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Umitaliyeva Aigirim*

M. Utemisov West Kazakhstan University, Uralsk, Kazakhstan
*Correspondence: aigirim.umitaliyeva@mail.ru

E-mail: aigirim.umitaliyeva@mail.ru

MULTILINGUAL EDUCATION IN THE REPUBLIC OF KAZAKHSTAN

Annotation. The article is devoted to the actual problems of multilingualism, multilingual education in the conditions of a multicultural tolerant environment and the mechanism of training multilingual personnel in modern Kazakhstan. Currently, the priority direction in the socio-economic development of the Republic of Kazakhstan is the development of three languages by Kazakhstan people. In this regard, Kazakhstan is completely modernizing the education system and introducing a policy of trilingualism in the educational process. Along with this, the main directions of the trilingualism policy are analyzed and data on its implementation in practice are provided. The years of development of sovereign Kazakhstan show that multilingualism in society not only does not infringe on the rights and dignity of the Kazakh language, but also creates the necessary conditions for its development and progress. The article also discusses the concepts of language acquisition by modern youth, the manifestation of these concepts in other countries. The results of the study are based on sociolinguistic data that were conducted in all regions of the country.

Keywords: Kazakhstan; bilingualism; multilingualism; multilingualism policy; trilingual policy; multilingual education; multilingual education process; e-learning.

Introduction

In the modern world, there is no country in which all citizens would speak only one language. Anyone who knows several languages well feels comfortable in a globalized world, a colossal information flow is available to him. This expands the possibilities in study and work. That is why multilingualism in Kazakhstan was initially considered as a communicative adaptation of citizens. Trilingual education in Kazakhstan is the call of the times. The idea of its implementation is connected with the expansion of knowledge and skills, as well as the development of mutual understanding between people, which cannot be achieved without knowledge of languages. The project was first discussed in 2006, and until the end of last year, its implementation was carried out in accordance with the Roadmap for the Development of Trilingual Education for 2015-2020.

Like any new idea, multilingualism in Kazakhstan immediately gained supporters and opponents, who identified its advantages and disadvantages.

Part of the population regarded the proposed language policy as a good idea that opens up prospects for young people:

- Kazakhs who will be fluent in their native, English and Russian languages will increase their competitiveness in the global labor market.

- At the same time, the centuries-old cultural tradition of the people associated with the development of the Kazakh language will be preserved and strengthened.

In addition, the study of foreign languages in general has a positive impact on the development of the intellect and mental abilities of a person. For example, the authors



O.M. Kochkina and M. V. Voronova report a change in the structure of abilities during intensive teaching of foreign languages.

What are the disadvantages of multilingualism in schools for Kazakhstan?

Other Kazakhs have linked multilingualism to a threat to the country's cultural integrity. People expressed fears that teaching in a foreign language will result in a decrease in the importance of native speech. All this, in their opinion, can lead to the loss of national identity. In addition, a number of doubts were expressed regarding the organization and results of such training, namely:

- Perhaps a student who simultaneously learns several languages will not be able to clearly express his thoughts in any of them.

- Even if the children cope with the increased learning volumes, there are fears that, having studied the subject in English, they will not be able to correctly explain it in Kazakh.

- It can be difficult for teachers to keep up with the workload, especially given the acute shortage of qualified staff. The question arose whether teachers would be able to explain difficult topics to children in English.

Increasing requirements for teachers was seen as one of the greatest challenges. However, it is already possible to get acquainted with the results of the implementation of the program, which indicate a positive experience. In addition to unequivocal supporters and opponents of this project, there were those who supported it, but with certain reservations. At first, many organizational issues were incomprehensible, but over time they became clear.

Many Kazakhs agree with the importance of the English language, but do not think that it is necessary to improve its level in this way. They are close to the opinion that at first all citizens should master the Kazakh and Russian languages well, and then only take on English. Who is right and who is not - time will judge with which experience will come. However, it can be said with certainty that the education of Kazakhstan needs to be changed. Multilingualism: language policy Language is not only a means of communication, but also the soul of the people, the guardian of traditions and culture. The language policy in Kazakhstan has always been aimed at preserving the diversity and peaceful coexistence of different languages and their speakers in the country. This is confirmed by the Law "On Languages in the Republic of Kazakhstan". It states that every language in the country is a national treasure. First President Nursultan Nazarbayev has always noted the importance of education for the development of the country. He believed that all schoolchildren should learn Kazakh, Russian and English [1].

What is the language policy of trilingualism in Kazakhstan? This topic was discussed for a long time, as a result of which it was proposed to introduce an education system in schools in three languages according to the following principles:

- Some disciplines should be taught in the state language, some in Russian and some in English.

- Purposeful study of the Kazakh language to provide a large number of teaching hours.

