INTRODUCTION OF MULTILINGUAL EDUCATION IN INSTITUTIONS OF HIGHER EDUCATION IN KAZAKHSTAN: PROBLEMS AND PROSPECTS

S.I. Sadybekova

In the latest decade, a period of the integration processes expansion, more intensive international cooperation, increase in professional, scientific and cultural exchanges, aroused the need to intensify the search for effective conditions and mechanisms for education of the rising generation, capable of interaction with other cultures. Solving the problem will contribute to formation of a professional, competitive in the domestic and international labor markets with proficiency in three or more languages, as well as formation of a positive sociable personality capable of active and effective life activity in a multinational and multicultural environment, having a well-developed sense of respect and understanding of other cultures, and capable of living in peace and harmony.

Multilingualism is an effective tool for training young generation in conditions of an interconnected and interdependent world, and is one of the components of the general system of national education, which can not be seen in isolation from the environment in which it operates and develops.

Industrial-innovative development of Kazakhstan has stimulated an onward process in the development and implementation of multilingual education into the educational activity. It should be mentioned that in this area there have been significant positive changes of substantive and organizational character. Principles of the national project «Trinity of languages» define the place of a foreign language as a language of international communication, the Kazakh language as the state language and the Russian language as the official language of the country.

At the same time, learning foreign languages is one of the most important criteria for ensuring practical and professional life activity of a person in a modern multilingual and multicultural globalized world. In this regard, Kazakhstan decided to introduce a foreign language teaching in primary schools with further improvement and
development of acquisition of these languages in variational successive structure of educational institutions of basic education, secondary profile education, post-secondary vocational education and higher education. To achieve this goal, the country’s universities leading educational activities towards the development and implementation of multilingual education, started a differentiated and specialized training of multilingual teaching staff for schools with advanced study of foreign languages.

In higher education institutions of Kazakhstan, leading its activities towards the development of multilingual education, a growing number of professional disciplines, including informatics, computer engineering and software, mathematics, physics, information systems, ecology, economics etc., are taught in multilingual academic groups in English.

For purposeful and successful development of multilingualism in a higher educational institution it is necessary to take into account some negative effects that may arise during organization of the multilingual education. These include: the spontaneous creation of the multilingual education in higher educational institutions; a weak normative-legal data system of these centers; absence or poor facilities and equipment of the higher educational institutions, unable to provide a complete educational-methodical activity of the centers; the lack of a precise program, concept and rules of the centers development and clear view of the planned results of the students and the criteria for their evaluation; growth of spontaneous innovative experiments; educational institutions arbitrary use of foreign training programs and training materials without their correlation with domestic conditions of foreign language teaching due to the lack of common methodological platform for continuing and successive-variational foreign language education and its unified standard support (state-standard and program requirements), and others. Moreover, the problems related to language, culture and structure of the programs shouldn’t be laid aside.

Among other challenges of the initial phase of multilingualism introduction in higher educational institutions are: different level of language proficiency of students, their lack of confidence in the study of special subjects in a foreign language, a lack of knowledge of teachers in specifically-oriented English.

Promising educational objectives of higher educational institutions, which assign primary importance to the multilingualism development are: establishment of university centers of multilingual education, organization of the gradual introduction of multilingual education
in special subjects of natural-scientific, engineering-technical, humanitarian-pedagogical directions; gradual formation of multilingual academic groups; improvement of skills and proficiency of the teaching staff and students of the university in three languages in equal degree for simultaneous use in the learning process; organization of free language courses (according to the levels of language proficiency) for the future multilingual teachers; organization of the purposeful training of teachers abroad; organization of academic mobility for the exchange of experience of the teaching staff of the university according to the “Trinity of languages” project; efforts to attract international scholars, professionals, teachers, and representatives of foreign companies operating in the region, to give lectures and conduct practical classes in multilingual groups; assignment of foreign language teachers as advisors in the multilingual study directions of the university; adoption of the newest pedagogical and information technologies of foreign language teaching; stocking of the library funds and electronic base of multilingual educational, methodological, scientific, reference and other literature and multimedia materials; organization of joint creation of textbooks and teaching aids with foreign partners; development of the integrated education programs; preparation of teaching materials for special subjects taught in multilingual groups and etc. No less important are such promising areas as the study of the problems of succession of multilingual education at different levels of the educational system; the study of foreign experience in multilingual education; making up programs of elective courses, optional subject of multilingual direction; use of possibilities of the distance learning technologies; enhancement of interactive telecommunications; creation of the Web environment, and etc.

Multilingual education — is the basis of the multilingual personality formation, whose level of development largely determines the positive personal self-realization in the present conditions of public relations, its competitiveness and social mobility.

**Bibliography**


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