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MODERN POLYLINGUAL SITUATION IN KAZAKHSTAN

Abstract

The article is about the role of the English language in multilingual education. “Kazakhstan in the modern world should be perceived as a highly educated country whose population uses three languages: the Kazakh language is the state language, the Russian language as the language of national communication, English is the language of successful integration into the global economy,” these words of President N.A. Nazarbayev in fact were one of the main tasks for the modern Kazakhstani education, which should become competitive, quality, so that the graduates of schools could continue their studies in foreign universities. The Kazakh language is an agglutinative language, Russian is inflectional, English is inflectional. It should be noted that in the Kazakh society a conscious understanding of the need for a multilingual education has been formed, not only at the state level, but also at the personal level.

Keywords: modernization, multilingualism, educational process, globalization, competence

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ҚАЗАҚСТАНДАҒЫ ПОЛИЛИНГВАЛДЫ БІЛІМ БЕРУ МӘСЕЛЕСІ

Аңдатпа

Бұл мақалада көптілді білім беруде ағылшын тілінің рөлін қарастырады. «Көптілді тұлғаны қалыптастыру – бәсекеге қабілетті қоғам құрудың негізі». Тілдің адам өміріндегі ең шешуші рөл атқаратыны әркімге де түсінікті. Ол танудың, түсінудің, дамудың құралы. Көп тіл білу біздің мемлекетіміздің халықаралық байланыстарын дамытуға мүмкіндік беретін тұлғаралық және мәдениаралық қарым-қатынастардың аса маңызды құралы болып табылады. Қазақ тілі - агглютинативті тіл, орыс тілі – флективті, ағылшын тілі - флективті. Айта кету керек, қазақ қоғамында көптілді білімнің қажеттілігі туралы саналы түрде мемлекеттік деңгейде ғана емес, сонымен бірге жеке тұлға деңгейінде де қалыптасқан.

Түйін сөздер: модернизация, көптілділік, білім беру үрдісі, жаһандану, құзыреттілік

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СОВРЕМЕННАЯ ПОЛИЛИНГВАЛЬНАЯ СИТУАЦИЯ В КАЗАХСТАНЕ

Аннотация

В статье рассматривается роль английского языка в полиязычном образовании. Значение английского языка в современном мире настолько велико, что его знание не является привилегией и роскошью. Высокий уровень глобализации современного мира коснулся всех сфер человеческой деятельности. Необходимость модернизации системы среднего и высшего образования привела к интеграции Казахстана в мировом образовательном процессе. Казахский язык - агглютинативный, русский - флективный, английский - флективный. Следует отметить, что в казахстанском обществе сформировалось осознанное понимание необходимости многоязычного образования не только на государственном, но и на личностном уровне.

Ключевые слова: модернизация, полиязычие, образовательный процесс, глобализация, компетенция

Introduction. Integration of Kazakhstan into the world educational process has led to the need to modernize the system of secondary and higher education. The leadership of Kazakhstan timely determined the leading trends of world development and in the field of language education suggested as the most promising model of multilingual education for the preparation of competitive personnel with high language competence.

Nowadays, the English language plays an extremely important role in such areas of human activity as science, medicine, technology, economics, trade, sports, tourism. When Swedish, German or even Japanese scientists want to inform their foreign colleagues about their discoveries or share interesting results, they publish scientific articles in journals in English. English serves as the working language of the absolute majority of international scientific, technical, political and professional international conferences, symposia and seminars.

Methodology. English is native to more than 400 million people living in 12 countries of the world, which include: USA, Canada, England, Australia, New Zealand. In more than 30 countries of the world, such as India, Singapore, the Philippines, Malaysia, Burma, and many others, it is widely used on a national scale along with national languages. English is ranked 1st in the world among foreign languages studied at secondary and high schools, as well as in various courses of the adult education system.

