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THE ROLE AND PLACE OF MULTILINGUALISM IN MODERN EDUCATION

Annotation

Language is the most alive, most plentiful and strong communication connecting the become obsolete, living and future generations of the people in one great, historical, alive, whole. Language – the life of people. In the country entering into the world community the favorable conditions for studying and distribution of languages are created. The multilingualism is an objective cultural and economic requirement. Now is recognized as training in languages as the priority direction education updating. In the message of the President to the people of Kazakhstan it is told: "Education reform is one of the major tols, allowing to provide actual competitiveness of Kazakhstan. We need the modern education system corresponding to requirements of economic and public modernization. Our main goal – to attract interest in studying of languages. Multilingualism – a way to the future".

Keywords: *language, multilingualism, education.*

In the modern world in connection with processes of self-determination of nations, formation of multinational states, legal solution of language questions in society became the fissile population shift by very important national objective. First of all problems concern statutory ensuring application of languages in official and informal communication, in training in languages at school and higher education institution, in relationship between the people.

As a main objective in the field of training in foreign languages multilingualism moves forward: possession of each resident of the country of at least two foreign languages, and one of them – is active. In Europe on a row with English which is obligatory for studying at all schools of Europe as the first foreign language languages of the countries developed economically are the most studied: first of all German, it is followed by French and Italian. These languages also define language policy of the countries now. And it is supposed that German will force out gradually English as language of the international communication. French will keep the position as communication language out of Europe. Distribution of Russian in Europe is supposed.

Therefore it is possible to designate hierarchy of the most learned foreign languages, defining language policy for the new millennium: English - German - French – Russian – Spanish.

When determining language policy all three bases are considered: history, present and future. Selection of only one of them, according to experts, breaks a substance of the language keeping in its history, allowing to live in the present and opening ways to the future. Therefore literature and the culture of the country of a target language are integral parts of content of training in foreign languages.

Modernization of an education system which is carried out in our country is bound first of all to contents updating, to ensuring its active, developing character, to requests of the modern labor market for professionally mobile, competent and creatively conceiving experts.

Due to the updating of content of education special attention is paid to creation of conditions for development of creative personal potential of the pupil and expansion of opportunities of profound education, including language. One of important tasks of any educational institution is familiarizing of younger generation with the universal, global values, formation at children and teenagers of abilities to communicate and interact with representatives of the next cultures and in world space. Along with the Kazakh having the state status and Russian – the language of international communication, important means in this case, undoubtedly, the foreign language acts.

It is necessary to consider a role of a foreign language in language education of pupils. It cannot be considered full if school students did not learn at least one foreign language or did it with a break and it is bad. It is possible to tell absolutely definitely that not only the educational, but also psychological loss is put to the pupils deprived of such right. At such graduates of schools some kind of "complex of humanitarian and language inferiority" is formed.

In polycultural ethnogeographical space an essential part of the population is bilingual. Enriching the pupil with heritage of two cultures, the bilingualism lays down it in more favorable conditions in comparison with conditions in which there is a school student starting a learning of foreign language with knowledge only of the native. It is known that thanks to a transport phenomena, the learned foreign language, native and Russian enter the difficult interaction stimulating or, on the contrary, slowing down process of acquisition of a modern language. Comparing three languages, it is possible to reveal difficulties in advance, to provide and consider typical mistakes, to understand the nature and the reason of mistakes, to establish an order of serial studying of language material. At the same time practice shows that, for example, at rural schools where social loading, as a rule, falls on the native language, conscious mastering material in a foreign language can be successfully realized under a condition when teaching is carried out with a support on the native language.

Multilingualism and polylingual teaching foreign languages – absolute necessity, command of time as the whole world is polylinguistic. And in the solution of the main problem of the modern world – consent and mutual understanding between people, overcoming difficulties of interethnic communication, cross-cultural communication preservation and support of a situation of a multilingualism in each state and in the relations between the states can promote to a large extent and more.

Integration of Kazakhstan into the world community, creation of open democratic society, internationalization of all spheres of life promotes that multilingualism becomes command of time, formation of the polycultural person having all-planetary thinking becomes one of relevant problems of the modern Kazakhstan education.

Polycultural education is an integration of the person into culture, a possibility of his self-realization when maintaining interrelation with the native language and culture that finally promotes frictionless identification of the person in polycultural society and her integration into polycultural world space.

Since childhood it is necessary to learn to live in polycultural society, to cultivate language tolerance. Polycultural education becomes the leading factor of development of school system in the Republic of Kazakhstan. The significance of polycultural education in our republic – in the multiethnic state in which representatives of more than 130 nations and nationalities live is confirmed by the edition of a grant for teachers of high schools under the name "Education in the Multicultural Environment". The concept of polycultural education at the level of high school in the Republic of Kazakhstan and its introductions is on the initial way of development. The idea of polycultural education gains the development and in institutions of higher education of the country.

Priority of the concept of a multilingualism in Kazakhstan is formation of the person ready and capable to cross-cultural foreign-language communication. Becomes apparent that language is an intermediary in communication between representatives of different cultures and the people. - Level, graduated tutoring by language according to the program and standards is the cornerstone of polylingual education. Each level corresponds to certain age of pupils and is estimated according to the reached level of language competence.

The multilingualism role at the present stage is high and demands proficiency from each expert of language even at acceptance for work. Therefore hearing the speech in original and communication without translator becomes a necessity of studying of language on the primary source, pupils on the termination of comprehensive school have to come to higher education institutions with a sufficient level of proficiency of, at least, two foreign languages.

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СОЛОВЬЕВА, Н.А., ТАНАТ, Д.

ҚАЗІРГІ КЕЗДЕГІ БІЛІМ БЕРУ ЖҮЙЕСІНДЕ КӨПТІЛДІКТІҢ РӨЛІ МЕН ОРНЫ

Көптілділік – бұл объективті мәдени және экономикалық қажеттілік. Қазіргі уақытта тілдерді үйрену – білім беруді жаңартудағы басым бағыт болып танылып отыр. Елбасының халыққа арнаған жолдауында былай делінеді «Білім беру реформасы – Қазақстанның бәсекеге қабілеттілігін қамтамасыз етуге мүмкіндік беретін аса маңызды құралдардың бірі. Бізге экономикалық және қоғамдық жаңару қажеттіліктеріне сайкелетін осы заманғы білім беру жүйесі қажет. Біздің басты мақсатымыз – тілдерді үйренуге деген қызығушылықты арттыру. Көптілділік-болашаққа бастар жол».

Мақаланың мәнін ашатын сөздер: тіл, көптілділік, білім беру.

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РОЛЬ И МЕСТО ПОЛИЯЗЫЧИЯ В СОВРЕМЕННОМ ОБРАЗОВАНИИ

Язык есть самая живая, самая обильная и прочная связь, соединяющая отжившие, живущие и будущие поколения народа в одно великое, историческое, живое, целое. Язык – жизнь народа. В стране, входящей в мировое сообщество, создаются благоприятные условия для изучения и распространения языков. Полиязычие – это объективная культурная и экономическая потребность. В настоящее время обучение языкам признается приоритетным направлением в обновлении образования. В послании Президента к народу Казахстана сказано: «Реформа образования – это один из важнейших инструментов, позволяющий обеспечить реальную конкурентоспособность Казахстана. Нам нужна современная система образования, соответствующая потребностям экономической и общественной модернизации. Главная наша цель – вызвать интерес к изучению языков. Полиязычие – путь в будущее».

Ключевые слова: язык, полиязычие, образование.