Creating psychological and pedagogical conditions for trilingual education at the university

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Abstract. This scientific article is devoted to a theoretical study of the identification and creation of psychological and pedagogical conditions for trilingual education at a university. Trilingual education in Kazakhstan, characterized by the instruction in three languages (Kazakh, Russian and English), has gained significant attention for its potential to foster linguistic proficiency, cognitive flexibility, and intercultural competence among students. The theoretical framework of this study delves into the psychological and pedagogical conditions essential for the successful implementation of trilingual education within the university context. By examining existing research, educational theories, and psychological principles around the world, this study aims to elucidate the intricate conditions influencing the effectiveness of trilingual education programs as:

1. the formation of students' sustainable internal motivation for trilingual learning by creating a language communicative environment, adaptation to a multilingual environment, development of intercultural competence, psychological support for students;

2. the development and application of special teaching methods and technologies, creation of trilingual educational materials, the use of modern information and communication technologies, provision of a contextual environment for the practical use of languages.

The study was conducted on the basis of analytical and scientific literary sources of native and foreign pedagogy. The results of the questionnaire and research obtained allow us to draw conclusions about the importance of creating effective psychological and pedagogical conditions for successful trilingual education at a university, as well as to determine the most effective methods and approaches.

Keywords: trilingualism, psychological and pedagogical conditions, education, motivation, innovative technology, approaches.

Introduction

In our increasingly globalized world, being proficient in multiple languages is a valuable asset for those who want to improve their educational, professional and personal opportunities. As a result, there is a growing demand for trilingual education in universities. Trilingual education involves teaching students in three languages, with the goal of developing their language skills and intercultural communication abilities. To effectively implement trilingual education, it is important to establish the right psychological and pedagogical conditions that support students' language acquisition and overall learning experience [1; 1463]. This research paper describes the necessary conditions for creating a language-friendly and language-aware educational environment that values linguistic diversity as a richness and resource. It is well-known that teachers who work with limited-English-proficient students should receive improved training to create an active learning environment that promotes the development of language skills and higher order thinking skills [2].

Recognizing and appreciating the benefits of language learning is crucial, not only for educational and cognitive development, but also for social, intercultural, professional, and economic advantages. By embracing multilingualism in high schools and valuing students' prior knowledge, schools can create an inclusive learning environment where using multiple languages is seen as valuable and beneficial. This approach not only respects the linguistic diversity of the student body, but also acknowledges the unique cognitive and cultural benefits that come with being multilingual. In such a supportive atmosphere, students feel empowered to express themselves genuinely, fostering a sense of belonging and promoting deeper engagement with the learning process.

Literature review

In a world marked by increasing connectivity and cultural exchange, the ability to communicate in multiple languages has emerged as a multifaceted skill with far-reaching implications. Speaking multiple languages is more than a linguistic feat; it represents a gateway to diverse cultures, a cognitive exercise in flexibility, and a practical asset in a globalized society.

The phenomenon of speaking multiple languages, or multilingualism, is embedded in the fabric of human history, reflecting the dynamic interplay between communities and civilizations. In contemporary times, the allure of mastering more than one language extends beyond personal satisfaction; it is increasingly recognized for its tangible benefits in various facets of life, from professional opportunities and educational advancement to cognitive enhancement and cultural appreciation.

According to Sunyoung' research paper, speaking multiple languages has been associated with cognitive flexibility and problem-solving skills, leading to better cognitive outcomes [3]. Additionally, the ability to communicate effectively in different languages is crucial for successful intercultural communication and understanding, which is essential in a multicultural society. Furthermore, multilingualism is seen as an advantage in various social and economic contexts, including education, employment, and mobility. The European Commission recognizes the

importance of language skills in increasing employability and competitiveness, and collaborates with stakeholders in education and entrepreneurship to develop these skills [4]. Overall, proficiency in multiple languages is a valuable asset that can open doors to diverse opportunities and facilitate meaningful connections in an increasingly interconnected world.

In alignment with the global trend of educational globalization, our nation, like many other developing countries, is committed to fostering multilingualism within its educational framework. This strategic initiative not only reflects our dedication to staying abreast of international educational standards but also underscores our recognition of the invaluable role that multilingualism plays in promoting cultural diversity, enhancing cognitive skills, and preparing our students for an increasingly interconnected world.

