

Experience Of Implementing Trilanguage in Kazakhstan on The Example of Pedagogical Universities

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Abstract

The article is devoted to the experience of introducing trilingualism in Kazakhstan using the example of pedagogical specialties. The article identifies the main problems necessary for the successful implementation of trilingualism. Along with this, trends and prospects are identified. The article examines in detail the history of teaching methods of Kazakh, Russian, English and indirect works on language learning and works of domestic scientists on methodology. Issues in teaching two or more languages.

Keywords: *Trilingualism, Kazakhstan, Training, Competencies, Language.*

INTRODUCTION

The issue of studying Russian and English languages in pedagogical universities has been analyzed by scientists for a long time.

The state language of the Republic of Kazakhstan is Kazakh. However, along with the Kazakh language, Russian also functions. The status enshrined in the Constitution. For the first time, the First President of the Republic of Kazakhstan, Nursultan Abishevich Nazarbayev, spoke about trilingualism in 2004. Later, in his message to the people of Kazakhstan in 2007, the draft cultural program “Trinity of Languages” followed (Nazarbayev, 2013). From that moment on, Kazakhstan actively began to introduce trilingualism into schools and universities of the republic.

A strong school of Russian philology has always functioned in Kazakhstan. V. P. Bredikhina stood at the origins of the formation of the school of Russian philology at the Abai KazNPU. She has formed a team of highly qualified specialists. Over the years, at the department headed by her, linguists and methodologists, professors and associate professors worked side by side, making a significant contribution to the development of modern linguistic and methodological sciences: M. A. Glazman, E. N. Strepkova, L. A. Shelyakhovskaya, E. A. Plakhin, Z. I. Manyakina, L. M. Loseva, G. I. Belousova, G. F. Gurevich, F. G. Bruleva, A. N. Makarova, V. G. Salagaev, E. F. Rubilina, T. I. Blagochinnova, F. Kh. Zhubueva, O. V. Zhigalova, L. V. Eglit, S.A. Nikitina, Zh. G. Amirova, L. T. Kilevaya, M. G. Kamennykh, Z. K. Sabitova, G. M. Badagulova, T. V. Shevyakova, T. V. Egorova, M. A. Orlova, M. N. Kalashnikova, O. S. Peselnik, M. G. Aldamzharova and others.

The history of studying the Kazakh language at KazNPU begins with the department of linguistics - pedagogy, headed by A. Baitursynuly in 1928-1929. and K. Zhubanov in 1932-1937. In 1937, the department was divided into separate departments dealing with the teaching of the Kazakh language and literature. A. Baitursynov, as an outstanding Kazakh scientist, writer, translator, publisher, linguist and writer, served общественному и культурному пробуждению казахского народа, не забыт и сегодня, его труд по изучению казахского The language is continued by N. Ilyasova, F. Sh. Orazbaeva, K. O. Yesenova, S. A. Zhirenov, M. Imankulova.

The Department of Foreign Languages was founded at our university in 1928. Over the years, V.M. Shvartsman, M.R. Dzhumabaeva, K.M. Mamytbekov, Zh.A. Abuov and T.T. Ayapova have been actively

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promoting the study of foreign languages. They graduated students with intercultural foreign language communicative competence, capable of creatively and professionally solving pedagogical problems in accordance with the requirements of the modern paradigm of foreign language education.

The relevance of introducing multilingualism has not diminished to this day. However, this problem is rarely considered comprehensively, in the context of the introduction of trilingualism.

LITERATURE REVIEW

The dialogical nature of educational activity in psychological and pedagogical research is considered through the prism of overcoming its technocratic component in order to cultivate the principles of a student-oriented approach to learning and education in general (K.A. Abulkhanova - Slavskaya (1980), Sh.A. Amonashvili (1950), G.A. Antipov (1984), B.V. Bessonov (1988), E.V. Bondarevskaya (1955), A.D. Kopytov (2004), A.A. Sinenko (1999), etc.).

The formation of the main provisions of the socio-philosophical concept of humanization of the multilingual educational space was influenced by the views of foreign authors regarding the role of cultural languages and dialogue of cultures in the formation of “personal knowledge” and “pictures” of the multicultural world (A. Vezhbitskaya (1996), X. Gadamer (1988), J. Derrida (1998), A. Mol (1973)), as well as the idea of strengthening the humanistic component of modern post-industrial society and education in the process of intercultural interaction, communication of peoples and nations (M. Buber (1995), E. Durkheim (1995), and etc.).

In the context of the above, it can be argued that the actualization of issues of theoretical modeling of effective educational systems in the context of humanization is given considerable attention both within the framework of domestic and foreign social philosophy. However, the problem of the reproduction of multilingual culture through socially significant educational practices is an independent and little-studied object of philosophical science.

RESEARCH METHODOLOGY

The methodological basis of the study is: fundamental theories of personality, its development and activity, general patterns of development of higher education and methodological concepts of modern higher pedagogical education, the theory of the competency-based approach in the field of education, general didactic and methodological principles, methods and techniques for teaching the Russian language and developing coherent speech. theory системного, личностно ориенированного, личностно-деятельностного, коммуникативно-компетентностного, культурологического подходов к the process of improving the professional language competence of university students.

