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The usage of effective approaches in teaching a foreign language in the multilingual University groups

Abstract: The article reveals an actual topic about the need of the implementation of trilingual education in the Republic of Kazakhstan. Knowing several languages fluency helps the integration of Kazakhstan into the economic and cultural spheres of the world community. Nowadays, the endeavor for trilingual education is the most challenging and conforms fully to the tendency of the European Union countries.
Also, the article describes three effective methodological approaches in teaching a foreign language in the multilingual University groups: 1) competence-based approach - the formation of a competent specialist who must not only know and understand the essence of the problem, but also be able to solve it practically, i.e. having own methods of solution; 2) communicative - the formation of communicative competence among students, which includes various components: linguistic, pragmatic, cognitive and informative, and 3) culturological - involves a comparative analysis of the ways of living, the variability of life styles of countries in cultural communities and related social values, norms, traditions and customs. According to the practice, all these approaches help to motivate our polylingual students in learning a foreign language.

Keywords: technology, globalization, integration, method, approach, polylingual training, multilingualism.

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Introduction

The rapid development of technology, the process of globalization and integration greatly influenced a language situation in Kazakhstan. Our President N.Nazarbayev noted that the trilingual system becomes the dictates of the times. As it stands, new conditions require the education system to reconsider the goals, objectives and approaches in teaching a foreign language in our polylingual society.

As it is known, in a modern society a person who knows several languages is in a high demand. Multilingualism is necessary for building an open democratic society, integrating Kazakhstan into the world community, and English language is necessary for us to enter the world arena. According to the concept of UNESCO, the concept of "multilingual education" implies the use of at least three languages in education: according to the fact, we have native language – our Kazakh language, regional is a Russian language and international language is English language.

Kazakhstan is planning to enter the top thirty of the world's competence-based approach countries, so every Kazakhgraduate should be competence-based approach. The main goal of the trilingual education is not only knowledge accumulation, abilities and skills by students, but also their usage in educational activities. In this case, the need to modernize the structure of higher professional education, integration into the pan-European educational space led to the introduction of significant changes and additions to the state educational standard of higher professional education (SESHPE), which imposes more stringent requirements for the search, development and implementation of effective ways in teaching a foreign language in a polylingual classroom.

Statement of objectives, goals

Nowadays, one of the important goals and tasks facing the universities of Kazakhstan is the training of future specialists in a certain profile and also the formation of personalities who are proficient in a foreign language in polylingual environment, ready for permanent professional and social mobility. Accordingly, many linguistic teachers consider that the basis of a trilingual (multilingual) education should be a correctly structured system of teaching, because the quality of teaching foreign language definitely depends on the chosen approaches, technologies and orga-

nization of the educational process.Consequently, the aim of the article is to show the advantages of three methodological approaches in teaching foreign language in a multilingual group.

In Kazakhstan, the university course of a foreign language (in our case it is English) as a discipline of a humanitarian orientation is one of the basic parts of the fundamental training of students of all directions.

The analysis of the state educational standard of higher professional education of the third generation shows that the main goal of mastering the discipline "Foreign Language" for non-linguistic specialties by a future specialist is to possess the necessary set of competences, including:
- ability to use a foreign language for professional and personal communication (at a level not lower than B1 on the scale of the European system of language proficiency levels);
- ability to analyze the culture of its people and other peoples;
- ability to business communications in a foreign language in professional activities;
- ability to use a foreign language for social interaction with representatives of different peoples.

The above mentioned competencies can serve as a solid base allowing the graduate to orientate and quickly adapt to the changing demands of the labor market and technologies, to have the skills of active practical use of a foreign language in professional activity, to be prepared for continuing education in magistracy and doctoral studies at local universities or abroad.

Unfortunately, there are serious disadvantages associated with the teaching organization of the subject "Foreign Language" in non-linguistic faculties of the most universities in the country, which lead to the emergence of contradictions between the global nature of the declared competences and the low level of language training of future specialists. Accordingly, there is a need to revise the methodological approaches and technologies for teaching a foreign language and to develop the skills of intercultural communication among graduates. Most foreign language teachers face not only difficulties in choosing materials and teaching aids, but also with problems in choosing the right and effective methodological approaches in teaching a foreign language in multilingual groups. Nowadays, according to teachers and educators of a worldwide practice in teaching a foreign language, the most effective methodological approaches are competence-based approach, communicative, culturological.