In consideration of the authentic linguistic landscape in Kazakhstan, it is imperative to emphasize that the acquisition of proficiency in Kazakh, Russian, and English languages stands as a strategically vital undertaking task.

English occupies an equal place next to Kazakh and Russian as a means of international communication in Kazakhstan. The state program for language development in Kazakhstan has approved Kazakh, Russian, and English as the priority languages. English is considered essential for communication and is taught in schools to provide students with international qualifications [5]. The linguistic trinity policy in Kazakhstan aims to integrate translation into global processes, with English joining Kazakh and Russian as a dominant language. The use of English in the Kazakhstani business community is mainly for workplace communication and specific purposes such as writing business letters and international travel. The implementation of multilingual education in Kazakhstan includes the rapid development and practical application of the English language. Therefore, English holds an equal position alongside Kazakh and Russian as a means of international communication in Kazakhstan.

Henceforth, English language instruction receives significant emphasis within the educational realm, particularly within university settings. So, higher educational institutions of Kazakhstan pay special attention to teaching language disciplines, which is due not only to the awareness of the need and importance of such skills, but also to the fact that, on the basis of the Constitution, multilingual education has become one of the epicenters of the spiritual and intellectual development of students. It is a triune learning process, during which a person receives a multilingual upbringing. Only if an individual masters two or more languages at the same time, Kazakhstani citizen becomes a multilingual person. The term "linguistic trinity" on the basis of the Constitution includes the native, Kazakh language, the international Russian language, which allows you to communicate with other citizens of the country, as well as the English language, which implements integration into the global economic space [6].

At the moment, Kazakh-Russian bilingualism is widespread in Kazakhstan; however, the state policy is aimed at the full integration of the English language, which students will have to study at a fairly high level. This should become the norm not only for the Kazakhstani elite, which is also noted in the Constitution, but also for other sectors of society - this is precisely the trajectory of learning with a multilingual approach. Drawing upon research conducted, in this article we shed light on the various dimensions of English language use in higher education institutions across the country, it is about the adoption of English as a medium of

instruction (EMI) in Kazakhstan universities which has gained momentum in recent years. This is due to the Kazakhstani government's trilingual education policy and the motivation to offer academic programs in English [7]. The implementation of EMI programs is seen as a way to attain a high ranking in the global academic world. The study found that students face challenges in understanding technical terms and the level of the teacher's English proficiency, but they manage these challenges by increasing their vocabulary and seeking out production-based learning environments [8]. The study further recommends the implementation of targeted activities and the use of challenging materials to facilitate the development of autonomous learning among students.

English language proficiency is closely associated with the internationalization efforts of universities in Kazakhstan. By integrating English into their curricula, universities aim to attract international students, promote cultural exchange, and enhance their global reputation. The attainment of English language proficiency is crucial for the internationalization endeavors of Kazakhstani universities. Graduate students in Kazakhstan encounter difficulties in academic reading and writing due to their limited English language skills and the specific demands of academic writing [9]. Kazakhstan's government policy promotes trilingualism, with proficiency in Kazakh, Russian, and English. However, the country may have overestimated its capacity to establish English as a working language at the university level. Students perceive English-Medium Instruction (EMI) as an avenue for improving their English language proficiency and gaining access to higher education [10].

English language proficiency has become an essential factor for employability and career advancement in Kazakhstan. As the job market becomes increasingly competitive, employers often prioritize candidates with strong English language skills. Research conducted by linguists has demonstrated that proficiency in English enhances graduates' employment prospects, particularly in fields such as tourism, finance, and international trade. Furthermore, competence in the English language facilitates access to further education abroad and enables participation in international conferences and workshops, thereby expanding opportunities for professional growth [11].

Moreover, English language proficiency plays a vital role in the dissemination of research and the production of knowledge within Kazakhstani universities. English-language publications enable researchers to reach a wider audience and enhance the visibility and impact of their work. Universities are increasingly encouraging faculty members and researchers to publish in internationally recognized journals, thereby contributing to the advancement of knowledge and the reputation of Kazakhstan's academic community on the global stage. Research conducted by Juan et al. has emphasized the significance of English language proficiency in academic publishing and international collaboration [12].

