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Multilingual education of university students as a factor of cross-cultural communication efficiency

Abstract. Multilingual education in the Republic of Kazakhstan is the major strategy and one of the main directions of the state development. Authors consider the nature of multilingual education, reasons which caused its actualization in the Republic of Kazakhstan, problems of languages functioning in the context of development of the modern language personality. Priorities of language education and the principles of formation of language personality in the multilingual educational environment of Kazakhstan are emphasized, various points of view are compared on this problem. In the article the content of multilingual education including systematized knowledge, skills in the field of one or several foreign languages according to a cross-cultural paradigm of language training is also considered. Factors of efficiency of cross-cultural communication are allocated. Triune process of education is shown upbringing and individual development on the basis of simultaneous acquisition of several languages.

Keywords: multilingual education, cross-cultural communication, Trinity of languages, language education, internationalization process, Multilingual personality.

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Today the policy of Kazakhstan in the field of education is directed to the internationalization of educational space and teaching support of the competitive experts knowing several languages. N. A. Nazarbayev in the Message to the people of Kazakhstan «New Kazakhstan in the new world» noted: «Kazakhstan has to be accepted around the world as a highly educated country population of which uses three languages: Kazakh as a State language, Russian as a language of international communication and English as a language of successful integration into global economy» [1]. Realization of state policy in the field of education is provided by means of acts and programs of development.

In the Concept of innovative development of the Republic of Kazakhstan till 2020 [2] is told about the need of language training of the expert of a new formation capable to communicate with foreign partners. The purpose of the Concept is assistance to inclusion of Kazakhstan to a number of 30 competitive countries of the world on the basis of development of new technologies and services. «... Formation of national system of competences and increase in prestige of Kazakhstan higher education in the international education market have to become the main criterion of competitiveness of education».

Considering critical situation with the supply of workers, it is necessary to refuse delicate approaches in restructuring of the state educational order. It is necessary to concentrate resources on a covering of needs for the engineering and technical personnel possessing the corresponding competences of international level including language». Realization of multilingualism process as progressive factor of the development of Kazakhstan society becomes one of the mechanisms of education modernization allowing to speak about its high-quality change.

The Multilingual situation in the world in the basis of which lies the multilingualism of people and variety of cultures at a certain socially important and specially organized pedagogical process becomes the important mechanism of a humanization of public life, human culture. As various social systems are forced to cooperate for the solution of common, global problems, the

need for elaboration of the coordinated ideas of the rights, human dignity and human freedom arises.

The most important strategic problem of education is, on the one hand, conservation of the best Kazakhstan educational traditions, on the other hand — providing graduates of schools with international qualification qualities, development of their linguistic consciousness at the heart of which is state, native and foreign languages acquisition.

According to the authors of the article «From the idea “Trinity of languages” of N.A. Nazarbayev to the “Multilingual education in Kazakhstan», creation of equal conditions for studying of three languages do not mean the equal sphere of their functioning, equal functional yield and status. The emphasis is placed on a pedagogical component which can be fully designated as multilingual education. Activation of polemic around the language situation in Kazakhstan is connected with multilingualism that allows to speak about new sides of language education. In these conditions the problem of formation and development of multilingual education is updated. For effective introduction of multilingualism in education it is necessary to bring into a uniform system the well-established practice of multilingual education in some higher education institutions and schools of the Republic of Kazakhstan and to provide continuity of educational programs [3].

Multilingual education is purposeful, organized triune process of education, upbringing and development of individual as Multilanguage personality on the basis of simultaneous acquisition of several languages as a “fragment” of various cultures of mankind [4].

Content of multilingual education has to include systematized knowledge, skills in the field of native and state languages and also in the field of one or several foreign languages according to a cross-cultural paradigm of modern language education.

The fundamental ideas in realization of multilingual education in the context of cross-cultural communication are:

- motivation and stimulation of use of various languages according to the requirements and interests of students;
- formation of abilities of cross-cultural communication;
- strategy of continuous knowledge through the language of features of concrete cultures and features of their interaction;
- overrun of own culture and acquisition of a quality of culture mediator, without losing own cultural identity;
- ability of students to understand the value of events, uniform with the foreign culture interlocutor, on the basis of knowledge about the differences of cultures and abilities both to discuss these differences, mediating between cultures, and to change own attitude to them;
- providing the content of studying languages according to the socio-cultural situation of the concrete country (or region).

In this regard new sounding is obtained by a problem of language education. In this respect, the idea that studying of any language has to be followed by studying of native speakers' culture is initial. In this regard it would be appropriate to speak about Multilinguo-cultural education the result of which must be multilingualism of society citizens. Items of this multilingualism have to be the native language which fixes understanding of belonging to the ethnos, Kazakh as a state language, proficiency of which promotes successful civil integration, Russian as a source of scientific and technical information, foreign and other nonnative languages developing abilities of the person to self-identification in the international community.

