

Д. Айдарбаева¹, Л.А. Шинтаева¹

¹Казахская академия транспорта и коммуникаций им. М.Тынышпаева, г.Алматы, Казахстан,

MULTILINGUAL IN THE SPACE OF KAZAKHSTAN

Abstract. In this article are considered the introduction of three languages in the educational process in Kazakhstan. The value of the English language for specialists professional development and output them to the world arena.

Андатпа: Мақалада Қазақстандағы үштілділікті енгізу мәселесі қарастырылған. Ағылшын тілінің маңызы мамандарға әлемдік аренаға кәсіби өсуі үшін маңызды.

Аннотация. В статье рассмотрены вопросы внедрения трехязычия в учебный процесс в Казахстане. Значение английского языка для профессионального роста специалистов и выхода на мировую арену.

Keywords: multilingual, multinational country, integration, international standard.

Түйінді сөздер: көптілділік, көп ұлтты мемлекет, интеграция, халықаралық стандарт.

Ключевые слова: полиязычие, многонациональное государство, интеграция, международный стандарт.

Multilingual as an important direction of the development of mankind was realized long ago. Today it is impossible to imagine that somewhere else there are countries whose people have only one language. And in reality there are no civilized states where only one nation would live. For the normal functioning of any multinational state, the formation of bilingualism and multilingualism is very important.

Language policy of the Republic of Kazakhstan. Kazakhstan is a multiethnic country. Life has developed so that people of different nationalities live here in one big friendly family, get acquainted with the languages of representatives of other nationalities, learn their languages. According to the survey (a survey covered 1392 respondents from 5 regions of Kazakhstan), made by R.B. Absattarov and T.S. Sadykov, "each respondent reported that he lives in the neighborhood with representatives of at least five different nationalities, 83.1% of the respondents have close friends among representatives of other nationalities, more than 50% are close relatives, 91.9% are invited and go to visit themselves To people of other nationalities"[1].

The most important strategic task of Kazakhstan's education is, on the one hand, the preservation of the best Kazakhstani educational traditions, on the other hand, the provision of graduates with international qualifications, the development of their linguistic consciousness, based on the mastery of state, native and foreign languages.

Kazakhstan pays great attention to the study of the languages of the peoples inhabiting this country. The Kazakh language is a state language, and the Russian language is the language of interethnic communication. Under the state program, new generation textbooks are published in the country in six languages: Kazakh, Russian, Uighur, Uzbek, Turkish and German. Foreign languages are studied in all schools. If we take into account that the training is conducted in the state, Kazakh, and the language of interethnic communication, in Russian languages in schools, colleges and universities, and in the curricula of all educational institutions it is envisaged to study, in addition to Russian, at least one other foreign language, That a bilingual situation has already been formed in Kazakhstan and there is a tendency for a multilingual education.

"Now in Kazakhstan, bilingualism is basically established as the most important direction of the culture of interethnic communication. A person who knows the language of another people, in addition to his native language, has the opportunity to communicate with a large number of people, to join the material and spiritual wealth produced by native speakers of another people, to get closer and deeper into his history and culture "[2].

In his Address to the People in 2009, "New Kazakhstan in a New World", the President of the Republic of Kazakhstan, N.A. Nazarbayev noted that in order to ensure the competitiveness of the country and its citizens, a phased implementation of the cultural project "Trinity of languages" was proposed, according to which the development of three languages is necessary: Kazakh as a state language, Russian as a language of interethnic communication and English as a language of successful integration into the global economy.

The President N. Nazarbayev "Kazakhstan is unique and strong with its multinationality. A unique multicultural space has formed on its land. The multiculturalism of Kazakhstan is a progressive factor in the development of society. The Eurasian roots of the peoples of Kazakhstan allow us to connect Eastern, Asian, Western, European flows and create a unique Kazakh variant of the development of multiculturalism".

On the instructions of the Head of the State, beginning in 2013, the schools of the republic from the first grade introduce English. In 5 years, these students will begin to study the disciplines in English. By that time it is necessary to train qualified personnel for such work. Therefore, the forthcoming 2012-2013 academic year should begin with concrete and effective measures in universities to prepare poly-teaching teachers. The new model of education will be built in three languages. This is the task that the Head of State poses to the people of Kazakhstan in the short term.

Multilanguage – "the use of several languages within a certain social community (primarily the state). The use by an individual (a group of people) of several languages, each of which is selected in accordance with a specific communicative situation "[3].

Multilanguage – the basis for the formation of a multicultural personality. A person, who speaks, understands and knows how to use foreign languages in various communication situations can be called a poly-one. Learning a foreign language does not mean that you have received an education. One can speak about multilingual education in those cases when other academic subjects are taught in the foreign language being studied, for example, the literature of the language being studied, regional studies, etc.

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 and methodological 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 viewed from the standpoint of his readiness to produce speech acts, to create and accept works" (utterances and texts) in three or more languages [4].

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 conditions 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 mastery of several foreign languages. The multilingual competence is the mastery of a system of linguistic knowledge, the ability to identify similar and different linguistic organizations of different languages, an understanding of the mechanisms of functioning of the language and algorithms of speech actions, possession of metacognitive strategies and developed cognitive ability. Multilingual competence is not a 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. 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, the possession of "a sense of language," the desire and the ability to independently learn foreign languages .

Speaking of bilingualism and polylinguistics, we cannot 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 anglicization of almost all the languages of the world.

Conclusion. The years of development of sovereign Kazakhstan show that bilingualism and multilingualism in society not only does not infringe upon the rights and dignity of the Kazakh language, but also creates all the necessary conditions for its development and progress. But this depends on President Nazarbayev's deeply thought-out language policy and 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 the 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 efforts of all members of society.

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