After thoroughly examining the aforementioned crucial factors, we have arrived at the conclusion that the importance of English in Kazakhstan universities extends beyond mere language acquisition. It acts as a catalyst for educational, professional, and economic advancement. Recognizing this, the attainment of effective trilingual education requires the establishment of specific conditions that take into account both psychological and pedagogical factors:

Psychological Conditions

Research indicates that motivation plays a crucial role in the process of language acquisition. Students who possess a strong intrinsic motivation to learn languages have a higher likelihood of excelling in trilingual education programs. Additionally, cultivating positive attitudes towards the target languages and their respective cultures can increase students' engagement and commitment to the language learning process. A study conducted by Csizér and Dörnyei highlighted the significance of creating a supportive and encouraging environment to foster students' motivation and attitudes towards language learning [13; 320].

Psychological factors, such as identity and a sense of belonging, are essential for the success of trilingual education. Students who perceive trilingualism as an integral part of their identity and experience a sense of belonging within the language communities are more inclined to embrace the language learning journey. A study carried out by Tomas emphasized the importance of universities establishing inclusive environments, where students can develop a positive multilingual identity and form connections with peers who share similar language experiences [7; 783].

1. Pedagogical Conditions

Effective language instruction strategies are of paramount importance in trilingual education. A range of pedagogical approaches, including content-based instruction, task-based learning, and communicative language teaching, have demonstrated their efficacy in facilitating language acquisition and fostering active engagement. A meta-analysis conducted by Hattie, Biggs, and Purdie uncovered task-based learning, which centers on authentic communication, as particularly effective in promoting language proficiency and intercultural competence in trilingual education settings [14].

Supportive Learning Environment: Establishing a supportive learning environment is crucial in addressing the challenges associated with trilingual education. Universities should provide ample resources, such as qualified instructors, language laboratories, and language learning materials, to facilitate students' language development. Moreover, encouraging collaborative learning and offering opportunities for genuine language use, such as study abroad programs or language exchange initiatives, can greatly enhance students' language skills. A study by Cenoz and Gorter emphasized the significance of nurturing an environment that allows for meaningful interactions in all three languages [15].

Having considered the concepts of "psychological conditions" and "pedagogical conditions" separately, we can conclude that in the modern educational process these conditions are more productive in the aggregate, which allowed us to formulate the following definition of the concept: *"Psychological and pedagogical conditions of trilingual education are the result of the implementation educational process with the use of modern innovative pedagogical technologies, focused on the formation of a multicultural and multilingual personality with intercultural and communicative competence, sustainable internal motivation to learn a foreign language within the framework of trilingual education"* [16; 77].

Similarly, the study considered the relevant conditions of the trilingual approach to teaching students, as well as the combination of psychological and pedagogical aspects of trilingualism.

Let's see all these researched conditions in details. ***The formation of students' sustainable internal motivation*** for trilingual education by creating a language environment is *the first psychological and pedagogical condition.* Sustainable internal motivation is a key factor in ensuring the success and long-term engagement of students in trilingual education programs.

Internal motivation, driven by personal interest and enjoyment, plays a vital role in language learning. Students with strong internal motivation are more likely to persist in their language studies, invest effort, and achieve higher levels of proficiency. Research by Deci and Ryan emphasized the importance of autonomous motivation, which stems from individuals' inherent desire to learn and grow [17; 85]. Creating a language environment that promotes autonomy and supports students' intrinsic motivation is essential for sustainable engagement in trilingual education.

Dörnyei states in his research: "Without sufficient motivation, even people with the most outstanding abilities cannot achieve long-term goals, and they do not need appropriate curricula and good teaching sufficient to ensure student achievement" [18; 168]

G.Zh. Lekerova notes: "Learning motivation is defined as a particular type of motivation included in a certain activity, in this case, the activity of learning, learning activity. Like any other type, learning motivation is determined by a number of factors specific to the activity in which it is included. Firstly, it is determined by the educational system itself, by the educational institution; secondly, the organization of the educational process; in - the third, - subjective features of the student; fourthly, by the subjective characteristics of the teacher and, above all, the system of his relationship to the student, to the case; fifthly, the specifics of the subject" [19; 33].

