

Polylingual education is the most important strategy of development of Kazakhstan

(overview essay)

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Abstract: *this article is about the trinity of languages that is considered as one of important conditions of training of the highly qualified specialists demanded in modern labor market, capable not only effectively to carry out the professional and information retrieval activity, but also to carry out successful business and cross-cultural communication.*

Keywords: *multicultural education, multilingual training, Kazakhstan's education system, ethno pedagogical education, the unity of three languages, inter-ethnic and inter-cultural communication, trilingual's*

1 Introduction

“Kazakhstan should be perceived worldwide as a highly educated country – has repeatedly affirmed the President, – the population can use three languages. These are: the Kazakh language – the official language, the Russian language – the language of international communication and English – the language of successful integration into the global economy” [1]. Master of several languages always expanded communication and integration capabilities of countries and nations. Languages were valued in the days of ancient Egypt, where interpreters occupied in the hierarchy privileged position and often exempt from taxes. And now, in the modern world, multilingualism is an accepted norm.

One of the most important aspects occurring in the Kazakh society of economic and social modernization advocates policy language. In 2007, the head of state in the Message to the Nation “New Kazakhstan in the new world” offered to begin a phased implementation of the cultural project “Trinity of languages”. From this mo-

ment begins the countdown of the new language policy of independent Kazakhstan, which today can be an example for other countries in the degree of popularity in society and the level of its effectiveness [2].

Trinity of languages – this is compulsory, the massive knowledge of three languages by the same person or community. This is not the variety of languages that can be understood as knowledge of several languages, or the coexistence of several languages in a particular society. It arises from the expansion of the cultural aspect of the language of human experience from the language used in the family, to the language used in the community, to mastering the languages of other nations, and communicative competence is based on all the knowledge and experience, where all languages are interrelated and interact.

In many countries, governments favor multilingual population for the development of society. For example, there are four official languages in Singapore: English, Chinese, Malay and Hindi. As a result – the majority of its population speaks several languages, so they are more educated and competitive as compared with other countries at the regional labor market. That is why foreign investors prefer Singapore when they are considering development of South Asian regional offices. In combination with a number of other factors such robust and pragmatic language policy quickly led to Singapore's economic miracle. Also, it is worth remembering the German proverb, "Person lives as many lives as many languages he knows" Isolationism, closing in one language and one culture come to nothing. [3]

2 Project Trinity of languages

The main goals of the project "Trinity of languages" can be generalized as follows. In the field of the Kazakh language: expanding the applied range of the state language, providing unification of modern literary language, improvement and systematization of lexical fund, the introduction of a full-fledged system terminology, issues of language computerization, improved methods of teaching. In relation to the Russian language: good common cultural features of the Russian language, operate in the field of science and education, the creation of new distance learning programs, educational materials, interactive electronic devices. Activities in the field of English language include: expansion of international cooperation in order to communicate with foreign language culture, provide available instructional literature for collective and independent learning, revision of training programs, increased requirements for the system and the process of training of future foreign language teachers, teacher training for teaching science and mathematics in English.

The adoption of the "Trinity of languages" funding for the study and development of languages has increased by 20 times, but the lion's share goes to learning English.

Instead of opening the Institute of the Kazakh language or social linguistics, Kazakh elite schools in the country began to open elite English schools with the provision of cottages for teachers whose salaries are from 1000 (for assistants) to \$ 3,000 (for foreign experts). Cost of training at such schools is 20 000 dollars a year. Also there are many institutions of higher education in English.

Start English from the first class!

If we are to develop from an early age, children develop the correct pronunciation, the idea of the variety of objects, phenomena and things, rules and norms of behavior that may have different names, depending on the language of communication. Since 2012, an experiment was conducted by the government; English was included as one of the curricula for the second grade primary school students in 165 Kazakh schools. It is noted that the work will start gradually and introduces some subjects in English in pilot mode of study. These activities are conducted by the Ministry of Education and Science under the orders of the President on introduction the trinity of languages. Already in 33 schools from the first grade students learn the English language [4].

