

# ҮШТІЛДІЛІК НЕГІЗІНДЕ КӨПМӘДЕНИЕТТІ ТҮЛҒАНЫ ҚАЛЫПТАСТЫРУ

## ФОРМИРОВАНИЕ ПОЛИКУЛЬТУРНОЙ ЛИЧНОСТИ НА ОСНОВЕ ТРЁХЪЯЗЫЧИЯ

### FORMATION OF MULTICULTURAL PERSONALITY ON THE BASE OF TRILINGUALISM

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#### EVERYTHING BEGINS WITH KINDERGARTEN

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Nowadays the project “Trinity of languages” is being realized in our country. The government planned the development of Kazakh as a state language, Russian- for interstate communication, English-for successful integration into the educational space.

“Modernization of preschool education should be continued. The government on the international experience should introduce the modern methods of teaching for preschool education. They should be innovative and creative”,-said the president of our country Nazarbaev /1; 56/.

He also said that the rudiments will be given in kindergartens, basis- in schools, professional language according to specialty –in universities or colleges. Because of this project our youth will have an opportunity to continue their education abroad and to be competitive specialists.

We should pay more attention to sources where everything begins. Recently my 4 year old son came home and said something in English; I was surprised because I started to learn English when I was 12 years old. I understood that at that very crucial moment everything depended on his teacher, I meant his willingness to learn English, his motivation. It will be very good if she loves children , understands them and makes them get interested in the learning process. But what if she works just to work out her hours and her lessons are boring and not creative, I think that in this case children will probably lose their interest in English for very very long time. The first acquaintance with foreign language is very important. I remember my first teacher of English; she was strict, but I liked her lessons, they were bright and interesting, they differ from other lessons. So my first teacher of English influenced the choice of my profession.

I think that the benefits of studying a language from a very young age are much exaggerated, and a three year old child is unlikely to learn as much as a teenager if they just study an hour or two a week. We should teach children in a way they like while also working on more important things like motor skills and socialization, there are certainly no disadvantages to starting young. They should have fun while learning foreign language.

English has over the past two or three hundred years repeatedly found itself in the right place at the right time. Nowadays people travel a lot, study abroad, work in different countries - consequently English is a vital necessity. It is a lingua franca of our and future time.

*Here are 6 fantastic reasons why children should be introduced to languages as early as possible:*

- **Accent:** It has already been established that children who learn a language when they are very young have a much better chance of not having a “foreign” accent when speaking another language. As we get older, it is harder to pick up additional languages with native-like pronun-

ciation. Thus, one very compelling reason to start children off with another language at a young age is to give them the gift of a native accent!

- **10,000 hours:** Malcolm Gladwell in his book *Outliers* argues that to learn something well, it takes at least 10,000 hours of time on task as well as the opportunity to learn the given task. It is hard for an adult to find 10,000 hours to devote to language learning. However, if we were to start in childhood, then 10,000 hours spread over a number of years (or a lifetime) doesn't sound so bad, does it? Starting children early with language learning gives them this "leg up" that will help them succeed in mastering a language.

- **Enjoyment:** Young children enjoy learning. They don't care if an activity will improve their cognitive ability or motor skills. They just want to jump in and have a great time doing it. This same approach is true for children learning a new language. We would never try introducing high school students to a foreign language via children's nursery rhymes, silly songs and hand puppets while sitting in a circle on the carpet. Yet, for young children, this is actually the best way to go about it because it makes language learning so much fun. It is amazing how quickly children will pick up a new language while having fun!

- **Undaunted:** The wonderful thing about young children is that they will give things a try without necessarily worrying if it is correct or not. This applies to language learning as well. Young children will often jump right in to try out what they have learned without worrying about mistakes. They are eager to see the response they will get from other students and adults when trying out their new words and vocabulary. It is an exciting and empowering experience for children.

- **Support network:** Young children have the opportunity for exposure and input from many different influences: parents, teachers, peers, and extended family. When both teacher and parent are on board with language learning, then children can be given language exposure, support and interaction all day long. A teacher can introduce words and songs in class while the parent further reinforces what was learned by offering activities and language exposure at home through CDs, bilingual books, games, videos and more. Plus, young children don't have to deal with the difficulties of self-motivation that high school students or adults face when trying to learn a new language!

