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## СОСТОЯНИЕ И ПЕРСПЕКТИВЫ РАЗВИТИЯ ПОЛИЯЗЫЧИЯ В УСЛОВИЯХ СОВРЕМЕННОГО КАЗАХСТАНА И ЕГО ВЛИЯНИЯ НА ФОРМИРОВАНИЕ ЭМПАТИИ И ТОЛЕРАНТНОСТИ

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**Ключевые слова:** полиязычие, национальная политика, современное образование.

**Аннотация.** В статье рассматриваются методологические вопросы перехода к личностно-ориентированному обучению в контексте реформы президента республики Казахстан Н.А. Назарбаева. Полиязычие подразумевает воспитание и прививание культуры обучения в самом обучающемся, его личную заинтересованность и вовлеченность в процесс обучения. Итоговой целью здесь является развитие современной многосторонней успешной полиязычной личности, которая владеет множеством разнообразных навыков для выживания в конкурентной среде все более глобализованного общества. Главнейшими из таких навыков являются: высокий уровень коммуникабельности позитивной личности, его способность к активной и эффективной жизнедеятельности в многонациональной и поликультурной среде, развитое понимание и чувство уважения других культур, умение жить в мире и согласии.

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## THE ACTUAL CONDITIONS AND PERSPECTIVES OF DEVELOPMENT OF MULTILINGUAL EDUCATION IN MODERN KAZAKHSTAN; THEIR INFLUENCE ON PERSONAL EMPATHY AND MULTY CULTURAL TOLERANCE

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**Key words:** multilingualism, national policy, modern education.

**Abstract.** The existing bilingualism is the natural basis of our society for over a century and the transition to a trilingual education is already carried out on the basis of several high schools all over the country according to our President N.A. Nazarbayev's orders. The article deals with methodological issues of transition to a student-centered learning, implies the education and instilling a culture of learning in the students, his personal interest and involvement in the learning process. The final goal here is development of a modern successful multilateral polylingual person owning a diverse array of skills to survive in a competitive environment of increasingly globalized society.

Nowadays in the world of high technology and globalization, humans have become more active in the area of constant search for the most effective methods in youth education and upbringing. Taking into account this youth will be ready for a dialogue with other different cultures. The history clearly shows us that the prosperity of any society which depends not only on the level of economics and technology and even not on the level of culture, but mostly it depends on the culture of words. In fact, the establishment of a top professional who possess a high own cultural level along with a high level of word culture is the main purpose of whole education process these days.

The present situation in Kazakhstan is unique. Kazakhstan has got a multinational culture and background raised up from ancient times but still with independent existence of each ethnic group and language with incredibly high rate of tolerance, indulgence and flexibility. Therefore, there is an obvious need for more researches in psycholinguistics in order to develop the basics for teaching methods which would result in formation of a truly multilingual person. However for most people in Kazakhstan and other former Soviet countries, the question of bilingual children in urban families never rose sharply and was not considered by parents from a scientific point of view. At the same time, Kazakh-speaking students from rural areas often mastered the Russian language at a later age due to broadcasting and move to the city and many other factors. But the issues of domestic simple possession of several languages and training in multiple languages must be separated and regarded accordingly [1].

Thus the specifics of education sphere are also shaped with socio-economic and political contexts existing in our society. Nonetheless, the general philosophy in society has got a great impact. The ruling paradigm in this society is the relationship "the government and the citizen" defines the general attitude of a person to the education system.

"Kazakhstan is a unique country and it's strong with its multinationalism. This land holds polyculture which is a progressive factor of its development. Eurasian roots of Kazakhstan nations help to link the East and the West with their Asian and European backgrounds and create a unique Kazakhstan way of development on various cultures." – says our president Nursultan Nazarbayev.

According to the national program for further development 2050 and the insistence of the President of the Republic of Kazakhstan N.A.Nazarbayev, the question of the Kazakh, Russian and foreign languages of the multinational people of Kazakhstan society repeatedly discussed. "Kazakhstan should be perceived worldwide as a highly educated country whose population can fluently speak three languages: Kazakh language as the state one, the Russian language as a language of international communication and English as the language of successful integration into the global economy", - Nursultan Nazarbayev said in the interview to "The New Kazakhstan in new World".

In this regard, our education system is slowly and gradually begins and will move to multilingual teaching basis built on the positive experience of foreign countries (Canada, Belgium).[2]*The Nazarbayev Intellectual Schools, The Kazakh-Turkish high schools* and an international school *Miras* can serve as positive examples of successful implementation of multilingual education, "where a number of natural-mathematical subjects are taught in English since the 7th grade and first experimental non-profit school *Haileybury Almaty*, where integrated educational programs is tailored to the continuity of the level and content of education, according to the law "On education" of the Republic of Kazakhstan [3]

They all have their new subject curriculums adapted to the requirements of the Model of the curriculums according to the state general standard of education of the Republic of Kazakhstan which designed to start teaching young learners since their 1<sup>st</sup> grade. It is no secret that 2-4 hours of English per week have long been introduced even in majority of kindergartens on extra-charge basis. And a question which arises in front of many parents whether it is worth to pay for tutoring a kid whose knowledge test at six months do not meet any parents' expectations. And even if many parents become frustrated, they continue to hire tutors hoping to a successfully development of their children's multilingual abilities.

