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HYPERREALISM IN CONTEMPORARY ART

Pictures of artists-hyper-realists can scare with their authenticity and detail. It's hard to believe that a portrait, on which every piece of human skin looks like real, is not a photograph - the artist worked on it with the help of paints or pencils. Today this direction has received a special development in part because of the close interlacing of art and technology. However, not all hyperrealistic artists resort to computer programs - some remain faithful to the brush, which strikes even more.

Keywords: Art, realism, hyperrealism, photorealism.

UDC 80

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THE PROBLEMS OF MULTILINGUAL EDUCATION IN KAZAKHSTAN

Annotation

Today, the problem of multilingual education in higher educational institutions of Kazakhstan is quite topical. This topic involves a number of problems related to planning, defining strategic and tactical goals, content, and imperfection of methodologies and technologies. First of all, in this article I would like to note the attention of the leader of the nation to this component of state policy, which obviously and deserves the most careful study and analysis, since it is in our republic that a unique project initiated by the head of state is realized - the triune unity of languages.

Keywords: multilingual education, the triune unity of languages, problems of multilingual education.

One of the most important aspects of the Kazakhstani society of economic and social modernization is the policy in the field of language. In the modern world, multilingual and multicultural, the problem of language conjugation is more urgent than ever, the search for effective and viable programs in the field of languages on the consolidation of societies. In this regard, the significance and relevance of the multilingual education, which is the result of the introduction of the president's idea of the triune unity of languages, is beyond doubt. "Kazakhstan should be perceived all over the world as a highly educated country," the president repeatedly emphasized, "whose population uses three languages. These are: Kazakh language is the state language, Russian is the language of interethnic communication and English is the language of successful integration into the global economy". For the people of Kazakhstan, the idea of a triune language is especially important, as it was formulated by the head of state as a response to the challenge of time, as a solution to the vital life needs of a society that actively integrates into the global world. Integration of Kazakhstan into the world community today depends on the realization and realization of a simple truth: the world is open to those who can master new knowledge through mastering the dominant languages. Thanks to the initiative of the President, our state has begun to implement the concept of multilingualism in education, because it is poly-linguistic support that will strengthen Kazakhstan's competitiveness.

The modern language situation in Kazakhstan makes it possible to speak of the triunity of languages as an essential factor in strengthening public harmony. The diversity of cultures and languages, their equal coexistence, are the unconditional property of our country, and the ongoing language policy ensures observance of the linguistic rights of all ethnic groups, and provides a free choice of language for communication, education, and creative needs. The positive development of trilingualism for the Kazakh community is possible provided a single political, ideological, and cultural platform. And this platform has already been asked by the president in explaining the essence of the project "The Trinity of Languages" - the study of Kazakh as a state language, Russian as a language of interethnic communication and English as a language of successful integration into the global economy. The creation of equal conditions for the study of the three designated languages does not mean an equal scope of their functioning, equal to the functional load, and, finally, their equal status.

At the same time, emphasis is placed on the pedagogical component of this cultural project, which can be fully described as a multilingual education. In these conditions, the problem of the formation and development of a multilingual education is actualized. To address the President's task of effectively introducing multilingualism into education, it is necessary to bring the fragmented practice of polyglot education into individual schools and schools of the Republic of Kazakhstan into a single system and to ensure the continuity of educational programs. Levels of formation of a multilingual personality are to some extent conditional, since they can have a wide variety of combinations.

As the basic goal of teaching foreign languages, the formation of a multicultural, multilingual personality with i foreign language knowledge, foreign-language communication and foreign-language creativity. The multilingual competence makes it possible and successful to independently learn the basics of unfamiliar languages, therefore the competence of polyglotism can be considered not only as the possession of several foreign languages, but also as the ability to learn foreign languages, the possession of "a sense of language", the desire and the ability to independently learn foreign languages: - "increasing the demand for the state language"; - "increasing the prestige of using the state language"; - "preservation of linguistic diversity in Kazakhstan"; - "preservation of the functioning of the Russian language in the communicative and linguistic space", - "studying English and other foreign languages" due to: systematic scientific and methodological support for the activities of subjects of continuous multilingual education; - formation of a multilingual educational environment; expanding the infrastructure of multilingual education; - development of the intercultural and communicative paradigm of modern language education; - development of the country's intellectual potential on the basis of familiarizing its citizens with the values of language and culture.

Polyglot education is a purposeful, organized, normed three-pronged process of teaching, education and development of the individual as a multilingual person on the basis of simultaneous mastering of several languages as a "fragment" of socially significant experience of mankind embodied in linguistic knowledge and skills, language and speech activity. The developed concept of multilingual education considers the process of phased implementation of the three-language education.

