Experience of Implementing Trilanguage in Kazakhstan on the Example of Pedagogical Universities

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Abstract

The article is devoted to the experience of introducing trilingualism in Kazakhstan using the example of pedagogical specialties. The article identifies the main problems necessary for the successful implementation of trilingualism. Along with this, trends and prospects are identified. The article examines in detail the history of teaching methods of Kazakh, Russian, English and indirect works on language learning and works of domestic scientists on methodology. Issues in teaching two or more languages.

Keywords: *Trilingualism, Kazakhstan, Training, Competencies, Language.*

Introduction

The issue of studying Russian and English languages in pedagogical universities has been analyzed by scientists for a long time. The state language of the Republic of Kazakhstan is Kazakh. However, along with the Kazakh language, Russian also functions. The status enshrined in the Constitution. For the first time, the First President of the Republic of Kazakhstan, Nursultan Abishevich Nazarbayev, spoke about trilingualism in 2004. Later, in his message to the people of Kazakhstan in 2007, the draft cultural program "Trinity of Languages" followed (Nazarbayev, 2013). From that moment on, Kazakhstan actively began to introduce trilingualism into schools and universities of the republic.

A strong school of Russian philology has always functioned in Kazakhstan. V. P. Bredikhina stood at the origins of the formation of the school of Russian philology at the Abai KazNPU. She has formed a team of highly qualified specialists. Over the years, at the department headed by her, linguists and methodologists, professors and associate professors worked side by side, making a significant contribution to the development of modern linguistic and methodological sciences: M. A. Glazman, E. N. Strepkova, L. A. Shelyakhovskaya, E. A. Plakhin, Z. I. Manyakina, L. M. Loseva, G. I. Belousova, G. F. Gurevich, F. G. Bruleva, A. N. Makarova, V. G. Salagaev, E. F. Rubilina, T. I. Blagochinnova, F. Kh. Zhubueva, O. V. Zhigalova, L. V. Eglit, S.A. Nikitina, Zh. G. Amirova, L. T. Kilevaya, M. G. Kamennykh, Z. K. Sabitova, G. M. Badagulova, T. V. Shevyakova, T. V. Egorova, M. A. Orlova, M. N. Kalashnikova, O. S. Peselnik, M. G. Aldamzharova and others.

The history of studying the Kazakh language at KazNPU begins with the department of linguistics - pedagogy, headed by A. Baitursynuly in 1928-1929. and K. Zhubanov in 1932-1937. In 1937, the department was divided into separate departments dealing with the teaching of the Kazakh language and literature. A. Baitursynov, as an outstanding Kazakh scientist, writer, translator, publisher, linguist and writer, served общественному и культурному пробуждению казахского народа, не забыт и сегодня, его труд по изучению казахского The language is continued by N. Ilyasova, F. Sh. Orazbaeva, K. O. Yesenova, S. A. Zhirenov, M. Imankulova.

The Department of Foreign Languages was founded at our university in 1928. Over the years, V.M. Shvartsman, M.R. Dzhumabaeva, K.M. Mamytbekov, Zh.A. Abuov and T.T. Ayapova have been actively promoting the study of foreign languages. They graduated students with intercultural foreign language

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communicative competence, capable of creatively and professionally solving pedagogical problems in accordance with the requirements of the modern paradigm of foreign language education.

The relevance of introducing multilingualism has not diminished to this day. However, this problem is rarely considered comprehensively, in the context of the introduction of trilingualism.

Literature Review

The study of second and third language acquisition has attracted the attention of many scholars, each of whom is investigating different aspects of this process. The dialogical nature of educational activity in psychological and pedagogical research is considered through the prism of overcoming its technocratic component in order to cultivate the principles of a student-oriented approach to learning and education in general (K.A. Abulkhanova - Slavskaya (1980), Sh.A. Amonashvili (1950) , G.A. Antipov (1984), B.V. Bessonov (1988), E.V. Bondarevskaya (1955), A.D. Kopytov (2004), A.A. Sinenko (1999), etc.).