Among all the definitions, the most effective definition of motivation is given by R. S. Gardner and W. I. Lambert, who argue that motivation refers to the scale of efforts aimed at successfully mastering the language and feeling satisfied in its application in life [18; 119].

As *the second condition*, which greatly increases the effectiveness of trilingual education, ***is the inclusion of an intercultural component*** in the content of the discipline "Foreign Language", which will allow students to interact in three languages (Kazakh, Russian, English), use languages more freely and more often at a practical level.

On the basis of sociolinguistic research, we can conclude that in order to master a foreign language within the framework of trilingual education and to the full extent, it is important not only to have a good knowledge of theoretical material, but also to put into practice the necessary aspects that directly form the foundation for the future profession and influence to knowledge of the language.

This includes any special concepts and metaphysical foundations of the language that can be perceived more intuitively than intellectually, as well as that knowledge that are associated with the culture and traditions of the studied countries.

If we consider the study of trilingualism and its problems within the framework of a linguodidactic perspective, then we can note several interculturally oriented approaches, which include ethnographic, socio-cultural and intercultural aspects. Thanks to these approaches,

it becomes possible to talk about the degree of necessity and importance of studying foreign languages on the basis of higher educational institutions in the conditions of trilingual education, especially if the university does not have a direction in this aspect as such.

Analyzing the intercultural approach to teaching a foreign language in non-linguistic universities, one can find that one of these methods has not been properly used for a long time. However, despite this, this situation made it possible to better understand the features of learning a foreign language and its necessity in the framework of trilingual education, as well as to understand a new culture. This approach made it possible to form the basic provisions for creating an intercultural approach in the process of teaching foreign languages. In the modern situation, the intercultural approach is a logical continuation of cultural methods of understanding and learning languages.

According to *the third condition*, when learning a foreign language within the framework of trilingual education, ***a communicative approach*** must be present; there is one important reason that cannot be changed, namely the absence of a foreign language environment. Due to its geographical position, Kazakhstan borders on countries that have one common language: Russian [1; 1465].

Consequently, in the process of learning a foreign language as a third language, the first positions are still maintained by the communicative approach, not only on the territory of Kazakhstan, but also beyond its borders. The popularity of this approach is due to the fact that the subject-subject communication scheme is placed at the center of the learning system. The teacher observes how students conduct dialogues, notes the initiative of certain students, and helps creative search for them. In this case, the emphasis is on the fact that each student should feel how the system interacts with him/her and helps him/her, because not only his/her knowledge, worldviews, interests, emotions, feelings, etc. are taken into account, but also the ability to think independently,

Thus, it should be noted that speech activity occupies a rather voluminous part of the study of a foreign language in the framework of trilingual education. It includes such components as listening, reading and writing. Therefore, the training system and dialogue in Kazakh, Russian and English must be considered as interrelated concepts. After all, the communicative approach is based on the teaching and organization of those techniques and methods focused on communication and full interaction between users. Training includes appropriate tasks, which may not be directly aimed at communication, but include certain elements of it.

The fourth condition is based on the use of ***modern innovative technologies*** in the process of trilingual education. According to recent studies, scientific and methodological developments based on innovative technologies greatly improve the quality of the educational process in the framework of trilingual education; help to comprehensively learn certain of its subtleties and aspects.

In pedagogy, innovation (from Latin in - in, novus - new) means innovation, novelty. This term "innovation" (innovation) can be interpreted in our context, going beyond the typical, most frequently occurring sets of ways, methods and techniques of learning. That is, innovative learning should be understood as the process of learning with the use of innovative technologies designed to improve learning outcomes [20]. If such factors are applied in the pedagogical process, we can say that "innovation" means "introducing new things" in the educational learning process [21].

As world practice shows, the innovative approach in polylingualism allows organizing the educational process in such a way that it brings joy and benefit to students. In this approach, the teacher should not only conduct lessons, but also stimulate students to develop comprehensively.

In modern education in the Republic of Kazakhstan, taking into account trilingual education, it is impossible to act without the use of innovative developments, since they can reduce the time for studying this or that material, help to choose the most effective way of studying for a specific group of students. At present, the main question is "how to help students quickly master the skills of dialogue and writing in a foreign language, based on basic knowledge of the Kazakh and Russian languages." As a result of observations, it was revealed that it is quite difficult to do this without innovative technologies. Therefore, any teacher in the process of trilingual education should widely use them in the pedagogical process [22].