- **Unexceptional:** Introducing children to languages when they are young helps them accept the fact that bilingualism and multilingualism are normal in our world. Speaking more than one language shouldn't be treated as something out of the ordinary. It is simply an element of belonging to our global society. When young children are exposed to other languages and cultures at a very young age through books, videos, songs and objects, they will have the opportunity to feel comfortable growing up in a world where languages and cultures intertwine on a daily basis./2; 234/

Talking about modern methods and ways of foreign language learning we can say that some of them are already used. For example Kostanai State Pedagogical Institute is practicing "Students' mobility", I think it's a great opportunity for our students to gain international experience; it's also a big step in realizing the project of "Trinity of languages".

It's a good decision to start foreign language learning from kindergarten, but I think we have some problems with it. It is very important to have teachers with young learner training and experience. Especially if the teacher is teaching on their own and has the kids for many hours each week, they really should have the standard qualifications for teaching pre-school children and at least two years of full-time teaching experience with children that age. But in our country we have only one qualification –the teacher of English, and he should know everything about peculiarities of every age. I think it's not right; we should have a separate qualification for early age learners.

Lessons for children should be very creative, interesting and not very long. All classroom instructions should be in English, because children will learn more from those real life interactions than they will from more language-focused activities. In such a situation, children will naturally start using English to talk about classroom objects and activities with the teacher and eventually the other kids.

The focus of the lessons should be on natural language learning through interesting games, stories, songs and crafts. The teacher should stick to English, but the children should only be forced

to use English if it is part of the activity or something they have practiced many times before. At least as important as these policies on the language, however, is the school's ideas on how to teach the children the good manners, socialization skills, hand eye coordination etc that are much more important than English at this stage in their lives.

Songs promote the use of hand gestures, puppets, and rhythmic movement, and the format enables public performance. All of these encourage abilities that are not addressed in more traditional language teaching methods. In fact, this differs considerably from the current teaching practices used in most contexts, which insists that language is best taught through instruction in vocabulary and the rules to combine them. The efficacy of such instruction, though well thought of by most teachers because it is textbook driven and relatively easy to administer, is not very high. The musical method focuses on having fun with the language and letting words come in a more natural way, and as such has more in common with communicative language learning methodology, which utilizes social interaction, small groups, and peer discussion. Music can be integrated into a more true-to-life way of learning language. It assists learners not only with acquisition of vocabulary, but also mastery of language-relevant information. Benefits of using music in the early childhood language classroom are the result of the natural affinity of music to language. General classroom music activities that include singing and rhythm help enhance the development of auditory discrimination skills, including integration of letter sounds, syllabification, and pronunciation of words. Children pay close attention to subtle variations in tone and timing, which enables them to learn their language accent flawlessly /3;76/.

Songs amplify important stress and duration elements, and intensify normal vocal contours in speech. In this way, music reproduces the way caregivers speak to their children, which has been shown to increase their understanding and acquisition of language. For this to work correctly, the phrase structure and musical structure must coincide, which does not always happen. It is thus important to choose well to songs to be used in the classroom.

Songs also give children knowledge of culture, improve their sensory awareness, encourage turn taking, and increase improvisation skills and the sociality of the group rises. Singing, chanting, or clapping in groups helps to reduce a child's anxiety and increase their self-confidence. With these results, the musical enrichment of language teaching content becomes not an option, but a compelling next step in effectiveness. Music and language should be used together in the EFL (English as a Foreign Language) classroom. Verbal practice associated to musical information seems to be more memorable, foreign sounds paired with music are stored in long-term musical memory and accessible for mental rehearsal and memorization. Repetition is one of the basic ways the brain remembers material. This is why using a melodic approach works. Music and the musicality of language teaching provide a rich environment of sound and remove other auditory distractions. The musical-linguistic method enhances the learner's awareness of sounds, rhythms, pauses, and intonations and develops linguistic fluency through imitation and repetition /3; 79/.