The formation of the main provisions of the socio-philosophical concept of humanization of the multilingual educational space was influenced by the views of foreign authors regarding the role of cultural languages and dialogue of cultures in the formation of "personal knowledge" and "pictures" of the multicultural world (A. Vezhbitskaya (1996), X. Gadamer (1988) , J. Derrida (1998), A. Mol (1973)), as well as the idea of strengthening the humanistic component of modern post-industrial society and education in the process of intercultural interaction, communication of peoples and nations (M. Buber (1995), E. Durkheim (1995) , and etc.).

In the context of the above, it can be argued that the actualization of issues of theoretical modeling of effective educational systems in the context of humanization is given considerable attention both within the framework of domestic and foreign social philosophy. However, the problem of the reproduction of multilingual culture through socially significant educational practices is an independent and little-studied object of philosophical science.

Stephen Krashen is one of the most renowned linguists studying second language issues. His theories, including the "input" hypothesis, state that language is best learned in natural settings. He distinguishes between the processes of "acquisition" and "learning", emphasizing the importance of creating a comfortable language environment for successful language acquisition. Krashen also emphasizes the importance of the "comfort zone" for learners. In his book "Principles and Practice in Second Language Acquisition" (1982), he explains how the input that a learner receives must be slightly above their current level (i+1) to facilitate effective language acquisition (Krashen, 1982). James P. Levine studies aspects of multilingualism and its impact on cognitive processes. His work shows how learning multiple languages can develop metacognition and creativity. In her article "Bilingualism and Cognitive Flexibility: A Review of the Literature" (2013), Levin examines how switching between languages helps develop problem-solving skills, making multilingual people more adaptive (Levin, 2013).

Zoe Homan explores the social and cultural factors that influence the language learning process. She studies how cultural identity and language environment facilitate or hinder the learning of second and third languages. In her article "Identity and Language Learning: A Research Agenda" (2007), Homan emphasizes that motivations for learning a language, such as professional necessity or cultural interest, play a decisive role in the success of learning (Homan, 2007).

Claudia Frey focuses on methods of teaching and acquiring a second language. She emphasizes how different methods, such as contextual learning and immersion, influence the success of language acquisition. In Learning and Teaching Languages: Principles and Practices (2016), Freie examines how teaching methods can be adapted for adult learners, taking into account their previous experiences and learning styles (Freie, 2016).

Philip K. Booth explores the challenges associated with learning multiple languages. In Language Interference in Bilingual and Multilingual Contexts (2014), he examines language interference, where

elements from one language influence another. Butt also suggests strategies that can help overcome these challenges and improve language learning (Butt, 2014).

Although Larisa Zalevskaya is a Russian-speaking scholar, she has published extensively in English and is involved in issues of language identity. In Language Identity and Cultural Change (2015), Zalevskaya explores how social and cultural factors influence second and third language learning. She emphasizes that linguistic identity can either facilitate or hinder successful language acquisition, depending on the context (Zalievskaya, 2015).

Research Methodology

The methodological basis of the study is: fundamental theories of personality, its development and activity, general patterns of development of higher education and methodological concepts of modern higher pedagogical education, the theory of the competency-based approach in the field of education, general didactic and methodological principles, methods and techniques for teaching the Russian language and developing coherent speech. theory системного, личностно ориенированного, личностно-деятельностного, коммуникативно-компетентностного, культурологического подходов к the process of improving the professional language competence of university students.

Results and Discussion

The Russian language in Kazakhstan has deep roots in the region's colonial past and the Soviet period. During the Soviet Russification, Russian became the dominant means of communication, administration, and education, while Kazakh was relegated to secondary positions. During this period, Russian became the language of interethnic communication, and many Kazakhs actively used it in their everyday lives.

After the collapse of the Soviet Union, Kazakhstan became an independent state, and the country faced the task of restoring and supporting Kazakh as the state language. In 1997, a law was passed making Kazakh the state language, and Russian was recognized as the language of interethnic communication.

In recent decades, Kazakhstan has been taking active steps to enhance the status of the Kazakh language, while supporting bilingualism. On the one hand, the Kazakh language occupies a central place in state and public institutions. The Kazakh constitution states that knowledge of the state language is the duty of every citizen. The country's education system is gradually switching to Kazakh as the language of instruction, especially in public schools and universities.