It is necessary to refer education internationalization process which is logically interconnected with the formation of Multilanguage culture to mechanisms of education modernization. By the internalization of education is understood the process of inclusion of various international aspects in research, teaching and administrative activity of educational institutions of various levels. As the experience shows, in this direction realization of this process promotes formation of student's youth skills of self-education, responsibility, Multicultural, tolerance and other import-

ant qualities of modern personality.

Internationalization as a system includes set of such elements which allow to this process to be dynamic and effective. It is necessary to refer demand in knowledge of foreign and state languages to these elements. The student's mobility limps from a lack of the youth knowing a foreign language on the necessary and sufficient level for learning in international programs. Therefore, there is a need to focus attention on quality of studying the language in higher education institution because the availability of its studying outside higher education institution for youth is relative, courses demand an investment of considerable funds, and we speak about availability of educational services. In our opinion, there is a need of introduction of split-level learning of foreign languages.

Knowledge of Kazakh — state language gives an opportunity of learning in program «Borlashak» not only to representatives of titular nation, but also to a Russian-speaking part of student's youth. It would be quite good to think of inclusion in curricula of specialties the disciplines in teaching in Kazakh for students of the Russian department both special and the world outlook plan. So far within higher education institution there is only studying of Kazakh and business correspondence in a state language. It is already thing of the past, it is necessary to go further.

We know little about the culture of the people inhabiting our planet. In curricula there are no disciplines forming the personality with global art, esthetic culture that it is possible also to refer to the internationalization process. The modern expert is the person of the world who knows languages, knows the culture of people of the world. Students spend a lot of time in the university therefore only education is able to form all the necessary qualities hereinbefore. The modern youth are bad in the culture of speech as teaching is constructed on the statement and retelling of truisms, but not on an interpretation of contexts of literary and art works. Internationalization promotes the ability of the individual to live in society, perhaps, with other culture, to accept it, to pay it tribute, to appreciate own traditions, to transfer all the best that there is in other culture, in life of the society. Perhaps, emergence of consumer society is mostly connected with a lack of communication between people of different cultures, and it is a peculiar process of culture degeneration. Conclusion: internationalization promotes the revival and culture development of society.

The following element of internationalization process should be considered the involvement of teaching staff: exchange of teachers, joint research programs, internship in the foreign universities, creation of joint training programs, organization of intensive courses and summer schools. Thanks to this process an academic staff works for an active process of reflection. All this promotes the formation of the critical attitude of academic staff towards himself. Each of us asks a question: «How can I surprise the world and can I surprise it?». For academic staff an important and necessary criterion of being in demand becomes knowledge of a foreign language, existence of author's courses that promote the mobility and, of course, receiving additional earnings. The learning of foreign language on courses for adult generation can become the possible solution of a question that will serve as a criterion of employment.

Publications in international journals with an impact-factor are also an indicator of internationalization. If traditionally the teachers who were engaged in scientific activities worked for quantitative indicators, now they stand after the fact of the need to change views on qualitative indicators. It will demand full-time research scientific work, knowing of the last achievements in their subject sphere, knowing of the international names, their achievements not to reinvent the bicycle.

Integration of education and production is solved at the moment by means of creation of department branches of higher educational institutions in institutes, organizations and enterprises which are the base of practical activity.

What we would like to offer in this direction? Heads of bases of practical activity or methodologists from the enterprise have to become members of university community (for remuneration, salary). The specified membership will allow the management of the universities to define a

share of responsibility of an institute for content and quality of future experts training and to offer the right of control activation on content and structure of teaching and educational process.

In the described case students come to base not only for practical skills, but also take lecture courses, there take course of training workshops, professional development, participate in joint projects, are responsible for a certain area of work, hold themselves out as members of staff. Understanding of own importance of the student is formed, self-education process is dynamic, contours of the professional and subject environment, opportunities and prospects of career development appear more clearly, correctness of the chosen specialization is realized, limits of knowledge and ignorance are clearly designated.

And the last what it is also said in the Program of education development about, is an improvement of teaching staff quality. In our opinion, creation of conditions for all-round psychology and pedagogical training of all teachers carrying out various academic subjects is necessary. At the moment paradoxical situation has arisen. Often the people who do not have special teachers' training work as teachers: lawyers, economists, engineers, etc. As a result, the process of education and teaching has independent character, but not the character of interaction, process of submission of teaching to education. Teaching needs to be considered as interaction of the subject and object of teaching in which teaching in the most part is an independent process of educator, under the control activation and disciplinary influence from the teacher.