Numerous innovative developments are currently aimed at solving some of the problems associated with simplifying and improving the conditions of any education. The very concept of "educational technology" refers to a technology focused on optimizing the educational process, as well as being able to predict a particular result when applying a certain approach in the education system.

Within the framework of this study and the degree of relevance of the topic under consideration, we have identified interactive and student-centered technologies that are aimed, first of all, at increasing the self-confidence of each individual student, so that in the learning process he is sure that it is enough to put a little effort to achieve certain results.

So, concluding we have to emphasize the comprehensive exploration of trilingual education in Kazakhstan which encompasses a multifaceted approach involving psychological and pedagogical conditions. The recognition of sustainable internal motivation, intercultural communication skills, communicative approaches, and innovative technologies forms a crucial guide for educators and policymakers navigating the complexities of language learning within the trilingual framework. The study sheds light on the evolving landscape of trilingual education, emphasizing the global trend of educational globalization and the commitment of Kazakhstan to fostering multilingualism. The strategic integration of Kazakh, Russian, and English languages within the educational framework underscores the nation's dedication to staying aligned with international standards and recognizing the pivotal role of multilingualism in preparing students for a connected world.

Additionally, it is important to highlight the specific conditions essential for successful trilingual education, focusing on psychological factors such as motivation, identity, and belonging, as well as pedagogical aspects like language instruction strategies and a supportive learning environment. The incorporation of an intercultural component in foreign language instruction further enriches the learning experience, fostering practical language use in diverse cultural contexts.

In conclusion, the intricate interplay of psychological and pedagogical conditions, coupled with the integration of innovative technologies, forms the foundation for successful trilingual education in Kazakhstan. As the nation navigates this dynamic landscape, the identified conditions serve as a roadmap for educators and policymakers, guiding them toward optimizing language learning outcomes and preparing students to thrive in an interconnected and linguistically diverse world.

Materials and Methods

The study used actual scientific methods, including analyzing existing scientific literature, synthesizing information, conducting comparative analysis, and generalizing findings.

These methods allowed for a thorough exploration of trilingual education, revealing its complexities, nuances, and contributing factors. The research not only gained insights into the current state of multilingualism but also identified potential paths for its sustainable development in the future.

The research materials were carefully selected, consisting of theoretical and methodological works written by psychologists, educators, and didactics specialists. These scholarly works were chosen for their focus on elucidating the important role of creating psychological and pedagogical conditions for trilingual education at a university, as well as their contributions to advancing the understanding of multilingualism in contemporary scientific discourse. The use of these diverse materials ensured a comprehensive exploration of the complex dynamics associated with trilingual education.

Results and Discussion

The survey was designed to evaluate the effectiveness of the psychological and pedagogical conditions selected by researcher. The questions in the survey were devoted to one of the main psychological and pedagogical condition is motivation. The questions in the survey were developed based on motivational components, including motivational-target, cognitive, and valuable aspects. These components aimed to assess students' motivation and attitudes towards trilingual education. Additionally, two questions were included to gauge their opinions on the necessity and importance of acquiring proficiency in Kazakh, Russian, and English languages in the present time.

The questionnaire was conducted among 218 first-year students enrolled in non-linguistic specialties such as chemistry, biology, and information technologies. 115 students were from South Kazakhstan University named after M. Auezov, and 103 were from Miras University.

The questionnaire was distributed to students of non-linguistic programs at both universities using social networking applications such as WhatsApp and email. The survey itself was created and administered through the SurveyMonkey website.

Table 1 presents the results of the motivational components among students from the mentioned universities (see Table 1).