On the other hand, the Russian language continues to play an important role in the country. This is due to several factors:

Kazakhstan is a multinational country, where a significant proportion of the population are Russians, Ukrainians, Tatars and other ethnic groups for whom Russian is their native language or the main means of communication.

Economic ties with Russia. Kazakhstan maintains close economic, cultural and political relations with Russia, which makes knowledge of the Russian language an important factor for participating in these processes.

Numerous media, literature and cinema in Russian continue to be popular and in demand among Kazakhstanis.

Thus, despite the strengthening of the position of the Kazakh language, the Russian language continues to play an important role in public life. According to population censuses, a significant part of Kazakhstanis (including Kazakhs) are fluent in Russian.

One of the main challenges of Kazakhstan's language policy is the need to harmonize bilingualism. In recent years, there has been a growing interest in learning the Kazakh language, especially among young people and civil servants, but the process of fully integrating the Kazakh language into all spheres of life is slow.

The government of Kazakhstan is implementing programs to popularize the Kazakh language, including educational initiatives and support measures. For example, free Kazakh language courses for adults are being implemented, new teaching aids and methods for teaching the Kazakh language are being introduced in schools and universities. At the same time, educational institutions with Russian as the language of instruction are maintained.

Another aspect of language policy is trilingualism. The Kazakh government strategy assumes that every citizen should be proficient in three languages: Kazakh, Russian and English. In recent years, interest in learning English has been growing, especially among young people, reflecting the country's desire for globalization and participation in international economic and cultural processes.It is important to note that Kazakhstan's multilingual heritage is not only the result of modern long-term migration, but also a historical wealth. A notable example is the Russian language, which is still widely used as an official language in Kazakhstan. This heritage dates back to the history of the Soviet Union, when the Republic of Kazakhstan was part of the Soviet Union.

In addition, Kazakhstan has several languages, including Uyghur, Uzbek and Jik, reflecting the country's ethnic diversity. These languages are often used in society, society and culture.

Today, Kazakhstan actively supports multilingualism and cultural diversity. Kazakhstan has developed a national policy aimed at protecting and developing all languages spoken in the country. This includes language programs in schools, support for national cultural events and festivals, and respect for different languages in the public sphere.

Kazakh teachers will be able to take the national qualification test not only in Kazakh and Russian, but also in Uyghur, Uzbek and Tajik.

Kazakhstan also seeks to exploit linguistic diversity for economic and cultural purposes. In other words, Kazakhstan can strengthen the regional economy and the world's perception of Kazakhstan by leveraging the linguistic competence and cultural wealth of its people.

The linguistic diversity of Kazakhstan is not only a cultural feature, but also a source of strength and opportunity for Kazakhstan. The rich linguistic landscape enriches Kazakhstan's cultural heritage and reflects its unique position in the world. Kazakhstan is actively striving to preserve this diversity and use it for future development. In Kazakhstan, schools with the Kazakh language of instruction predominate - 3843 and Russian - 1508 (without special correctional schools and schools at secondary and higher educational institutions). Compared to the last academic year, the number of schools in which instruction is conducted only in the Kazakh language increased by 15 schools (0.4%). Also, education is conducted in Uzbek - 58 schools, Uyghur - 14 schools, English - 8 schools and Tajik - 2 schools. In addition, in 2,163 schools, education is conducted in two or more languages. Before the introduction of the updated content of secondary education, in schools with the Kazakh language of instruction, Russian began to be studied from the 3rd grade, and in schools with the Russian language of instruction, Kazakh was studied from the 1st grade. In rural and general education schools, English was taught from the fifth grade, although many lyceums and gymnasiums already practiced teaching English from the first grade. With the introduction of updated content of secondary education in 2017, English and Russian languages were introduced in schools from the first grade.

In higher educational institutions of the Republic of Kazakhstan, this procedure began earlier.

In 2010, Kazakhstan entered the Bologna process. A transition has been made to three-level training: bachelor - master - doctor PhD.

However, the first amendments to the State Educational Standard for pedagogical specialties were made in 2006, and credit-based education technology was introduced.