English in the modern world plays the same important role that Latin played in Europe in the Middle Ages. Prominent figures of science, education and culture, as history shows, were usually not limited to knowledge of their native language. A wide and rich multilingual space is one of the manifestations of the vital forces, its creative potential. However, globalizers seek to use the multilingualism of each country in order to suppress and destroy national identity, original culture, and the planting of linguistic vulgarisms. The struggle for the purity of the native language and the multilingual educational space is an important and necessary condition for the national revival of the Kazakh people and the stable development of Kazakhstan's education as a whole. Knowledge of at least three languages has become a requirement of today for Kazakhstani citizens from the Concept of Development of the Education System of the Republic of Kazakhstan until 2015: Knowledge of the native, state, Russian and foreign languages broadens the person's horizons, contributes to its comprehensive development, contributes to the formation of an attitude to tolerance and dimensional vision of the world ”

In a broad sense, multilingual education is the process of forming a poly-linguistic personality on the basis of simultaneous mastering of several languages as a “fragment” of the socially significant experience of mankind embodied in linguistic knowledge and skills, language and speech activity, and also in the emotional-value relation to languages and cultures; as well as this purposeful, organized, normed triune process, education, upbringing, development of the individual as a poly-linguistic personality.

The normative and legal basis of the multilingual education is based on the Law of the Republic of Kazakhstan “On Languages in the Republic of Kazakhstan”, the State Program for the Functioning of Languages in the Republic of Kazakhstan for 2001-2010, the Concept of the Language Policy of the Republic of Kazakhstan, the Concept of Expanding the Sphere of Functioning of the State Language, Increasing Its Competitiveness for 2007 -2010, the cultural project “Trinity of Languages”, the State Program for the Development and Functioning of Languages in the Republic of Kazakhstan for 2011-2020.

Results and Discussion.To effectively develop a strategy and tactics for realizing the ideas of multilingualism in the framework of the new education paradigm, an analysis of the conditions and capabilities of the modern education system is needed. It is obvious that the prospects for the development of a multilingual education in real pedagogical reality, first of all, are due to the innovative character of the language policy of the state. President N.Nazarbayev in the Message to the people of Kazakhstan stated that “trilingualism should be encouraged at the state level” [1]. The factor of multilingual education will certainly contribute:

-increase the competitiveness of the Kazakh language as a state language, its productivity in the sphere of obtaining professional, socio-political, cultural information;

-strengthening the status of the Russian language as the most convenient means of communication and implementing interstate relations with the CIS countries and other post-Soviet countries;

The promotion of English as a dominant foreign language to the level of Kazakh-Russian bilingualism. It should be noted that the triune of Kazakh, English and Russian is the fundamental for multilingualism in Kazakhstan. Thus, the special position of the Kazakh language as a state and traditional orientation of the Kazakh society in the Russian language and Russian culture is taken into account. It was laid by the great enlighteners A.Kunanbaev, C.Valikhanov, I.Altynsarın, etc. In Kazakhstan, the level of knowledge of the Russian language and the degree of its use as an instrument of interethnic communication are quite high.

However, English at this stage of development of human society indisputably occupies the highest priority position in comparison with other world languages in terms of quantitative, geographical and functional factors.

It is known that the language performs more than 20 different functions. Usually three main areas of language use are distinguished, namely: public, everyday and artistic. English has become the language of modern business communication, so its importance in the economy and business is enormous. Strong English is conducive to a successful career in different countries. Its role in the media, the Internet is generally exceptional: most of the Internet resources operate in English, computer programs are also presented in English. He occupies an important place in other 2 spheres of human activity: science, technology, trade, sport, tourism, art, aviation and navigation. It is generally accepted that the publication in English opens up ample opportunities for the exchange of scientific discoveries and cultural achievements. Moreover, it is most often chosen by the working language of international scientific and professional conferences and symposiums.

In quantitative terms, English is native to more than 400,000,000-600,000,000 people living in 12 countries around the world. It is difficult to give more accurate data, since they vary greatly. It refers to the super-large languages of the world, along with Chinese, Hindi with Punjabi and Urdu and Spanish.

In terms of geographical factor, English is considered pandemic, as it is widespread in many countries and continents (for example, the Kazakh language is endemic and used in one country). Communication of tourists outside their language environment is mainly not in the language of the host country, but in English, as the most common. There is evidence that almost one-fifth of the world's population owns it to some extent.