The purpose of such a language policy was to integrate the Republic into the world community. Its implementation was justified by the opportunities for the rise of science, the economy and the socio-cultural component in the country.

The new trilingual education is now considered as an effective tool for increasing the competitiveness of Kazakhstanis on the world stage. This reform was included in the Kazakhstan-2030 program, according to which it is planned that 20% of the population will be able to freely use English. Why is it necessary to study English? The answers are:

1. It is widely used throughout the progressive world.
2. It is the language of science and technology.
3. It conducts most of the research projects in economics and business.
4. Proficiency in English opens up great prospects for a person.

The Russian language also remained a priority, as many Kazakhs speak it and understand it.



There is an opinion that Kazakhstan's language policy infringes on native speech. However, this is not so:

- The concept of trilingual policy in the Republic of Kazakhstan provides for the creation of conditions for the study of the Kazakh language by other peoples who live in the country.
- To this end, it is planned to provide pedagogical and methodological assistance. Qualified teachers who are fluent in their native language will be involved.
- Technologies are being developed that will allow students to learn the basics of Kazakh in the shortest possible time.

The improvement of the education system will begin with the management of the educational process. Education should be creative, active and communicative. The emphasis will be on a systematic approach to teaching.

When receiving a trilingual education, the student should take a more active part in the process, and the teacher will become a mentor for him. This form of cooperation will increase the degree of responsibility of the student, develop his ability to self-learning. The teacher is required to have a high degree of qualification and good knowledge of the English language.

The threat of social instability arising in any state due to the unpreparedness of the younger generation for life in a multicultural environment, served in many cases as an incentive to elevate multilingual education to the rank of state policy.

Modern research shows that the distribution of multilingualism in the world is a natural process due to fundamental changes in the economy, politics, culture and education [2].

Purposeful, systematic understanding of the phenomenon of multilingual education began relatively recently, except for the search for effective methods of teaching foreign languages. Indeed, the efforts of researchers so far have been mainly focused on the problems of bilingual education (learning the native language and foreign) as the most common form of multilingual education. The processes associated with the development of a third language and, moreover, an even greater number of languages, are the least studied and have become the object of research only recently - in connection with the plans of the European Commission to legalize trilingual education.

The multilingual education program being introduced in Kazakhstan is unique and implies, unlike Western counterparts, parallel and simultaneous teaching in three languages.

According to the UNESCO concept, the concept of "multilingual education" implies the use in education of at least three languages: native, regional or national and international languages. The use of these languages is "an important factor in the inclusiveness and quality of education" [3].

Language policy and the principle of multilingualism became priority issues during the creation of the European Union. In 1995, the European Commission published an official report on education, which set the goal of trilingualism for all European citizens.

The Commission stressed the importance of multilingual communication skills in a single market in the information age. The problems of multilingualism, education and culture are annually considered at meetings of the Commission of the European Community since 2007. Moreover, the European Commission provides grants for research on multilingualism using e-learning tools (e.g. Babylon & Ontology project: "Multilingual and cognitive e-Learning Management system via PDA phone") [4].

This Concept, considering multilingual education as an effective tool for preparing the young generation for life in an interconnected and interdependent world, focuses on in-depth study of the state Kazakh language in harmonious interaction with teaching Russian and English. Particular attention is paid to professionally oriented language teaching in order to train specialists, fluent in three languages, which complies with the Law on the Languages of the Republic of Kazakhstan and will undoubtedly increase the competitiveness of specialists.

Since 2017, in organizations of general secondary education, individual subjects of the natural-mathematical cycle (SNC) have been taught in English. Education is conducted taking into



account the opinions of parents and students, the readiness of teachers, as well as on the basis of the decision of the pedagogical council of the school.

Since 2018, for the first time, school graduates have been given the opportunity to take tests in English. In 2021, 351 graduates took the UNT in English. The average score of graduates who take the UNT in English was 84.8 points. The number of students taking the IELTS and SAT exams is increasing every year.

Since 2020, domestic digital multilingual educational platforms Bilimland.kz, Kundelik, Bilim al, Daryn online have been operating, which have content in English.

In the 2021-2022 academic year, 3864 schools are teaching subjects in English, incl. in 2119 rural schools, including 439 schools with full immersion, 3425 schools with partial immersion [5].

In the 2020-2021 academic year, more than 570 teachers passed the certification exams (IELTS), which is a 39% increase compared to 2018.

Also, 1,000 grants are allocated annually to universities that train teaching staff for the training of teachers in English in four specialties of the natural and mathematical cycle: Physics, Computer Science, Chemistry, and Biology.

In the 2020-2021 academic year, 55 universities provided training in educational programs within the framework of 50:30:20, incl. 9 national universities, 22 state, 1 international, 13 private and 10 AO universities.