RESULTS AND DISCUSSION

It is important to note that Kazakhstan's multilingual heritage is not only the result of modern long-term migration, but also a historical wealth. A notable example is the Russian language, which is still widely used as an official language in Kazakhstan. This heritage dates back to the history of the Soviet Union, when the Republic of Kazakhstan was part of the Soviet Union.

In addition, Kazakhstan has several languages, including Uyghur, Uzbek and Jik, reflecting the country's ethnic diversity. These languages are often used in society, society and culture.

Today, Kazakhstan actively supports multilingualism and cultural diversity. Kazakhstan has developed a national policy aimed at protecting and developing all languages spoken in the country. This includes language programs in schools, support for national cultural events and festivals, and respect for different languages in the public sphere.

Kazakh teachers will be able to take the national qualification test not only in Kazakh and Russian, but also in Uyghur, Uzbek and Tajik.

Kazakhstan also seeks to exploit linguistic diversity for economic and cultural purposes. In other words, Kazakhstan can strengthen the regional economy and the world's perception of Kazakhstan by leveraging the linguistic competence and cultural wealth of its people.

The linguistic diversity of Kazakhstan is not only a cultural feature, but also a source of strength and opportunity for Kazakhstan. The rich linguistic landscape enriches Kazakhstan's cultural heritage and reflects its unique position in the world. Kazakhstan is actively striving to preserve this diversity and use it for future development. In Kazakhstan, schools with the Kazakh language of instruction predominate - 3843 and Russian - 1508 (without special correctional schools and schools at secondary and higher educational institutions). Compared to the last academic year, the number of schools in which instruction is conducted only in the Kazakh language increased by 15 schools (0.4%). Also, education is conducted in Uzbek - 58 schools, Uyghur - 14 schools, English - 8 schools and Tajik - 2 schools. In addition, in 2,163 schools, education is conducted in two or more languages. Before the introduction of the updated content of secondary education, in schools with the Kazakh language of instruction, Russian began to be studied from the 3rd grade, and in schools with the Russian language of instruction, Kazakh was studied from the 1st grade. In rural and general education schools, English was taught from the fifth grade, although many lyceums and gymnasiums already practiced teaching English from the first grade. With the introduction of updated content of secondary education in 2017, English and Russian languages were introduced in schools from the first grade.

In higher educational institutions of the Republic of Kazakhstan, this procedure began earlier.

In 2010, Kazakhstan entered the Bologna process. A transition has been made to three-level training: bachelor - master - doctor PhD.

However, the first amendments to the State Educational Standard for pedagogical specialties were made in 2006, and credit-based education technology was introduced.

The State Educational Standard for pedagogical specialties of all levels included several cycles of disciplines: general education disciplines (GED), basic disciplines (BD), major disciplines (PD) with the presence in each cycle of a variable part, which is designated as an “elective component.” The latest generation standards retain the cyclic structure, with each cycle having a basic and variable part. Let us present as an example the undergraduate standard, in which the main criterion for the completion of the educational process is that the student has completed at least 128 credits or 5,760 hours of theoretical training (2012).

Table 1 – Cycles of the undergraduate educational program in the Republic of Kazakhstan

Cycles	Goal	Cycle volume%	Credits	Hours
general education disciplines (GED) optional component	providing conditions for the formation of a high general intellectual level of development, culture of thinking, improvement skills of scientific organization of work, communicative competence	25	19 13	855 585
basic disciplines (BD) optional component	creating conditions for the development of creative potential, initiative and innovation, students' continuation of education in subsequent years steps	50	32-44 20-32	1440-1980 900-1440
major disciplines (MD) optional component	formation of competitiveness of graduates in the market labor force, which provides the possibility of prompt employment according to specialties	25	12-19 12-19	585-810 540-810

Russian language and Foreign language are included in the OOD cycle. “GOSO RK 3.08.354-2006 State Compulsory Education Standard of the Republic of Kazakhstan Higher professional education Specialty 050728 – Technology of processing industries (by industry)” the first attempt was made to introduce trilingualism, the credit hours of general education language disciplines were increased from 3 to 6 credits.

In groups with the Kazakh language of instruction, Russian is expected to be studied, and in groups with Russian as the language of instruction, Kazakh is expected. The goal of studying the Kazakh/Russian languages

involves expanding the lexical minimum of commonly used words and phrases, mastering grammatical forms and constructions at the level of their use in speech. Mastery of the lexical and terminological minimum in the specialty. Construction of various types of speech activity: conversation, description, information.