Today we can see concrete steps in the implementation of the idea of the state program of development education in the training of highly qualified, multilingual and competitive professionals in the global labor market:

- Every year increasing number of students under the state order for doctoral programs and a magistracy;
- Highly qualified specialists, mostly English-speaking teaches at leading universities in Kazakhstan;
- Since 2011 training of teaching staff with the multilingual education at Universities across the country carried out through the expansion of the volume of credits in a foreign language in a series of basic disciplines;
- Makes changes to standard curricula for preparation of pedagogical shots on teaching in three languages.

Nowadays the leading Kazakh universities are doing a great job by:

- introduction of 6 new specializations with instruction in English (et al. in foreign languages) within the existing linguistic and non-linguistic specialties as a new stage of development that meets the modern demands of the educational market;
- Opening new linguistic and non-linguistic specialties of doctoral Ph.D. which profiles with a complete training in English and other foreign languages in order to meet international quality standards of education;
- Development of master and doctoral programs at framework of the «Double Degree» (double diploma);

- The further development of internal and external academic mobility and scientific training for students, masters and doctoral training at leading universities in Kazakhstan and foreign countries;
- Attracting qualified foreign carriers (particularly English) in the educational process of the university;
- Improvement of teaching methods using the latest achievements of science and technology. Active cooperation with other universities allows us to learn a wealth experience in this field [5].

However, in recent years there has been a gradual change of language priorities in Kazakhstan. On the face of language policy, the training and teaching English at school is at a high level. In the near future some subjects at schools will be storied in English, such a practice in the state language at Russian (National) schools has not yet been used, i.e. in this regard the English language has an advantage over the state language.

Unavailability of the education system to the trilingual education was acknowledged by the Ministry of Education and Science: not enough teachers of English in Kazakh schools, educational materials, etc. After all, since Soviet times, foreign languages and literature in the Kazakh audience has been studied in Russian. There is still no well-adapted literature in English at the Kazakh schools, English-Kazakh dictionaries, and Kazakh literary texts in English, etc.

Deep study of the English language makes pupils of Kazakh schools intensively study the Russian language – high-quality dictionaries, books for learning English are in Russian. In the study of foreign languages most Kazakh language is “moved aside” – it is not claimed in their study. Deep study of two world languages – Russian and English – is fraught with displacement of the Kazakh language in education.

This situation will continue until we overcome the dependence on Russian language in the learning English in the Kazakh audience. It is necessary to advocate children and adolescents to learn Kazakh so as to pick up the national language. It is necessary to create exciting children’s channels and TV shows that can increase the interest of the younger generation of all nationalities in the Kazakh language.

For trilingual education we need to create educational base of the state language for learning foreign languages: to prepare high-quality dictionaries, textbooks, translated literature, foreign language teachers to Kazakh school. Foreign language must be studied in the Kazakh language, rather than Russian; develop and implement a methodology of teaching English in the Kazakh audience.

Trilingual education – the study of two foreign languages based on the state language that exists in some European countries. This approach is more suitable for trilingual education in Kazakhstan. For example, in England they started to study two foreign languages based on the English language in schools.

To see the real language situation among the youth, we have developed a questionnaire from 10 Points in the Kazakh and Russian languages, and conducted a survey in two universities and schools. Total informants – 200 people, whose native language – Kazakh. Informants who have graduated from the school in Kazakh – 70, in Russian – 60, still studying at Kazakh schools – 70.

3 Analysis of the questionnaires

Analysis of the questionnaires shows that the Kazakhs who have graduated from school with Russian language learning, often use two languages (conventionally denoted “Group A”):

- Communicating at home (60 % of students)
- With friends (70 % of students)
- watching movies and TV shows (70 % of students)
- Reading newspapers (40 % of students).

Almost half of those whose native language is Kazakh, but left school with Russian language learning (group A) are bilingual, because they communicate in their native Kazakh and Russian languages.

Other ratio was observed in the group B and C.

Students who have graduated from the school in Kazakh, use two languages (conventionally denoted “Group B”):

- Communicating at home (40 % of students)
- With friends (33.3 % of students)
- Watching movies and TV shows (50 % of students)
- Reading newspapers (60 % of students).

The social status, lifestyle and environment affected the form of bilingual students and schoolchildren: students equally often use two languages in productive speech – to communicate with family and friends, as well as the perception of movies, TV shows, a newspaper article, while the schoolchildren are not actively speaking in two languages, but rather most of them speak Russian as a source of information for watching movies, TV shows, reading newspapers.