The State Educational Standard for pedagogical specialties of all levels included several cycles of disciplines: general education disciplines (GED), basic disciplines (BD), major disciplines (PD) with the presence in each cycle of a variable part, which is designated as an "elective component." The latest generation standards retain the cyclic structure, with each cycle having a basic and variable part. Let us present as an example the undergraduate standard, in which the main criterion for the completion of the educational process is that the student has completed at least 128 credits or 5,760 hours of theoretical training (2012).

Table 1 – Cycles of the undergraduate educational program in the Republic of Kazakhstan

| Cycles	Goal	Cycle volume%	Credits	Hours
general education disciplines (GED) optional component	providing conditions for the formation of a high general intellectual level of development, culture of thinking, improvement skills of scientific organization of work, communicative competence	25	19 13	855 585
basic disciplines (BD) optional component	creating conditions for the development of creative potential, initiative and innovation, students' continuation of education in subsequent years steps	50	32-44 20-32	1440-1980 900-1440
major disciplines (MD) optional component	formation of competitiveness of graduates in the market labor force, which provides the possibility of prompt employment according to specialties	25	12-19 12-19	585-810 540-810

Russian language and Foreign language are included in the OOD cycle. "GOSO RK 3.08.354-2006 State Compulsory Education Standard of the Republic of Kazakhstan Higher professional education Specialty 050728 – Technology of processing industries (by industry)" the first attempt was made to introduce trilingualism, the credit hours of general education language disciplines were increased from 3 to 6 credits.

In groups with the Kazakh language of instruction, Russian is expected to be studied, and in groups with Russian as the language of instruction, Kazakh is expected. The goal of studying the Kazakh/Russian languages involves expanding the lexical minimum of commonly used words and phrases, mastering grammatical forms and constructions at the level of their use in speech. Mastery of the lexical and terminological minimum in the specialty. Construction of various types of speech activity: conversation, description, information.

The English language is provided for everyone and included sections: grammatical norms of the foreign language being studied, Reading, Speaking, Listening.

In the State Compulsory Standard of Higher Education dated August 23, 2012 No. 1080, 2 disciplines were introduced into the Cycle of Basic Disciplines (BD) with 2 credits each: Professional Kazakh (Russian) language, Professionally-oriented foreign language.

To find out what obstacles people have when learning a foreign and Russian language, and what really hinders its mastery, we conducted an anonymous survey, in which 200 students took part (Fig. 1). The survey was completed by students studying at pedagogical universities in Almaty: Abay Kazakh National Pedagogical University, Al-Farabi Kazakh National University, Kazakh National Women's Pedagogical University. Most of the students surveyed are holders of educational grants, because In Kazakhstan, grants for teaching specialties have been increased significantly. These students of pedagogical specialties have already formed their priorities and know exactly the degree of demand for foreign languages in the modern world. The questionnaire was compiled on the basis of research by E.I. Kulaev and K.A. Madunts [3].