Stressing the importance of English in the modern world, it is often compared with the role of Latin in the Middle Ages. Even after the fall of the Great Roman Empire, the Latin language continued to be widely used in Western European society. They used it during the execution of the Catholic cult, administrative and judicial decrees were issued, until the 18th century peace treaties were written after the end of wars, scientific treatises, and masterpieces of classical literature were written on it.

But it was not a native language for the people of Europe, they were not used in everyday life, it led to its extinction and transformation into a dead language. Although Latin has survived in numerous phraseological units and is still actively used in a number of sciences, for example, in medicine. As analysts predict, the possible weakening of the influence of powerful English-speaking countries and the relocation of economic centers will not be able to shake the "hegemony" of the English language, since the need for a single medium of communication will not disappear. None of the artificial languages (there are about 60 of them, not counting the programming languages) created by man has not become a universal world language.

Even the most popular language Esperanto, invented specifically for international communication in 1887 by L.M Zamenhof, cannot be a competition. But he even became a native for children born from parents belonging to different peoples, and is characterized by simplicity and ease of assimilation. Regular classes for several months provide free speaking in Esperanto, while the study of natural language takes years.

Proceeding from the foregoing, at present the English language has a unique status - it is the language of international communication, the so-called "global language" and its choice as a dominant foreign language is fully justified.

The task of promoting the English language to the level of Kazakh-Russian bilingualism is complex. On this path Kazakhstani education has many objective difficulties. V.G. Gak, considering the role of the French language in the modern world and the history of many languages, comes to the conclusion that "for the preservation and development of the language, three factors are crucial:

- a) the language should be native to a significant part of the compactly residing population; it should be used in the family, in everyday life, on the job site;
- b) it must be the language of instruction from the first grade; to be only a taught language, in the manner of a foreign language, is not enough to save it;
- c) it must perform public, public functions, be the official language of the country or part of the country[2]. "Therefore, the specific language policy of the state, the development of effective methodical methods of instruction, the creation of time-appropriate educational literature, the production of trilingual dictionaries, the introduction of modern multimedia teaching aids, etc".

Assessing the real situation in the domestic education, I must say that the English language as a foreign language in the system of educational disciplines of school and university education has already taken a dominant position. In the Soviet era, the study of a foreign language began in the fifth grade of a general educational institution. Although it is fair to mention the fact that since 1987, in schools with teaching a number of subjects in a foreign language, students were taught English from grade 2 of a four-year elementary school, that is, from seven years. Currently, English 3 is taught already from the first grade, that is, from six years. In addition, the early learning of English in pre-school institutions is becoming increasingly popular.

Difficulties in teaching English on a Kazakh-Russian and Russian-language basis are objective, connected with the genetic and structural-typological features of these languages. The Kazakh language is an agglutinative language, Russian is inflectional, English is analytical. For example, one of the specific features of the Kazakh language is the use of only postpositive affixes, so from the short word *сөз* (word), by adding affixes consistently in only one direction, one can get a long word from the terminology. On the contrary, English is characterized by the predominance of a short word, resulting from the process of disappearance of the endings and leading to the transformation of the synthetic Old English into analytical New England language.

A special difficulty for teaching and learning English is its orthography. Pronunciation of words is largely different from written reproduction. In the Russian language there is, for example, the phenomenon of unpronounceability of individual consonants and their combinations, however, such a sharp difference is still not observed. The alphabets of the Kazakh and Russian languages, with some reservations, cover all the sounds of the languages represented. While the sound system of the English language is almost twice as large as its alphabetic expression. Therefore, the rules of reading consist of a large number of exceptions. In the flow of speech, the pronunciation of words also changes, which creates additional difficulties for an adequate perception of the sounding speech.

One of the cardinal possibilities of “effective ways of learning of English” and modernization of the Kazakh language is the translation of the Kazakh alphabet from Cyrillic alphabet to the Latin alphabet since 2025. The Latin graphic was used by the Kazakh script from 1929 to 1940. Naturally, in this situation, the formation of spelling and graphic skills will occur much faster[1].