History

The concept of "methodology" in science has an ambiguous interpretation. Methodology (from the Greek "methodos" is path, research or cognition, "logos"is concept, studying) is system of principles and methods of organization and construction of theoretical and practical activities, as well as the study of this system [3, p. 209].

On this basis, the concept of "methodological approach" can be defined as a set of ideas, principles and strategies of research activities, as well as the methods, techniques, procedures that ensure the implementation of the chosen strategy in practice.

The word "approach" in the conventional sense means a set of techniques, methods used to influence someone, study something, and conduct of an affair [4, p. 350].

E.G. Yudin and I.V. Blauberg consider the methodological approach as "a principled methodological orientation, as a point of view with which the object of study (the method of determining an object) is viewed as a concept or principle governing a general strategy of research" [5, p. 74]. Under the methodological approach, we mean the principal methodological orientation of the research, i.e. basic directions in the study, based on a set of principles that determine the overall goal and strategy of the relevant activity.

According to G.K. Selevko, the approach is the methodological orientation of the teacher or leader, which encourages the use of a certain characteristic set of interrelated ideas, concepts and methods of pedagogical activity.

It is important to note that in the process of research searches we have not analyzed all existing methodological approaches, but only those that are of undoubted interest in the aspect of our work problem.

Thus, from the perspective of the choice or the approach should be connected with the

essence comprehension of the research subject, tools and conditions for the formation of foreign communicative, cultural, professional competences among students learning a foreign language in a polylingual classroom, we relied on the totality of several approaches, they are competence-based approach, communicative and culturological approaches.

Discussion

The idea of a *competence-based approach* in pedagogy was born in the early 80s of the last century. Initially, there was talk not about the approach, but about the competence, professional competencies of the individual as the goal and result of education. At the same time, competence in the broadest sense was understood as "an deep knowledge of the subject or mastered skill". As the concept was mastered, its volume and content was expanded.

As a goal in the implementation of the competence-based approach in a vocational education is the formation of a competent specialist. Competencies in the modern pedagogy of vocational education must be viewed as a new type of goal-setting, conditioned by market relations in educational systems.

It should be noted that in the pedagogical literature the concepts of "competence" and "competence" are widely used and to some extent as synonymous, complementary, although they are different in terms of the degree of their manifestation and bear a very specific meaning. "Competence" (Latin competencia) means a circle of issues in which a person is well informed, has knowledge and experience and, taking them into account, professionally solves professional problems. Competencies are generalized methods of action that ensure the productive performance of professional activity ", in fact, these are the requirements for the training level of future specialists.

Theoretical comprehension of the content of the concept of "competence" allows us to say that it presupposes professional literacy and the level of qualification and the level of personal and professional culture that allow the specialist to achieve high results in the activities carried out. Most researchers refer to the essential characteristics of competence: an in-depth knowledge of the subject; constant updating of knowledge for successful solution of professional tasks; representation of the substantive and procedural components of training.

Competence is based on conscious, professionally necessary knowledge that serves as a prerequisite for the successful solution of practical problems. In other words, the competent specialist should not only know and understand the essence of the problem, but also be able to solve it practically, i.e. own methods of solution. And, depending on the circumstances of the solution of the problem, the competent specialist can apply one or another method of solution that is most suitable to these conditions at a given time. Consequently, the flexibility and ability to transfer the acquired skills and abilities to new conditions, critical thinking are the inherent properties of competence. In the end, the set of professional competencies that meet these requirements characterizes the specialist's competence. In accordance with competence approaches, the result of mastering any educational program should be a set of competencies that a graduate of a university should possess.

The theoretical analysis of psychological and pedagogical literature carried out by us made it possible to clarify the concept of the competence-based approach as a modern organization of the educational process, the priority goal of which is the formation of the personality of the student, who is able to effectively realize his intellectual and creative potential, ready for self-realization and self-development.

Culturological approach implies the mastery of all speech functions and various forms of communication so that the development of a foreign culture becomes a means of enriching the student's spiritual world, interpersonal and intercultural communication, upholding one's convictions, promoting intercultural partnership and social progress, etc.

Accordingly, one of the important tasks facing the universities of Kazakhstan is not only the training of specialists in a certain profile, but also the formation of highly cultured, versatile, competence-based approach personalities who are proficient in a foreign language based on poly-

lingualism, ready for permanent professional and social mobility that can successfully socialize in a multicultural environment.