The concept is a complex of interrelated resources and timeframes, covering changes in the structure, content and technologies of education in the university: - improving the skills and proficiency of the teaching staff and university students in three languages to the same extent for simultaneous use in the learning process; - Organization of phased introduction of multilingual education in the priority specialties of science, engineering, and humanitarian and pedagogical directions - the phased formation of multilingual academic groups; - annual monitoring of the availability of qualified multilingual staff; - organization of language courses (in terms of foreign language skills) for future multilingual teachers; - organization of targeted training of teachers abroad; - the organization of academic mobility to exchange the experience of the University PPP in the project "Trinity of Languages"; - Attraction of foreign scientists, specialists, teachers, as well as representatives of

foreign companies working in the region, for lecturing and conducting practical classes in polyglot groups; - consolidation of teachers of foreign languages as advisors in the poly-linguistic specialties of the university; - An annual analysis of the book availability of disciplines of bachelor and master's degrees by textbooks and teaching aids, taking into account the principle of multilingualism; - Replenishment of the library fund with multilingual literature (educational, methodical, scientific, reference, etc.); - Replenishment of the electronic base of the multilingual educational, methodical, scientific, reference and other literature and multimedia materials; - organization of writing joint textbooks and teaching aids with foreign partners; - Development of integrated educational programs in the disciplines "Professional Kazakh (Russian) language", "Professionally-oriented foreign (English) language"; - Preparation of educational and methodological complexes of specialties and educational methodological complexes of disciplines, conducted in poly-linguistic groups.

At the present stage, the desire for trilingual education is the most promising and fully corresponds to the trend in the countries of the European Union. The study of several languages will help the integration of Kazakhstan into the economic and cultural spheres of the world community. Modern education poses great challenges for educators, for the solution of which knowledge and skills are needed in many spheres of science and life. The speed of the information flow is so great that there is no time to study simply the rules and laws of the language, the language needs to be competently used to solve professional and life situations. Understanding the role of languages in the modern world raises the question of the effectiveness of teaching languages and improving the level of language training of students.

I am a second-year student of the Kostanay State Pedagogical Institute (KSPI), specialty "Mathematics", polylingual department. In KSPI, the work in the field of trilingual education was launched in 2009 from the preparatory stage, which included training of polylanguage personnel, increasing their linguistic competence, developing and implementing separate courses in the English language. In 2012-2013 academic year, a polylingual group of the specialty "Biology" was opened. In 2013-2014, a polylingual group of the specialty "Foreign Language: Two Foreign Languages" was opened. In 2014-2015 academic year - polylingual groups of the specialties "Chemistry" and "Geography" were opened. In 2015 - 2016 - a polylingual group of the specialty "Mathematics" was opened and the first polylingual specialists of the specialty "Biology" graduated. In 2017 - 2018 - polylingual groups of the specialties "Vocational training" and "Informatics" were opened. In September 2013, the aPolylingual Center was opened, its workload is growing every year. The purpose of the center: Providing professional development of the polylingual teacher and formation of the polylingual personality of the student in the framework of trilingual education.

Today the knowledge of foreign languages, in essence, opens a window into a large global world with its colossal flow of information and innovations. Reasonable, competent and correct introduction of polylingualism will enable us to be communicatively adapted in any environment. In his speeches and addresses, President Nursultan Nazarbayev repeatedly spoke about the importance and significance of the development of polylingualism for a multinational Kazakhstan society. The President first announced the idea of the trinity of languages in Kazakhstan back in 2004, afterwards repeatedly returning to it. In the "Strategy for the transformation of society and the revival of the Eurasian civilization," Nazarbaev, the Nation's leader, stressed that "... Kazakhstan is unique and powerful with its multinationality. On its land a unique multicultural space was formed ... I believe that a multilingual person will always be in demand in any society. This indicates its competitiveness in modern society.

Therefore, the formation of a multilingual personality is one of the most pressing problems of the modern education system in Kazakhstan. Knowledge of languages is useful not only for individuals, but for the whole society. The formation and development of a multilingual and multicultural personality is the upbringing of the personality of new generation.

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Article received by the editorial office: 19.10.2017

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ҚАЗАҚСТАНДАҒЫ ЖОҒАРЫ ОҚУ ОРЫНДАРЫНДА КӨПТІЛДІ БІЛІМ БЕРУ МӘСЕЛЕСІ

Бүгінгі күні Қазақстандағы жоғары оқу орындарында көптілді білім беру мәселесі өзекті тақырып. Бұл тақырып жоспарлау, стратегиялық және тактикалық мақсаттарды, әдістер мен технологиялардың мазмұны мен кемшіліктерін анықтауға байланысты бірқатар мәселелерді қамтиды, ең алдымен осы мақалада ұлт көшбасшысы мемлекеттік саясатының осы құрамдас бөлігіне назар аудару керек, бұл нақты талдауды қажет етеді, себебі, біздің республикамызда Мемлекет басшысының бастамасымен жүзеге асырылған бірегей жоба - үш тұғырлы тіл жүзеге асырылуда.

Мақаланың мәнін ашатын сөздер: көптілді білім беру, үштілділік, көптілді білім беру мәселелері.

СОЛОВЬЕВА, Н.А., ХАЛИХАНОВА, А.

ПРОБЛЕМЫ ПОЛИЯЗЫЧНОГО ОБРАЗОВАНИЯ В КАЗАХСТАНЕ

На сегодняшний день проблема полиязычного образования в высших учебных заведениях Казахстана достаточно актуальна. Данная тема сопряжена с решением ряда проблем, связанных как с планированием, определением стратегических и тактических целей, содержанием, так и несовершенством методик и технологий. В первую очередь, в данной статье хотелось бы отметить внимание лидера нации к этой составляющей государственной политики, очевидно и заслуживающей самого пристального изучения и анализа, поскольку именно в нашей республике реализуется уникальный проект, инициированный главой государства, – триединство языков.

Ключевые слова: полиязычное образование, триединство языков, проблемы полиязычного образования.