It should be noted that in the Kazakh society a conscious understanding of the need for a multilingual education has been formed, not only at the state level, but also at the personal level. So B.A. Zhetpisbaeva writes: “... integration into the world economic space is not possible without knowledge of world languages, in particular English. In connection with its intensive study, the language situation for the majority of Kazakhstanis can be fully described as multilingual. That is, objective realities for the moment are formed in such a way that the bilingualism peculiar to the Kazakh society gradually begins to give way to multilingualism[3]”. N. Nazarbayev considers it expedient to speed up the study of the English language: “We must make a breakthrough in the study of English. Possession of this “lingua franca” of the modern world will open for every citizen of our country new limitless opportunities in life [1]”.

Conclusion. Polylinguistic education is a consequence of the socio-cultural transformation of the modern language situation in Kazakhstan. The implementation of a large-scale state educational program should be implemented as a controlled innovation process, organically combining scientific and pedagogical achievements and activating the ethnolinguistic and regional components. In connection with the foregoing, polyglot education appears as a multifaceted and multifaceted phenomenon, showing not only pedagogical problems, socio-cultural and linguistic problems of the formation of a poly-linguistic personality.

In Kazakhstan, multilingualism develops at the state level in accordance with the tasks set by the President of the Republic of Kazakhstan N.Nazarbayev. The project “Trinity of Languages” [4] is being implemented. Multilingualism, as a strategically important task of education, has been set in the State Program for the Development of Education for 2011-2020. By 2020, 100% of the population of Kazakhstan should know the Kazakh language, 95% Russian and 25% English [5]. Now we can state that the formation of Kazakhstan's statehood and civil society is at the beginning of a new stage of its development. “Kazakhstan should be perceived throughout the world as a highly educated country whose population uses three languages. These are: the Kazakh language is the state language, Russian is the language of international communication, and English is the language of successful integration into the global economy,” said President Nursultan Nazarbayev of the Republic of Kazakhstan [6].

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МЕКТЕПТЕ ПРОЗАЛЫҚ ШЫҒАРМАЛАРДЫ ОҚЫТУДЫҢ ТИІМДІ ӘДІСТЕРІ

Аңдатпа

Бұл мақалада жаңартылған білім беру мазмұны бойынша оқыту мен оқудың қазіргі заманғы әдістерін таңдау, оны қалай тиімді пайдалану қажеттілігіне баса назар аударылып, қазақ әдебиеті пәнінен мектепте өтілетін прозалық шығармалар жайында сөз етіледі. Сондай-ақ көркем шығармаларды тиімді әдіс-тәсілдермен оқыту арқылы оқушылардың сын тұрғысынан ойлауын да дамыту мәселесі қарастырылады. Оқушыларға прозалық туындыларды оқытуда «аялдай отырып оқу», «АПФ» дебат әдісі, кубизм, кешкі жаңалықтар, т.б. әдіс-тәсілдерді қалай қолдануға болатындығы және бұлардың қай сыныптарда қолданған тиімді екендігі толық қамтылған. Ең тиімді әдістерді саралағанда да қазақ әдебиеті сабағында мәтінмен жұмыс жасау мәселесі алдымен назарға ілінуі керек-ті. Прозалық шығармаларды мәтіннен мысалдар келтіре отырып жаңаша әдістермен оқыту арқылы оқушылардың оқу мақсаттарын орындаудағы қалыпты дағдыларын қалыптастыратыны да зерделенген.

Түйін сөздер: жаңартылған білім беру жүйесі, оқыту, проза, сын тұрғысынан ойлау, ой толғаныс, стратегия, әдіс-тәсілдер

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EFFECTIVE METHODS OF TEACHING PROSAIC WORKS AT SCHOOL

Abstract

This article is devoted to the selection of modern teaching and learning methods in the updated educational content, methods for their effective use, the prose works that are studied in the school on Kazakh literature are analyzed. Also addresses the issue of developing students' critical thinking through the effective teaching of art compositions.

The article covers the most effective methods such as reading with stops, the APF debate method (*American Parliamentary Format*), cubism, evening news when teaching prose works at school and in which classes they are more effective.

The development of students' skills in realizing learning goals and creative abilities, using modern educational technologies in the process of studying art compositions.

Keywords: updated educational system, training, prose, critical thinking, reflection, strategy, methods