In modern philosophical science, there are many definitions of the concept of "culture" and it is required to clarify in what context it is used.

The term "culture", derived from the Latin "cultura", originally designated cultivation, cultivation, and improvement of the soil. Over time, this concept is transformed and increasingly associated with the transformation, development, cultivation of all natural, i.e. all that is created by nature (hence the "culture of nature"), including the person himself.

This is confirmed once again by the fact that teachers of a foreign language should attract a culturological orientation, which is an important tool for educating future specialists in the context of a "dialogue of cultures". When teaching a foreign language in a multilingual group, one cannot limit oneself only to lexical and grammatical knowledge; it is necessary to help the student in assimilating the values of another culture and reinterpret it by comparing with one's own culture, to prepare interaction with people of other cultures that have their own points of view and other values.

From E.F. Tarasova's point of view, any dialogue of cultures really takes place only in the consciousness of the bearer of a particular culture, who managed to comprehend the images of the consciousness of the carriers of another culture in the course of reflection over the differences in the images of one's own and of foreign cultures.

One of the important conditions for the implementation of the cultural approach to the study of a foreign language in a polylingual classroom is the identification, from a pedagogical point of view, of effective pedagogical conditions and technologies that help to familiarize the younger generation with the sociocultural and ethno-cultural achievements of one's own and other peoples.

A culturological approach to the study of foreign languages implies a comparative analysis: the way of life and the variability of the styles of life of countries in cultural communities and the social values, norms, traditions and customs that are correlated with them; socio-cultural portrait of countries, their peoples and languages (functioning in different cultural communities); historical and cultural background and features of historical, ethnic memory; socio-cultural aspects of communicative behavior of members of the cultural community; value-semantic aspects of the spiritual, physical and material culture of the societies being studied; cultural heritage, cultural identity and mentality of the countries being studied; sociocultural norms of behavior in conditions of intercultural communication.

Communicative approach to learning a foreign language in a multilingual group means that learning should have a common communicative orientation, a focus on the formation of a fully developed, educated personality, capable and ready to use a foreign language as a means of communication on an intuitive level, i.e. at the level of the "sense of language", formed on the basis of a conscious assimilation of the language theory, already translated into the plan of the unconscious.

The concept of "communication," as analysis of modern scientific ideas about this phenomenon shows, is interpreted in a broad and narrow sense. In a broad sense, communication is viewed as a system in which interaction takes place; as the process of interaction; as ways of communication, allowing to create, transmit and receive a variety of information; as a mechanism through which the existence and development of human relations becomes possible. In the narrow sense of the word, communication is defined as "the way of communication, the line of contact; "communication", "contact".

The analysis of the scientific and methodological literature on the implementation of the principle of the communicative orientation of the content of the disciplines of the language cycle for various specialties mastered by students in the university showed that the key function of all language disciplines without exception is the communicative function, since language serves as a means of knowledge and communication.

In the communicative approach, special significance is attached to the content side of speech, its action on the partner, the realization of all the basic functions of communication: cognitive, value-oriented, regulative and conventional. Accordingly, in the communicative approach, the ultimate goal of education is the formation of communicative competence among students, including various components: linguistic competence ("readiness to use a foreign language as an instrument of speech-activity activity"), pragmatic competence ("willingness to transmit communicative content in a communication situation"), cognitive competence ("readiness for communicative thinking") and informative competence ("possession of a substantive subject communication ".

Communicative approach to teaching a foreign language allows solving the tasks of education, education and development of students, which contribute to their comprehensive development. Modern youth understands the importance of such a quality of the future specialist, as competitiveness in the labor market, which in our country is impossible without a good knowledge of native, Russian and English languages. Moreover, students are becoming more mobile, trying to actively participate in various exchange programs and find employment abroad. Therefore, the new needs arising from students should be taken into account by the teachers in the selection of topics, material and programming in a foreign language.

According to the communicative approach, teaching a foreign language in a multilingual group should help - through comparison with the foreign world - a deeper awareness of one's own. At the same time, the understanding of differences in cultures should develop among learners themselves, and not be predetermined. In the process of forming the communicative culture of students in the context of polylingualism, it is necessary to choose and structure the subjects of the classesIn the process of forming a communicative culture of students in a multilingual group , it is necessary to select and structure the subject of classes in such a way that students find the points of conjugation with their life experience in the material under study, as it is important to find support in their own cultural past when entering a foreign world.