Choosing as informants the 1st year students and 11th grade schoolchildren, i.e. generation of 1992 and 1993., we wanted to identify a real possession of a particular language (state Kazakh, Russian and foreign), and language preference of 17–18 years old Kazakhs. For example, conducted survey showed that today all 1st year students and schoolchildren are required to study these languages, the only difference is that

students learn Russian language (if were taught at school in Kazakh), or the Kazakh language (if were taught in Russian), schoolchildren also study them simultaneously.

The situation with the foreign language is as follows:

The main motive of learning English was devoted to identifying the motivation of learning English and the underlying causes of the need for proficiency in English at the modern stage of development of Kazakhstan.

According to the principles of the Likert scale, the informants were asked to some statements about their attitude to the English language, for which they should express their agreement or disagreement (1 – strongly agree, 2 – agree, 3 – rather agree, 4 – rather disagree, 5 – disagree, 6 – strongly disagree). Tests internal homogeneity showed that these issues are the result of high Cronbach's alpha – 0.7, which is a measure of the reliability and validity issues. The obtained data are presented in Table 3: The importance of English for Kazakhstan

	Mean	SD
Knowledge of the English language gives the opportunity to the international community	1,55	0,737
Learning English is beneficial in economic terms	1,58	0,697
English is becoming increasingly popular in Kazakhstan	1,61	0,814
English proficiency is prestigious	1,67	0,824
English proficiency provides getting a good job	1,67	0,691
Every citizen of Kazakhstan should know three languages(Kazakh, Russian, English)	2,25	1,001
English language does not matter to me	5,26	0,737

According to the majority of informants, if the Russian language is necessary for Kazakhstan to integrate and maintain relations in the post-Soviet space, the English language is important for the initiation to the world economy. More than 50 %: the respondents fully support the policy of the trinity of languages, it is not to the detriment of other languages functioning. Informants associated English with their future in economic terms, career development, and with the acquisition of the more prestigious and high-paid jobs.

It's very important for Kazakh universities to cooperate with leaders in education research not only across the country but also around the world. In a competitive market, those education centers specialize in language teaching turn to the most advanced technology training. A unique foreign language education center must be based on perspectives of strict scientific education. Therefore, the importance of this here are scientific and practical communication of specialists, creative exchange of

results of scientific research undoubtedly the development of more effective ways, such as learning and teaching of foreign languages and, in particular, the English language .

Therefore, since the 2012–2013 academic year universities have started to take specific and effective measures to prepare teachers of multilingual staff. Along with this, 20 universities of the country, including national and regional leading, will be opening special sections for preparation of multilingual staff, priority specialties of engineering and science fields.

4 Conclusion

I wish to point out; the students of Zhetysu State University named after I.Zhansugurov also study some special and professional courses in a foreign language. So in the process of learning they implement the principles of continuity and succession of foreign language education, as well as the principle of professionalization, assuming using a foreign language for professional purposes. For example, in “Pedagogy and Psychology” has developed and conducted in English such special subjects as “General psychology”, “Pedagogy”, “Ethno pedagogy”, “Theory and methods of education work”, “Law basics”, “Informatics” etc.

Of course, a successful learning professionally in a foreign language requires more preparation. It concerns both teachers and students. Teachers put all educational-methodical complexes disciplines at university portal, so students are encouraged to pre-acquaint the theses of lectures and the main sources of related subjects. In this case, in the classroom lectures are held in the form of presentations, discussions, problem lectures, video lectures and others that allow students to demonstrate their professional and linguistic competence.

At the heart of achieving this task is tiered, stepped instruction in foreign languages, professional translation and, without fail, the basics of intercultural communication. It is based on a tiered approach to European language education. The unifying document for all of Europe is a single standard, known as the “Common European Framework levels of proficiency in a foreign language.” Kazakhstan concept of foreign language education is also focused on the requirements of the European standard and tiered training.

To summarize we can say that the cultural project “Trinity of languages”, proposed by the President of the Republic of Kazakhstan Nursultan Nazarbayev, fully can be considered as one of the long-term strategies for the development of Kazakhstan. And also serves to integrate into the global system of education to expand educational opportunities abroad and gain new quality training, prepared in accordance with the new international standards, and future citizens who will be the color of the people of Kazakhstan.

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