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AN INVESTIGATION IN TRILINGUAL EDUCATIONAL SYSTEM OF KAZAKHSTAN

Abstract. This researchment paper investigates trilingual educational system of Kazakhstan from different perspectives. The researchment conducted among students of high schools and students of undergraduate programs, thereby shows weak and strong sides of trilingual educational system.

Аңдатпа. Изденіс жұмысында Қазақстанда үштілділік оқыту жүйесіндегі жағымсыз және жағымды жақтарын түрлі көзқарас бойынша қарастырылады. Қарастырылып отырған үштілділік білім беру жүйесін зерттеу студенттер мен бірнеше мектепте оқитын жоғары сынып оқушылары арасында жүргізілген.

Аннотация. Работа рассматривает с разных перспектив трехязычную систему обучения в Казахстане. Исследование проводилось среди студентов и учащихся старших классов разных школ, тем самым представляет вниманию негативные и позитивные стороны рассматриваемой системы обучения.

Keywords. trilingual educational system, barriers, experimental area, future development, governmental project, Global Perspectives

Түйінді сөздер. Үштілді білім беру жүйесі, кедергілер, эксперименттік мекен, келешек даму, мемлекеттік жоба, Ғаламның Келешегі

Ключевые слова. трехязычная система образования, препятствия, экспериментальная площадка, будущее развитие, государственный проект, Глобальные Перспективы

Introduction: At present, the approach to the Kazakhstani higher education is drastically changing. It is due to many reasons, the basic one being the 2030 Kazakhstan development program. A few years ago, the study of the English language was introduced in the initial grades, and already in 2015 the number of hours for learning the language was increased up to three hours per week for first-graders. [1]

Earlier it was announced that trilingual education in Kazakhstan schools will be introduced in 2023. To this end, a phased transition plan was elaborated.

According to the Vice-Minister of Education and Science of Kazakhstan Tahir Balykbayev,

the Ministry has created a new program of development of education and science in 2016-2019. As part of it, a lot of attention will be paid to learning in three languages and its phased implementation at all levels of education.

There were opened experimental areas such as Nazarbayev Intellectual Schools and Nazarbayev University, where students of different education level learn science and other spheres in 3 languages.

"In 2018-2019 we plan to introduce the teaching of history of Kazakhstan and a number of natural sciences (computer science, chemistry, biology, physics) in English in all schools. This transition requires a huge effort. First, it is necessary to change the content, and secondly, it is necessary to train the teaching staff for it and, of course, the general language training of our students must be at the highest level", - Balykbayev answered.

Earlier it was reported that trilingual education in Kazakhstan schools will be introduced in 2023. To this end, a phased transition plan was elaborated. [2]

"I am confident that children absorb information much better than adults. Thus, trilingual education is the necessity for our children. They are children of the modern world, they need to speak the state language, the Russian language which is the language of our communication and the English language that is the world language now, the language of science, innovations and the Internet," N. Nazarbayev said at 24th session of the People's Assembly of Kazakhstan in Astana. According to him, introduction of the trilingual education system is a form of preparation of children for the future development of our country.[3]

In fact, more and more people are against for implementation if this trilingual educational system. Some students believe that it is touted as right way forward, however it is not.

Due to my personal concern, trilingualism one of the interesting topics to research taking into account, that I have graduated experimental high school where all main subjects learnt in 3 languages.

Aims: The purpose of the research was to explore public opinion in Kazakhstan on implementation of trilingual educational system. The aim was to find out about how much local people know about the issue of trilingualism and their opinions about it. This includes their attitudes to changing educational system and individual actions to improve it.

Therefore in this research the main research questions were:

- What anxieties forces people to be against to this kind of governmental project?
- What are the barriers to implementation of new educational system?
- What kind of governmental actions will help to improve and completely realize multilingual education system?

The outcomes of the research were intended to increase understanding about multilingual education system and the actions to improve multilingualism amongst local people.