Thus, the implementation of a communicative approach in the teaching of a foreign language in a multilingual group will contribute to the achievement of the basic educational goal - the preparation of a competent graduate of a university, competitive in the labor market, fluent in native, second and foreign languages, capable of effective work in the specialty at the level of world standards , ready for continuous education and self-education, for permanent professional growth, social and professional mobility.

Conclusion

In this article, we described the basic concepts of three methodological approaches in teaching a foreign language, showed their advantages that could be used in our trilingual educational system. As it is known, in order to increase the effectiveness of learning a foreign language by students in a multilingual group , it is possible, if we apply the selected competence-based, communicative and culturological approaches, that the correct organization of the lesson will complement each other and, as a result, lead to positive shifts in the language training of future specialists.

Thus, the effectiveness of the process of teaching a foreign language in a multilingual group largely depends on the use of correctly methodological approaches, lesson procedure/organization and selected modern pedagogical technologies in the classroom. Nowadays, the realitie from the educational system require a choice of such methodological approaches with innovative pedagogical technologies that would ensure the most important task in the educational process; it is personal enhancement of each student in a multilingual group.

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Университетте шетел тілін оқытудағы көптілді топтарда тиімді тәсілдерді қолдану

Аннотация. Бұл мақала Қазақстан Республикасында көптілді оқытуды енгізу қажеттілігі туралы шұғыл тақырыпты ашып көрсетеді. Көптілді білімді меңгеру Қазақстанның әлемдік қауымдастықтың экономикалық және мәдени салаларына ықпалдасуына көмектеседі. Қазіргі уақытта үштілді оқытуға деген ұмтылыс Еуропалық Одақ елдерінің үрдісіне ең күрделі және толық сәйкес келеді.

Бұдан басқа, мақалада екі тілділік сабақтарында шет тілін оқытудың үш тиімді әдістемелік тәсілі сипатталады: 1) құзыреттілікке негізделген тәсіл - мәселенің мәнін біліп, түсіну ғана емес, сонымен бірге оны іс жүзінде шеше білуі керек құзыретті маманның қалыптасуы, яғни өзіңіздің шешу әдістеріңіз бар; 2) коммуникативті - студенттер арасында коммуникативтік құзыреттілікті қалыптастыру, соның ішінде әртүрлі компоненттер: лингвистикалық, прагматикалық, танымдық және танымдық; 3) мәдениеттану - өмірлік стильдердің салыстырмалы талдауын, мәдени қоғамдастықтардағы елдердің тұрмыс стилінің өзгеруін және соған байланысты әлеуметтік құндылықтарды, нормаларды, кеден Осы практикаға сәйкес, бұл екі әдіс екі тілді оқушыларды шет тілін меңгеруге ынталандырады.

Түйін сөздер: технология, глобализация, интеграция, әдіс, тәсіл, екі тілде дайындық, көптілділік.

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Использование эффективных подходов в обучении иностранному языку в полиязычных группах университета

Аннотация. В статье раскрывается актуальная тема о необходимости внедрения трехязычного образования в Республике Казахстан. Знание владения несколькими языками помогает интеграции Казахстана в экономическую и культурную сферы мирового сообщества. В настоящее время стремление к трехъязычному образованию является наиболее сложным и полностью соответствует тенденции стран Европейского союза.

Кроме того, в статье описываются три эффективных методологических подхода к преподаванию иностранного языка в университетских двуязычных классах: 1) подход, основанный на компетентности, - формирование компетентного специалиста, который должен не только знать и понимать суть проблемы, но также иметь возможность решать его практически, т. е. иметь

собственные методы решения; 2) коммуникативная - формирование коммуникативной компетенции среди студентов, включающая различные компоненты: лингвистический, прагматический, познавательный и познавательный, 3) культурологический - предполагает сравнительный анализ способов жизни, изменчивость стилей жизни стран в культурных сообществах и связанные с ними социальные ценности, нормы, традиции и обычаи. Согласно этой практике, все эти подходы помогают мотивировать наших двуязычных студентов изучать иностранный язык.

Ключевые слова: технология, глобализация, интеграция, метод, подход, полиязычная подготовка, многоязычие.

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