Now it can be surely proved that the mechanism of multicultural specifics are taken into account in the curriculums of primary, secondary and higher schools nowadays, as well as in higher education curriculums at the present. Education is basics in the formation of a multilingual person who has a firm ground in main life principles and ideas. Only providing that a student is multilingual, it will benefit him with the development of his universal humanistic skills along with the opportunities of full realization of his national and ethnic needs and potentials. Taking into account the modern lifestyle which is mostly unified, there are no decent boundaries between national identities and weak understanding of student's birth roots. These all eventually result in unrooted human being whose personal values are underestimated, unified and generalized. Eventually it influences on the major task presented to a teacher. Therefore a teacher should be able to use all his vast knowledge in cross-cultural environment and experience of multi-ethnicity along with the area of international tolerance and globalization [4]. This process of change is taking place during several years and decades in our domestic education systems and in fact in the methodology to teach students a foreign language or languages and teaching subjects in three core languages which are Kazakh, Russian and English. The key idea of education process is to have a human being who is activated to become an education-oriented planner as a core final product.

When speaking about the change we need to have a brief overview on the historically developed base for a former educational mechanism. The key idea here was to focus on the transfer and consolidation of a certain amount of general and specific information. The possession of this static knowledge provided a learner with a certain social and professional status in life. Consequently, it is that the old educational ideology absolutized and exaggerated the role of knowledge and social requirements towards students' behavior. It supplied a student with a passive role of a simple listener, observer and knowledge - obtainer.

Whereas the quality of modern education is determined not only by a certain amount of knowledge, but also by special personal characteristics that enable a person to become capable of constant renewal informative dialogue with his surrounding social environment, mobile and free in his actions and responsible for the decisions taken. In other words, pedagogy of 60-70s as last century as the science of purposeful influence on the student's learning with the aim of training and education was replaced by a personally-oriented education concept. In accordance with this

concept of education an individual must be transformed into a mechanism of cultural development. This learner will be able to form his own vision of the world and a man in it.

Summing up all the above-mentioned we can conclude that the education system is based on the learner-oriented concept, not aimed at the formation of personality in "the given line" and to create the conditions in which the student develops its own universal essence, its natural powers.

We have to entirely agree with Leontiev A.A. that a personal-focused orientation of education radically changes its content, which must:

1) promote an absorption of social experience by a student, that is, knowledge, skills and abilities which are necessary for normal life in a particular society;

2) to encourage a student to a free and creative thinking;

3) to form a student's world, to create a complete picture of the world;

4) to develop an ability to consciously plan their own development, to understand the dynamics of this development and their own learning;

5) to develop training systems of personal properties and qualities that contribute to self-development: motivation, reflection, system of knowledge as a means of controlling the formation of the world picture [5].

Since the system of foreign language teaching is one of the elements of the general education system, then all the above-mentioned relates to it. Yakimanskaya I.S. said that the basic principle of foreign language teaching is being personality-oriented, a focus on student's linguistic identity and availability. Language personality is multi-layered and multi-component set of language skills, ability and readiness to implement the speech acts of varying difficulty. It also means actions including an identification and characterization of personal motives and goals which are a driving force in personal development, students' behavior, control of his composing abilities and ultimately determination in a hierarchy of means and values as a language model of the whole world. [6]

The principle of foreign language teaching orientation is now in basics of second and third language personality formation of his learning characteristics. This leads at least to the most natural way of transforming our students' behavior into a native-speaker's behavior, but at its most it means we work hard to develop a student's ability and willingness to create his own compositions in a target language and to interact adequately with any representatives of other cultures and societies [7].

It is becoming obvious that to activate this major task is possible only if the system of subject teaching will be focused on a student's personality at its most as well as on his real needs and motivations, socio-cultural and individual development programs. Therefore, the following is to be a derivative of above-mentioned principle. And it is an educational process outline which should be carried out not from the standpoint of logic and systematic assimilation of a subject, but in terms of the logic of person's development, his subjective internal state of a personal program of a fluent speaking language mastering. In addition, according to some recent studies, in order to successfully assimilate a new learning language a strict discipline and diligence is not important, but a manifestation of the individual's own activity, the joy and pleasure of communicating and interacting between learners on subjects during their learning process, with all of what needs to be addressed in the classroom is the most vital object.

In the process of a foreign language acquisition a student interacts in a certain social environment. It means he constantly contacts with his teacher and classmates and group mates. Such exposure creates his ability to examine and evaluate other people's personalities and community as a whole contributes to acquisition of social experience of communicating with people.—A lot of things are perceived and absorbed by students as a social norm in student's environment and will be incorporated into the structure of his behavior. To name a few of them, there are ethical standards performed by a fellow teacher, their life visions, attitudes to work and study, their discipline, dedication, respect for each other and taste.