Table 1

Comparative analysis of motivational components for trilingual education among students at M. Auezov South Kazakhstan University and University "Miras" in %

Motivational components		KG		EG		Total		χ^2	p-value
What does trilingualism mean for you?	Motivational and target	n	%	n	%	n	%		
	The desire to find a prestigious job in the future	69	60. 0	51	49. 5	113	55.0		
	Study abroad (in master's degree, in doctoral degree)	19	1 6.5	21	20. 4	40	18.3	5.7	0. 22
	Strive for self-assertion	18	15.6	17	16. 5	35	16.0		
	Influence of parents, friends, etc.	3	2.6	3	2.9	6	2.7		
	Mandatory discipline c University	6	5.2	11	10.7	17	7.7		
Do you study Kazakh, Russian, English outside the university?	Cognitive Yes	61	53.0	54	52. 4	112	52.7		
	No	41	35.6	33	32. 0	74	33.9	3.0	0.55
	Coming	13	11.3	16	15. 5	29	13.3		
What advantages does a person speaking several languages have?	Valuable The opportunity to become a well-rounded person	52	45.2	37	35.9	89	40.8		
	Has a wider horizons and erudition	25	21.7	19	18.4	44	20.2	6.5	0.86
	Prestigious job and high salary	17	14.7	26	25.2	43	19.7		
	Opportunity to travel	21	18.2	21	20.4	42	19.2		
Total		115	100	103	100	218	100		

Students from both universities demonstrated varying results in the motivational and target components of trilingual education. The majority of students expressed a desire to secure prestigious jobs in the future (KG – 60%, EG – 49.5%) and a desire to pursue studies abroad (KG – 16.5%, EG – 20.4%). Furthermore, a statistical analysis comparing the motivational-target component revealed no significant differences between the students of the two universities ($\chi2 = 5.7$; $p = 0.22$). Thus, the null hypothesis is confirmed as there is no reliable relationship between the variables.

Regarding the cognitive-volitional component, a significant percentage (53%) of students from both universities consciously engage in language study (Kazakh, Russian, English) outside of the university, recognizing its importance for their future careers. Statistical analysis indicated no significant difference in the responses between students from the two universities ($\chi^2 = 3.0$; $p = 0.55$). Therefore, the null hypothesis is confirmed, indicating no reliable relationship between the variables.

In Table 1, it is evident that the response "The opportunity to become a versatile person" has the highest percentage in both groups when considering the value component. It is noteworthy that students from both universities recognize the benefits of spiritual and personal growth, as well as staying up-to-date in this era of advanced technologies and innovations. Furthermore, 25.2% of students from "Miras" University believe that speaking multiple languages leads to prestigious job opportunities. Thus, they prioritize material development over spiritual and moral development (21.7%).

Based on the statistical analysis, we identified a statistically significant relationship between students' opinions on the advantages of learning a language and their motivation to learn the English language ($\chi^2 = 33.3$; $p < 0.005$). This relationship was also statistically significant when analyzing each university separately: South Kazakhstan State University ($\chi^2 = 16.7$; $p = 0.03$) and Miras University ($\chi^2 = 22.2$; $p = 0.004$). Consequently, the null hypothesis was rejected.

As shown in Figure 1, students in both the experimental and control groups have a less developed cognitive-volitional component: 1.55% in the control group and 1.63% in the experimental group. This indicates a limited understanding of the importance of acquiring a foreign language. However, the motivational and goal component demonstrates a positive attitude towards language in general, with percentages of 1.76% (control group) and 2.05% (experimental group). The highest percentage is observed in the value component: 2.09% in the control group and 2.3% in the experimental group. This suggests a strong appreciation for both native and foreign languages and cultures.