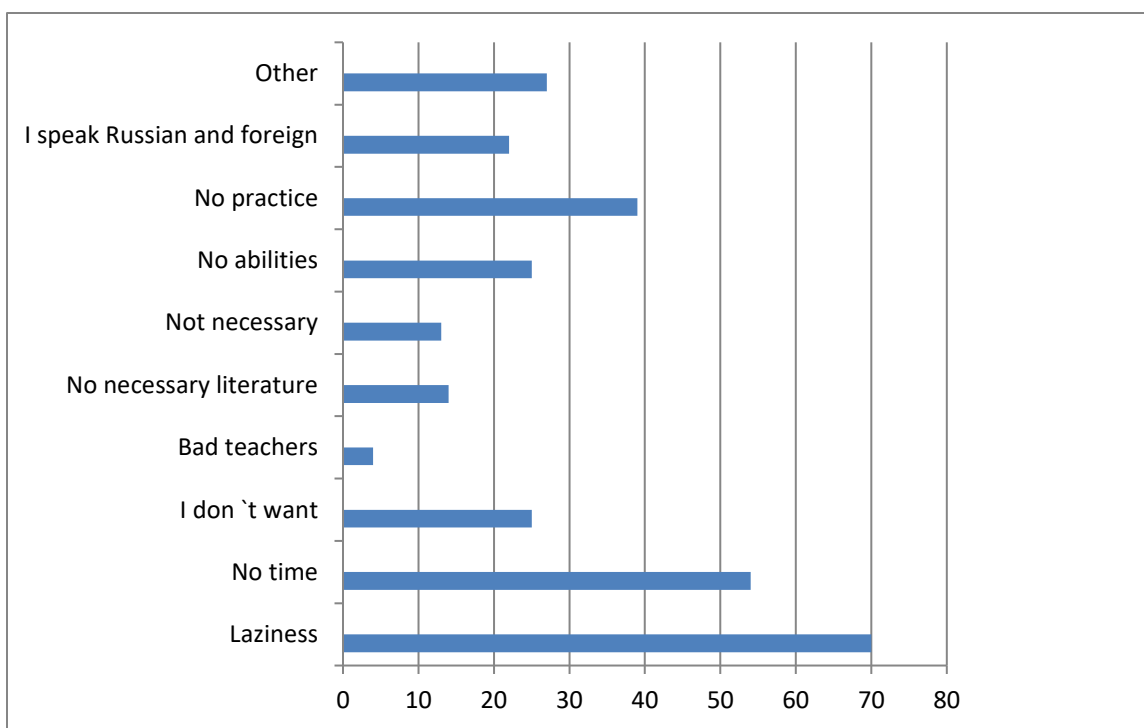
The English language is provided for everyone and included sections: grammatical norms of the foreign language being studied, Reading, Speaking,

Listening.

In the State Compulsory Standard of Higher Education dated August 23, 2012 No. 1080, 2 disciplines were introduced into the Cycle of Basic Disciplines (BD) with 2 credits each: Professional Kazakh (Russian) language, Professionally-oriented foreign language.

To find out what obstacles people have when learning a foreign and Russian language, and what really hinders its mastery, we conducted an anonymous survey, in which 200 students took part (Fig. 1). The survey was completed by students studying at pedagogical universities in Almaty: Abay Kazakh National Pedagogical University, Al-Farabi Kazakh National University, Kazakh National Women's Pedagogical University. Most of the students surveyed are holders of educational grants, because in Kazakhstan, grants for teaching specialties have been increased significantly. These students of pedagogical specialties have already formed their priorities and know exactly the degree of demand for foreign languages in the modern world. The questionnaire was compiled on the basis of research by E.I. Kulaev and K.A. Madunts [3].

What prevents you from mastering trilingualism?



Based on the survey results, a histogram was constructed, which shows that almost half of those surveyed consider their own laziness to be the main obstacle.

Consequently, it is difficult for young people to concentrate and fight laziness. Ignorance of foreign and Russian languages deprives them of the opportunity to meet and communicate with citizens of other countries, expand their horizons of knowledge, travel, and get a well-paid job. Every fourth participant in the survey believes that modern people do not have enough time (25.5%) and practice (24.8%) to learn a language.” One cannot but agree with this assessment. We often devote more time to issues that do not contribute to our development. Everyday routine sucks you in without bringing any benefit, and at the same time entails the problem of lack

of practice. Knowing the theory is sometimes not enough; you need to apply your own knowledge and constantly improve it. But a modern person often does not have the time or funds to go on a trip abroad, and his personal environment is not able to support a conversation due to the lack of the proper level of preparation (Kulaeva, 2016).

CONCLUSION

It is worth mentioning another important factor that complicates learning - teaching English to students with different levels of knowledge. Therefore, when studying foreign and Russian languages, a multi-level training system has been introduced.

Groups are divided according to the level of language proficiency and work with each group at its level. Difficulties in learning are also often associated with the motivational aspect. Therefore, the issue of developing motivation and ways to increase it is given special attention when choosing a teaching method for students of technical specialties. In this regard, overcoming obstacles in achieving set goals depends not only on the student, his abilities and motivation, but also on the set of measures taken by the teacher.

Acknowledgments. The research was carried out with the financial support of KazNPU (grant project “History in faces and destinies: outstanding philologists of Abai University.” Basis for the work: Order No. 05-04/368 dated May 24, 2024

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