The simple act of drawing does indeed play an important role in a child's physical, emotional, and cognitive development. Like no other activity, drawing allows young children to express emotions, experience autonomy, and build confidence. Unfortunately, as they grow older, children lose their confidence in and enthusiasm for the one activity that can give so much pleasure. The next time you see a child scribbling with a marker or splattering paint onto a canvas, stop, admire, and praise his or her work. Who knows, your words of encouragement may inspire a future artist.

Using photography in your classroom is a great way to record children's field trips and special activities, document their block constructions, or identify their cubbies. Photos are also great motivators for involving children in making their own books and personalizing projects. Whether you own a film or digital camera, this article presents techniques to help improve the usefulness and effectiveness of the photographs that you take and to make photography a part of your curriculum every day.

There are a lot of different creative activities for children, teachers only should find them and use.

Today's copious research should help parents and teachers feel motivated and excited to expose their young children and students to languages and cultures at very young ages. Although as much language exposure as possible is best, even a small amount can have tremendous benefits! If your children or students are older, don't hesitate to introduce them to a new language as well! It is never, ever too late to learn a language. In fact, language learning never ends!

1. "Kazakhstanskaya Pravda" № 404-405.
2. Berk, L. (1994). Child development. Needham Heights, Mass: Allyn & Bacon.
3. Cox, M. (1992). Children's drawings. New York: Penguin Books.
4. Cratty, B. (1986). Perceptual and motor development in infants and children. Englewood Cliffs, NJ: Prentice-Hall.
5. Erikson, E.H. (1990). Childhood and society. New York: Norton.
6. Pascual-Leone, J. (1994). Attentional, dialectic, and mental effort. In M.L. Commons, F.A. Richards, & C. Armon (Eds.), Beyond Formal Operations. New York: Plenum.

## **ОБОСНОВАННОСТЬ ФОРМИРОВАНИЯ ПОЛИКУЛЬТУРНОЙ ЛИЧНОСТИ НА ОСНОВЕ ТРЕХЪЯЗЫЧИЯ В УСЛОВИЯХ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА СТУДЕНТОВ СПЕЦИАЛЬНОСТИ «ТУРИЗМ»**

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Современные условия образовательного процесса предоставляют будущим специалистам любой отрасли уникальные возможности – приобретение языковых знаний, умений и навыков. Также современные студенты имеют реальную возможность отточить свои знания в условиях языковой среды с носителями того или иного языка, а это значит только то, что такой студент возвышается на голову выше тех, кто языком не владеет и не стремится к этому. Ведь сегодня одной из приоритетных задач в образовании и в жизни выступает подготовка кросскультурной и полиязычной личности как конкурентоспособной основы нашего государства.

По мнению Президента Н. Назарбаева, «...Казахстан уникален и силен своей многонациональностью. На его земле сформировалось уникальное поликультурное пространство... Поликультурность Казахстана – это прогрессивный фактор развития общества. Евразийские корни народов Казахстана позволяют соединить восточные, азиатские, западные, европейские потоки и создать уникальный казахстанский вариант развития поликультурности».

Поликультурное образование в Республике Казахстан на сегодняшний момент является одним из главных направлений в системе высшего образования. Именно вуз является важнейшим этапом в процессе формирования и развития поликультурной личности, этапом, когда осознанно формируются основные ценности и жизненные принципы. Именно вуз способен предоставить студенту благоприятную среду, обеспечивающую гармоничное сочетание развития гуманистических общечеловеческих качеств личности с возможностью полной реализации его национально-культурных, этнических потребностей.

Следует заметить, что в современных условиях образ жизни человека определенным образом унифицируется, стираются многие национальные различия, теряется связь человека со своими корнями, обесценивается нравственный опыт предыдущих поколений.

История социума показывает, что процветание общества зависит не только от экономики и техники и даже не от общей культуры, а от культуры слова. И действительно, подготовка разностороннего специалиста, обладающего высоким уровнем культуры (в том числе и культуры слова), – главная проблема высшего образования сегодня.