When analyzing the statistical results pertaining to the attitudes of respondents from two universities towards the study of languages (Kazakh, Russian, English), it can be inferred that Pearson's chi-square test did not yield significant results. This suggests that there was no substantial relationship, thus leading to the acceptance of the null hypothesis across all components. However, it is worth noting that a statistically significant relationship was discovered between students' opinions on the benefits and motivation to study English.
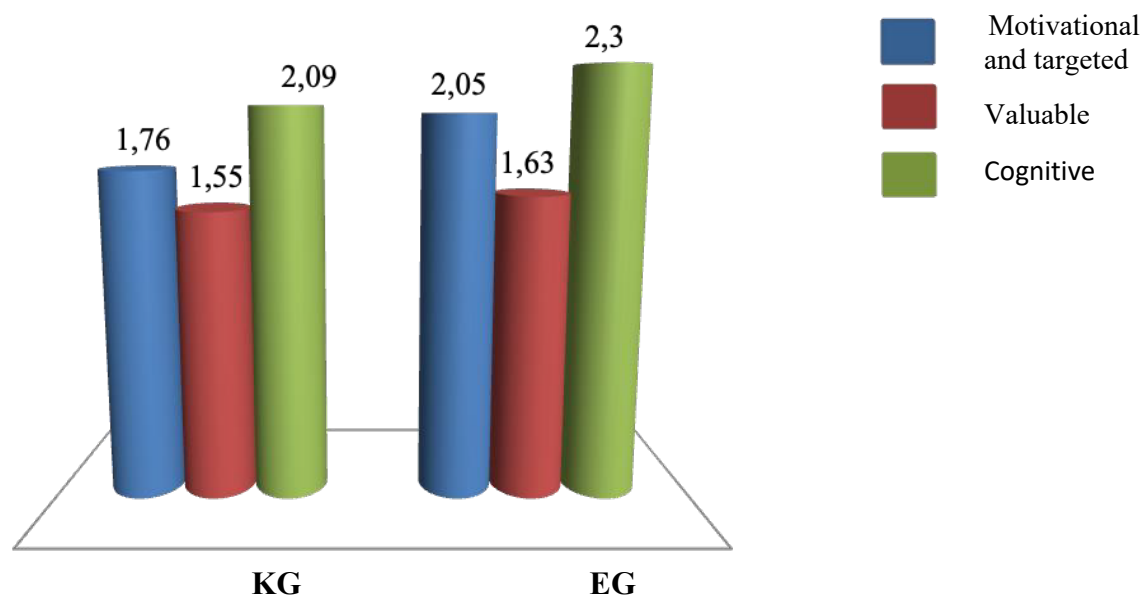
Figure1. The results of the comparison between the mean indicators of the three components in the experimental and control groups in %

Conducting the analysis on the question "Is it possible to do without the knowledge of additional foreign languages in the modern multicultural society of Kazakhstan?", 83.2% of students from both universities responded negatively, emphasizing the significant role of trilingualism in the educational system of the Republic of Kazakhstan. They also highlighted the impossibility of navigating a constantly changing world without foreign language proficiency.

Regarding the question "Do you agree that trilingualism is the key to the prosperity of our state from an economic, social, and cultural standpoint?" 87.5% of students from the two universities responded positively.

Hence, the analysis of the survey responses confirms the importance and necessity of implementing trilingualism, as well as the positive attitude towards trilingual education. It also reveals various advantages of acquiring multiple languages, such as career advancement, financial well-being, travel opportunities, broadening horizons, and enriching vocabulary. All of these factors contribute to the development of positive and stable internal motivation, increased awareness and effectiveness of educational motives, the emergence of positive emotions, and the enhancement of students' intercultural communication skills in the process of learning a foreign language within the context of trilingualism.

Therefore, the results of empirical research, supported by mathematical and statistical analysis methods, allow us to conclude that the positive survey results among first-year students of non-linguistic specialties in the experimental group are attributed to the necessity of utilizing trilingual education while considering the establishment of the required psychological and pedagogical conditions that contribute to enhancing the didactic, educational, and developmental potential of multilingual education in the university.

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Conclusion

Thus, in the process of analyzing the studies of foreign and native scientists, we can confidently identify the following psychological and pedagogical conditions that will allow us to learn a foreign language as a third language and improve students' knowledge of a third language more effectively, as follows:

– Creation of a student's sustainable internal motivation for trilingual education through the creation of a language environment. It was proved according to experiment based on motivational components about trilingual education;

– Implementation of the educational module "Intercultural Communication" approach in the discipline "Foreign language", which contributes to the formation and development of intercultural communication skills;

– Introduction of a communicative approach into the educational process to improve the language competence of students studying a foreign language in trilingual conditions;

– The use of innovative technologies in the learning process within the framework of trilingualism.

Therefore, based on the above theoretical review, four main psychological and pedagogical conditions were described, as well as methodological approaches to trilingual teaching in a foreign language class in a bilingual environment that also correspond to these conditions. Additionally, the experiment was conducted to evaluate motivation towards trilingual education among students. Thus, it should be noted that objectives of this research were gain and achieving a positive result in the process of teaching a foreign language within the framework of trilingualism is possible if the necessary psychological and pedagogical conditions are identified and correctly applied in the educational process, which allows us to form not only an intellectual, but also a spiritual, multicultural and multilingual personality, which is able to compete well in the modern economic market. Since at present on the territory of the Republic of Kazakhstan there are all prerequisites for the introduction of trilingual education in universities and secondary educational institutions.