A self-study has a great influence on the formation of labor quality, the establishment of strong-willed qualities. Undoubtedly, the following contributes into the language learning process acquisition and promotes the efficiency of mastering Kazakh, Russian and foreign languages: the use of innovative methods of teachers, methods of generating learner's interest in learning process through introducing educational games, educational discussions, the creation of problematic situations and many others, duty and responsibility formation methods in education via their constant encouragement, approval and peer disapproval at times; getting acquainted all teachers and students with new technologies in education sphere such as presentations, teaching material, electronic manuals, audio and video materials and many others.

The multicultural content in educational process is multidimensional and has a high degree of interdisciplinary. It allows us to consider the problem of multicultural education as a part of teaching humanities, natural science, art and culture along with special courses in history and culture of certain nations. Thus, in order to form a fully-competitive expert, with outgoing positive personality capable of active and effective life in the multiethnic and multicultural environment, we have to develop a sense of understanding and respect to other cultures along an ability to live in peace and harmony. This all constitutes multicultural and multilingual education.

As long as parents should also be involved into the teaching process of their children there is a great need in education parents on the new content and methodology of learning. What a modern parent should be concerned about and which things are essential for them to know in order to successfully develop multilingual approach in their children are as follows:

Firstly, only one first language should serve as a base and support for new languages. Parents need to decide which language they need to communicate with their child since his birth. Having laid a solid foundation of knowledge and native language, parents will more easily contribute to the perception of new languages. Each successive new language is mastered 50% lighter and faster than the previous one [8].

Secondly, if studying several new languages at the same time, parents need to choose a different language structure and vocabulary. This will give a more rapid development of multilingual awareness of their child. As well as new languages distanced from each other, preventing them from crossing and blending in the mind of a student.

Thirdly, the basis of the foundations of psychology, where it is said that thinking is closely related to speech and develops together with it, it is necessary to teach a child to speech thinking for the free expression of their thoughts and perception of the world through the acquisition of new means of expression. This involves the active use of new means of expression of language in real everyday life. Parents are recommended to actively engage in the process of mastering a new language and learn it together with your child for intensive practice in everyday life in a specially selected days or hours.

Next, A child's ability to learn and communicate in a new language is much higher than that of an adult, as parents are often overlooked. It is the family forms the basis of ethnolinguistic, language skills and value perception. Psychological support of parents in the knowledge that learning a language is not hard long-term work with the meager outcome, and fascinating journey into a new world and the creation of a distinctive view of the world is also not disputable. Under the concept of Edward Sapir - B. Whorf, each language captures a certain picture of the world and the vision of other people, owning a particular language, the student is required to join this world picture, because every man mirrors the world, and certainly brings the element of creativity in its interpretation.

Finally, High-tech gadgets can and should be widely used throughout the education system, as well as in the study of foreign languages. Our private and public schools have long been equipped with a modern digital audio-video equipment, computers and interactive whiteboards, successfully and effectively used in the classroom inspired teachers who have a creative approach to learning [9].

Formation of multilingual environment should be considered one of the most important prerequisites for the successful development of a modern multi-identity, because first of all the success - it is the possession of a diverse array of skills to survive in a competitive environment increasingly globalized society.

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#### БҮГІНГІ ҚАЗАҚСТАН ЖАҒДАЙЫНДА КӨПТІЛДІЛІКТІ ДАМУДЫҢ КҮЙІ МЕН КЕЛЕШЕГІ ЖӘНЕ ОНЫҢ ЖАНАШЫРЛЫҚ ПЕН ТӨЗІМДІЛІКТІ ҚАЛЫПТАСТЫРУҒА ЫҚПАЛЫ

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**Тірек сөздер:** көптілділік, ұлттық саясат, бүгінгі беру.

**Аннотация.** Мақалада Қазақстан республикасының президенті Н.А. Назарбаевтың реформасының мәнісінде тұлғаға бағдарланған оқытуға көпшудің әдістемелік мәселелері қарастырылады. Көптілділік білімгердің өзін тәрбиелеу мен оқу мәдениетін сіңіруді, оның оқу үдерісіне жеке қызығушылығы мен қатысуын білдіреді. Мұндағы межелі мақсат аса жаһанданған қоғамдағы бәсекелестік ортада бейімделу үшін көптеген түрлі дағдыларға ие бүгінгі көптілді тұлғаны дамыту болып табылады. Мұндай дағдылардың ішіндегі ең бастылары: позитивті тұлғаның қарым-қатынасқа жоғары деңгейде ашықтығы, оның көптілді және көптілді ортада белсенді және тиімді өмірлік іс-әрекеттерге қабілеттілігі, өзге мәдениеттерді түсіну және құрметтеу сезімінің дамуы, бейбітшілік пен келісімде өмір сүре алуы жатады.

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