26 universities (of which 4 national, 15 state, 1 international, 6 private) provided training as part of the training of personnel with higher education in pedagogical groups of educational programs in English in 4 specialties of the natural science cycle (SNC): "Physics", "Informatics", "Chemistry", "Biology" [6].

Nowadays the work on a phased transition to trilingual education continues and functions the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025. The goals of the program are to increase the global competitiveness of Kazakhstani education and science, to educate and educate the individual on the basis of universal values, to increase the contribution of science to the socio-economic development of the country, also to increase the quantity of teachers who have international certificates IELTS or TOEFL.

Kassym-Zhomart Tokayev instructed the Ministry of Education and Science (MES) to study the global experience of multilingualism and introduce it into Kazakhstani educational institutions. "Graduates of our schools must be integrated into the Kazakh society, they must be competitive. And for this, you need to know both the state language and your national language, and it is desirable to know Russian. In general, the more our children know different languages, the better for them", - said Kassym-Zhomart Tokayev at an expanded meeting of the Council of the Assembly of the People of Kazakhstan.

Also, the president noted that it is not necessary to limit the younger generation to one language.

"Acting in this way, we actually limit their future development and integration, and in the end deprive them of the prospects for a prosperous future. Therefore, the MES should carefully study the experience of multilingualism around the world and transfer it to our national soil", - added the president [7].

The comprehensive introduction of multilingual education for a wide range of students in the Republic, the training of multilingual specialists and the training of multilingual personnel for the training of future specialists are strategically important tasks that the universities of the Republic of Kazakhstan Ministry of Education and Science must take on, and they can do so through joint efforts. The realities of today are such that we, university teachers, actively implement the tasks of reforming the education system on a daily basis. Therefore, we sincerely hope that our joint active work will be embodied in a society built by competitive multilingual staff. In our opinion, multilingualism contributes to the development of a dynamic personality for the future, an increase in the level of education of citizens, increasing their overall cultural level, and the development.



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Умиталиева А.

МНОГОЯЗЫЧНОЕ ОБРАЗОВАНИЕ В РЕСПУБЛИКЕ КАЗАХСТАН

Аннотация. Статья посвящена актуальным проблемам многоязычия, полиязычного образования в условиях поликультурной толерантной среды и механизма подготовки полиязычных кадров в современном Казахстане. В настоящее время приоритетным направлением в социально-экономическом развитии Республики Казахстан является освоение казахстанцами трех языков. В связи с этим Казахстан полностью модернизирует систему образования и внедряет политику трехязычия в образовательный процесс. Наряду с этим, анализируются основные направления политики трехязычия и приводятся данные о претворении ее на деле. Годы развития суверенного Казахстана показывают, что полиязычие в обществе не только не ущемляет права и достоинство казахского языка, но и создает необходимые условия для его развития и прогресса. Также в статье рассматриваются понятия об освоении языков современной молодежью, о проявлении этих понятий в других странах. Результаты исследования основаны на социолингвистических данных, которые были проведены во всех регионах страны.

Ключевые слова: Казахстан; полиязычие; многоязычие; политика многоязычия; политика трехязычия; полиязычное образование; полиязычный образовательный процесс; электронное обучение.

Умиталиева А.

ҚАЗАҚСТАН РЕСПУБЛИКАСЫНДАҒЫ КӨПТІЛДІ БІЛІМ БЕРУ

Аңдатпа. Бұл мақала көптілділіктің, көп мәдениетті толерантты ортада көптілді білім берудің және қазіргі Қазақстандағы көптілді кадрларды даярлау механизмінің өзекті мәселелеріне арналған. Қазіргі таңда Қазақстан Республикасының әлеуметтік-экономикалық дамуындағы басым бағыттардың бірі – қазақстандықтардың үш тілді меңгеруі болып отыр. Сәйкесінше, Қазақстан білім беру жүйесін толығымен жаңғыртуда және білім беру процесіне үштілділік саясатын енгізуде. Осы орайда, мақалада үштілділік саясатының негізгі



бағыттарына талдау жасалып, оны жүзеге асыру жұмыстары жөнінде мәліметтер беріледі. Егемен Қазақстанның даму жылдары қоғамда көптілділік қазақ тілінің құқықтары мен қадір-қасиетіне нұқсан келтіріп қана қоймай, оның дамуы мен ілгерілеуі үшін қажетті жағдай туғызатынын көрсетіп отыр. Сонымен бірге қазіргі таңдағы жастардың тілдерді меңгерулеріне байланысты түсініктері, осы ұғымдардың басқа да елдерде қалай көрініс беріп жатқаны айтылады. Зерттеу нәтижелері әлеуметтік-лингвистикалық деректерге негізделі отырып, елдің барлық өңірлерінде жүргізілген.

Кілт сөздер: Қазақстан; көптілділік; көптілділік; үштілділік саясаты; көптілділік саясаты; көптілді білім беру; көптілді білім беру процесі; электрондық оқыту.