Authors` Contributions

Polatova S.D. has explored the significance of a supportive learning environment in trilingual education, emphasizing the need for tailored pedagogical strategies that accommodate students' diverse linguistic backgrounds.

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Аңдатпа. Бұл ғылыми мақала ЖОО-да үштілді білім берудің психологиялық-педагогикалық жағдайын анықтау мен құруды теориялық тұрғыдан зерттеуге арналған. Қазақстанда үш тілде (қазақ, орыс және ағылшын) оқытумен сипатталатын үштілді білім беру студенттердің тілдік құзыреттілігін, когнитивтік икемділігін және мәдениетаралық құзыреттілігін дамыту әлеуетіне байланысты ерекше назар аударды. Бұл зерттеудің теориялық негізі университет жағдайында үштілді білім беруді табысты жүзеге асыру үшін қажетті психологиялық-педагогикалық жағдайларды зерттеуге арналған. Бүкіл әлемде бар зерттеулерді, білім беру теорияларын және психологиялық принциптерді зерделей отырып, бұл зерттеу үш тілде білім беру бағдарламаларының тиімділігіне әсер ететін күрделі жағдайларды нақтылауға бағытталған, атап айтқанда:

1. тілдік коммуникативті орта құру, көптілді ортаға бейімдеу, мәдениетаралық құзыреттілікті дамыту, оқушыларға психологиялық қолдау көрсету арқылы оқушылардың үш тілді оқытуға тұрақты ішкі мотивациясын қалыптастыру;

2. оқытудың арнайы әдістері мен технологияларын әзірлеу және қолдану, үштілді оқу материалдарын жасау, тілдерді практикалық қолдану үшін контекстік ортаны қамтамасыз ету, заманауи ақпараттық-коммуникациялық технологияларды пайдалану.

Зерттеу отандық және шетелдік педагогика бойынша аналитикалық және ғылыми әдеби дереккөздер негізінде жүргізілді. Алынған нәтижелер ЖОО-да табысты үштілді білім беру үшін тиімді психологиялық-педагогикалық жағдайлар жасаудың маңыздылығы туралы қорытынды жасауға, сондай-ақ тиімді әдістер мен тәсілдерді анықтауға мүмкіндік береді.

Түйін сөздер: үштілділік, психологиялық-педагогикалық шарттары, оқыту, мотивация, инновациялық технология, тәсілдер.

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Создание психолого-педагогических условий трехъязычного обучения в вузе

Аннотация. Данная научная статья посвящена теоретическому исследованию выявления и создания психолого-педагогических условий для трехъязычного образования в вузе. Трехъязычное образование в Казахстане, характеризующееся обучением на трех языках (казахском, русском и английском), привлекает значительное внимание благодаря своему потенциалу для развития языковой компетентности, когнитивной гибкости и межкультурной компетенции студентов. Теоретическая база данного исследования посвящена изучению психолого-педагогических условий, необходимых для успешной реализации трехъязычного образования в университетском контексте. Изучая существующие исследования, образовательные теории и психологические принципы по всему миру, данное исследование направлено на выяснение сложных условий, влияющих на эффективность программ трехъязычного образования, а именно:

1. формирование у студентов устойчивой внутренней мотивации к трехъязычному обучению через создание языковой коммуникативной среды, адаптацию к многоязычной среде, развитие межкультурной компетенции, психологическую поддержку студентов;

2. разработка и применение специальных методов и технологий обучения, создание трехъязычных учебных материалов, использование современных информационно-коммуникационных технологий, обеспечение контекстной среды для практического использования языков.

Исследование проводилось на основе аналитических и научных литературных источников по отечественной и зарубежной педагогике. Полученные результаты позволяют сделать выводы о важности создания эффективных психолого-педагогических условий для успешного трехъязычного образования в вузе, а также определить наиболее эффективные методы и подходы.

Ключевые слова: трехъязычие, психолого-педагогические условия, обучение, мотивация, инновационные технология, подходы.

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