In practice teaching on the part of the teacher is dominating that does not promote formation of students' independence. Teaching is an independent studying of the student and processing of his knowledge by the teacher. Such situation in teaching is determined, in our opinion, by lack of a pedagogical component among modern teachers who do not possess bases of psychology and pedagogical knowledge. As a result - social conflicts arising between teachers and students when teachers do not hold themselves out as educators. The main objective of the teacher is the education based on a positive example, belief, encouragement and in a certain dose punishment. It is not enough to be a good specialist subject teacher, in educational institution it is necessary to be the Teacher with a capital letter.

Teaching should be considered as an education component, and only in this case personal development is implemented. Independently acquired socio-cultural stronghold of society will be transformed in strongly acquired knowledge, beliefs, a competence.

For the effective organization of educational process teachers of higher education institution should realize well characteristics of modern students («generation Next»). The vast majority of students of a postmodern era are indifferent to studying, are undisciplined, spend not enough time on textbooks, want to receive good marks at a minimum of efforts, are inactive, often come late for lessons, are disrespectful, badly familiar with rules of public behavior, are oriented on entertainments, are unrestrained in desires and unscrupulous in means of their satisfaction, emotionally tense, infantile, it is difficult to arouse from their indifference and captivate them.

Therefore, considering special requests of generation Next and peculiar features of an era, it is necessary to review methods and content of higher education to change the atmosphere of study in order to increase learning efficiency, to promote success of students as much as possible.

For example:

- ✓ from the very beginning to set clear requirements and to remind about them constantly;
- ✓ to be consecutive;
- ✓ to designate all teaching goals;
- ✓ to develop reasonable goals and actions for personal development and civil qualities of students;
- ✓ to emphasize the role of a scientific method in the process of knowledge, at the same time recognizing possible restrictions of science;
- ✓ to proceed to the educational paradigm oriented on knowledge;

- ✓ to use active and creative methods of teaching; to increase teaching level;
 - ✓ to explain the need of studying of a subject by its practical applicability;
 - ✓ not to expect blind subordination to the authority of the teacher;
- Expanding the range of out-of-class tasks:**
- to look beyond the traditional written works, to apply other forms of control;
 - to give the students more comprehensive opportunities for communication; to respect others point of view;
 - to show goodwill; to believe in students.

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ЖОО студенттерінің көптілді білім алуы мәдениетаралық қарым-қатынастың тиімділік факторы ретінде

Аннотация. Қазақстан Республикасында көптілді білім беру маңызды стратегия және мемлекет дамуының басты бағыттарының бірі болып табылады. Авторлар көптілді білім берудің табиғатын, оның Қазақстан Республикасында өзектілігін, қазіргі тілдік тұлғаны дамыту контекстіндегі тілдердің қызмет ету мәселелерін қарастырады. Қазақстанның көптілді білім беру ортасында тілдік тұлғаны қалыптастыру принциптері мен тілдік білім берудің басымдықтары атап өтіледі, осы мәселе бойынша әртүрлі көзқарастар салыстырылады. Мақалада тілдік дайындықтың мәдениаралық парадигмасына сәйкес бір немесе бірнеше шет тілі саласындағы жүйелендірілген білім, білік және дағды қамтылған көптілді білім беру мазмұны қарастырылады. Авторлар мәдениетаралық қарым-қатынас тиімділігінің факторларын атап көрсетті. Бірнеше тілді бір мезгілде меңгеру негізінде тұлғаны оқытудың, тәрбиелеудің және дамытудың үш тұғырлы процесі көрсетілген.

Түйін сөздер: үштілді білім беру, мәдениаралық қарым-қатынас, тілдердің үштұғырлығы, тілдік білім беру, ұлтаралық қарым-қатынастар, үштілді тұлға.

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Полиязычное образование студентов вуза как фактор эффективности межкультурного общения

Аннотация. Полиязычное образование в Республике Казахстан является важнейшей стратегией и одним из главных направлений развития государства. Авторы рассматривают природу полиязычного образования, причины, обусловившие его актуализацию в Республике Казахстан, проблемы функционирования языков в контексте развития современной языковой личности. Подчеркиваются приоритеты языкового образования и принципы формирования языковой личности в полиязычной образовательной среде

Казахстана, сравниваются различные точки зрения по данной проблеме. В статье также рассматривается содержание полиязычного образования, включающее систематизированные знания, умения и навыки в области одного или нескольких иностранных языков в соответствии с межкультурной парадигмой языковой подготовки. Авторами выделены факторы эффективности межкультурного общения. Показан триединный процесс обучения, воспитания и развития личности на основе одновременного овладения несколькими языками.

Ключевые слова: полиязычное образование, межкультурное общение, триединство языков, языковое образование, процесс интернационализации, полиязыковая личность.

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