Methods: The research design included several different methods. This enabled the information and data gathered by one method to be checked and confirmed by another. In order to get valid and credible data from primary research, survey that consisted of 6 questions such as:

- Individual information about respondent (gender/age)
- Do you think that governmental changes in education about multilingualism is right way to develop our country?
- How many languages do you speak fluently?
- What kind of bad influences will give trilingualism in Kazakhstan?
- Does government doing right reforms/changes to implement completely trilingual educational system in Kazakhstan? If not, what kind of right ways should be used?

It helped to avoid any bias or assumption in research paper. It was easy to collect enough number of respondents and obtain different perspectives in order to improve research paper.

The tone of language of used sources in this research were mostly accurate and precise, but some sources were little bit biased. In order to avoid such kind of problems, it was conducted interview with person that responsible to implementation of multilingual educational system in local area.

The primary research was conducted in the form of survey, which was created in TypeForm and delivered by social networks such as VKontakte, Facebook, and Google+. The majority of respondents was the students who were studying at universities and also the high-school students who have been learning three languages. The ages of respondents fluctuated from 15 to 23, and results received from NIS high class students, high class students of ordinary schools and university students from different cities.

The total number of respondents reached to 258 people, majority of them were undergraduate school students under the age 20. The mixture of points of view gave opportunity easily to generalize information to national size, due to the fact that different cities students take a part in a survey.

The survey contained questions, which were easy to answer. Respondent had opportunity to answer in two different options (YES/NO) and including their own opinions about multilingual education system. All the respondents were not forced to answer and had opportunity answer independently. The survey was provided with translated version in 2 other languages (Kazakh and Russian) to respondents who did not know English.

The data and results were collected and described in the part below of this research paper.

Results: Al in all, 258 students throughout the Kazakhstan have answered to survey.

The proportion of the respondents:

By gender:

Male	Female
140	118

By age:

Level of education	Number of respondents
High school students	110
Undergraduate students	135
Master, Phd students	13

- The data from question shows that more than half of the respondents (164) think that governmental changes in education about multilingualism is right way to develop our country

How many languages respondents fluently speak	Number of respondents
1	46
2	145
3	59
more than three	8

- Most of respondents that are against of multilingualism answered that it will lead to depreciation of kazakh languages what leads to overshadowing of our cultural values such as traditions and culture. Some of them believe that ordinary teachers are not ready to this kind of changes in education system.
- Most of responded people think (197) that government is not in right way to realize new kind of reforms and changes. Some of the respondents answered that government is not using right instrument to implement trilingualism. So, there should be special organizations created by government to teach teachers and students on right ways. Some of respondents believe that it would be easier and effective to implement multilingualism in middle classes since high school and undergraduate students are under the pressure.

Overall, the data provide with correlation that more than half of responded students are not against of trilingual education system. In addition, the results demonstrates that there are some issues on implementation multilingualism in Kazakhstan.

Conclusion: After researching is possible to find the answer to questions which arose the preceding Aim. According to sources made the following conclusions:

- What anxieties forces people to be against to this kind of governmental project?

The results of the survey illustrated that people worry about overshadowing of natural language what leads to depreciation of cultural values. The background researches also support this perspective to issue.

- What are the barriers to implementation of new educational system?

The real issues of implementation of trilingual system are found after conducted interview. According to Marzhan Toregulovna (Education Department of Taraz) there is no special departments that prepare teachers and students, so all processes of implementation falls on the shoulders of english teachers. Also, it is hard to learn subjects in another language for high school students, taking into account that they are under pressure of future exams. In addition a real problem in designing and developing courses for trilingual education programs is in lack of precise requirements as to the skills and competencies a trilingual specialist should have on the completion of the education program.

- What kind of governmental actions will help to improve and completely realize multilingual education system?

According to conducted survey among students and interview with high-ranked person it is possible to conclude that there should be created special organization by government to implement trilingualism and prepare teachers and students. In addition it is clear that high school students are not ready for such kind of reform changes due to the fact, that their facing with other problems such as UNT(Unified national testing).

As a result of this research it is possible to conclude that more needs to be done to implement trilingual system of education. There is evidence that schools are increasing specialists among teachers. This should be continued and could be enhanced through courses like Global Perspectives.

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