future graduates. Language development occurs in conditions of qualitative strengthening of the process of both linguistic and cultural interaction. For example, knowledge of languages acquaints with the cultural heritage of the peoples of the languages being studied, and a rethinking of one's own individuality based on the community of human values takes place. The introduction of such a model of education and upbringing in the Kazakh school allows us to form a comprehensively harmoniously developed personality, able to freely navigate in the international space, owning Kazakh, English and Russian languages at a good level. Practice shows that the majority of entrants connect the choice of their future profession with the knowledge of the English language, considers the knowledge of a foreign language necessary for obtaining prestigious work and progressing through the career ladder in the future and believes that owning several languages will help them to strengthen the social status and take a worthy position in a modern multilingual society, in other words, be communicatively adapted in any environment. All these factors testify to the joint functioning of Kazakh, Russian and English languages in a single communicative and sociocultural space [6].

On the other hand, there are difficulties of a psychological and linguistic-pedagogical nature, related to the individual characteristics of the student's personality, their ability to switch from one language to another, the level of training and the amount of knowledge in the field of languages.

In the entire system of requirements for the conditions and resource support for the implementation of programs in linguistic education, the main are the requirements for human resources. It is worth emphasizing that the preparation of English-language teaching staff for secondary, technical and professional, higher education became possible within the framework of the international scholarship of the President of the Republic of Kazakhstan «Bolashak». At the present stage of the scholarship, the emphasis is on masters and doctoral training programs, as well as the training of technical and medical specialists, which are the most popular for our country. In addition, currently, scholarship students have the opportunity to study in 630 leading universities in 32 countries.

Since one of the essential areas of modernization of the system of training innovative personnel is the preparation of multilingual personnel for our state, Karaganda State Technical University has defined for itself key tasks in the way of modernization of higher education, with subsequent integration into the world economic and education space.

A polysacious personality will always be in demand in any society. This indicates its competitiveness in modern society. Therefore, the formation of a multilingual personality is one of the most pressing problems of the modern education system in Kazakhstan [7]. The formation and development of a multilingual and multicultural personality is the upbringing of the personality of the new generation.

Undoubtedly, the use by teachers of innovative methods, methods of formation of interest in learning (cognitive games, educational discussions, creation of problem situations, etc.), methods of forming debt and responsibility in training (encouragement, approval, censure, etc.); introduction of new technologies (presentations of educational material, electronic manuals, audio and video materials, etc.) into the educational process by teachers and students, activate the process of language learning and contribute to the effectiveness of mastering Kazakh, Russian and foreign languages.

The content of multicultural education is multifaceted and differs in a high degree of interdisciplinary, which makes it possible to consider the problems of multicultural education as part of the academic disciplines of the humanities, the natural sciences, the artistic and aesthetic cycles, and special courses on the history and culture of individual peoples.

Thus, for the formation of a competitive specialist, a communicative positive person capable of active and effective life in a multinational and multicultural environment with a developed understanding and a sense of respect for other cultures, the ability to live in peace and harmony requires a multicultural and multilingual education.

The years of development of sovereign Kazakhstan show that bilingualism and multilingualism in society not only does not infringe on the rights and dignity of the Kazakh language, but also creates all the necessary conditions for its development and progress. However, this depends on President Nazarbayev's thought-out language policy, the state, and the ability of the national intelligentsia to preserve and develop the culture, history and language of the Kazakh people.

The concept of language policy of the Republic of Kazakhstan defines the Russian language as the main source of information in various fields of science and technology, as a means of communication with near and far abroad. The development of the state, Kazakh language, the preservation and development of the Russian language, the implementation of the policy of multilingual education is a most important but difficult task. Solve this task can only be done together, by the effort of all members of society.

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## Қазақстандағы көптілділіктің даму болашағы

Мақалада көптілді білім беруді енгізу кезінде туындайтын мәселелер, сондай-ақ көптілді меңгерген қызметкерлерді әдістемелік дайындығы бойынша білім алу тетігі қарастырылды. Авторлар шет елдердің тәжірибелеріне сүйене отырып, көптілді білім беру жүйесіне көшудің қиындықтарын атап өтті. Мақалада үш тілде педагогикалық және ғылыми қызметті жүзеге асыруға қабілетті көптілді ма-

мандарды дайындаудың нұсқалары ұсынылған. Авторлардың пікірінше, қазақ, орыс және ағылшын тілдерінде мәдениетаралық көптілді қарым-қатынасқа қабілетті мамандардың тілдік құзыреттілігі білім беру процесінің ұтқырлығын, халықаралық білім кеністігіне кірігуін қамтамасыз етеді.

*Кілт сөздер:* көптілді білім беру, тілдердің үштұғырлығы, тілдерді меңгеру, ағылшын тілді оқытушы, көпмәдениетті тұлға.

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## Перспективы развития полиязычия в Казахстане

В статье рассмотрены проблемы, возникающие при внедрении многоязычного образования, а также механизм получения знаний по методологической подготовке полиязычного персонала. Авторами отмечены сложности перехода на многоязычное образование. Предложены варианты подготовки полиязычных специалистов, способных осуществлять педагогическую и научную деятельность на трех языках. По мнению авторов, языковая компетентность специалистов в казахском, русском и английском языках, способных к межкультурному полиязычному общению, обеспечит мобильность образовательного процесса, интеграцию в международное образовательное пространство.

*Ключевые слова:* полиязычное образование, триединство языков, знание языков, англоговорящий педагог, поликультурная личность.

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