What prevents you from mastering trilingualism?
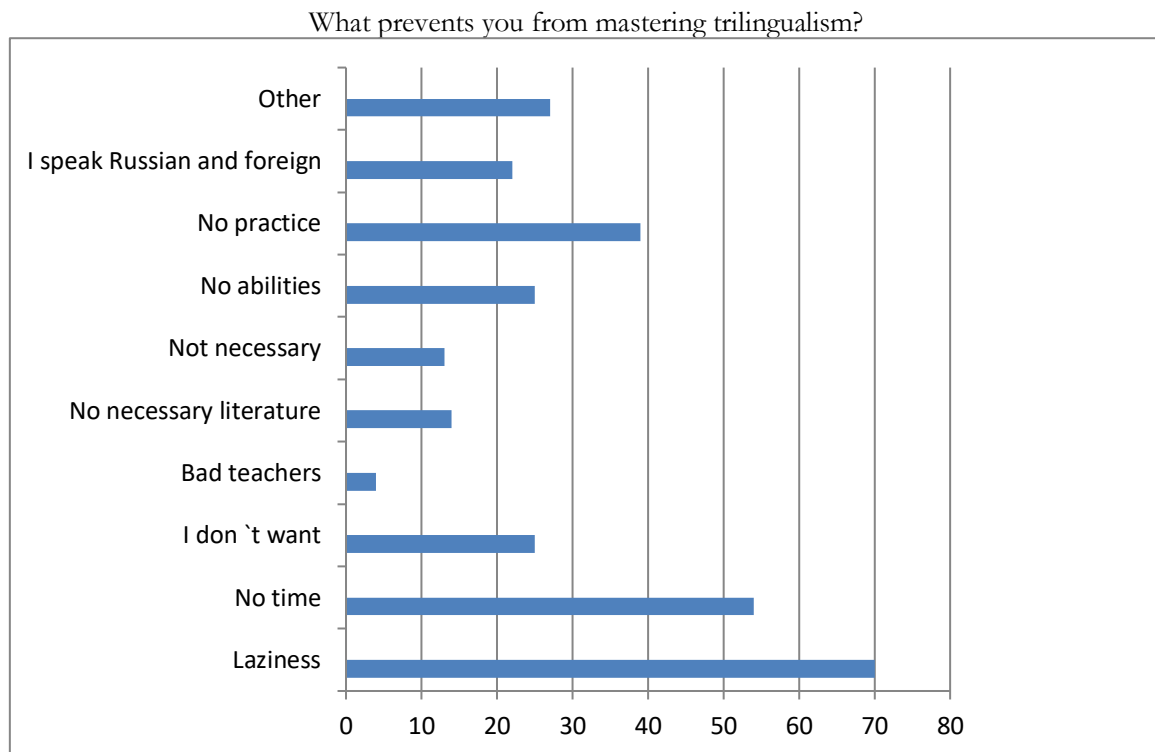
Based on the survey results, a histogram was constructed, which shows that almost half of those surveyed consider their own laziness to be the main obstacle.

Consequently, it is difficult for young people to concentrate and fight laziness. Ignorance of foreign and Russian languages deprives them of the opportunity to meet and communicate with citizens of other countries, expand their horizons of knowledge, travel, and get a well-paid job. Every fourth participant in the survey believes that modern people do not have enough time (25.5%) and practice (24.8%) to learn a language." One cannot but agree with this assessment. We often devote more time to issues that do not contribute to our development. Everyday routine sucks you in without bringing any benefit, and at the same time entails the problem of lack of practice. Knowing the theory is sometimes not enough; you need to apply your own knowledge and constantly improve it. But a modern person often does not have the time or funds to go on a trip abroad, and his personal environment is not able to support a conversation due to the lack of the proper level of preparation (Zhumagulova, 2019).

Conclusion

It is worth mentioning another important factor that complicates learning - teaching English to students with different levels of knowledge. Therefore, when studying foreign and Russian languages, a multi-level training system has been introduced.

Groups are divided according to the level of language proficiency and work with each group at its level. Difficulties in learning are also often associated with the motivational aspect. Therefore, the issue of developing motivation and ways to increase it is given special attention when choosing a teaching method for students of technical specialties. In this regard, overcoming obstacles in achieving set goals depends not only on the student, his abilities and motivation, but also on the set of measures taken by the teacher.

A student's acquisition of a second or third language depends on several key factors:

Motivation: Personal interest and the purpose of learning a language play an important role. High motivation contributes to more effective learning.

Teaching methods: Using varied and interactive methods such as games, practice tasks and communication helps to acquire languages better.

Learning environment: Being immersed in a language environment where the language is actively used significantly accelerates the process. This can be communication with native speakers or study trips.

Individual characteristics: Personal abilities such as auditory memory and aptitude for languages also affect learning success.

Support and resources: Access to quality learning materials and support from teachers and peers can significantly increase the effectiveness of learning.

Frequency of practice: Regular practice of a language, both oral and written, contributes to its better acquisition and consolidation.

The trilingualism policy in Kazakhstan, announced in 2007, aims to develop the Kazakh, Russian and English languages. This policy was introduced in response to globalization processes and the need to integrate into the international community. Here are some key aspects that can be considered in the essay:

Kazakhstan is a multilingual country, where the Russian language has a significant influence due to historical factors. The introduction of trilingualism reflects the desire to preserve national identity and strengthen cultural distinctiveness. The trilingualism policy assumes that Kazakh will be the main language in primary and secondary education, Russian will be used as a language of interethnic communication, and English as the language of international communication. This creates opportunities for young people, but also raises questions about the quality of education and the training of teachers.

In the context of globalization, knowledge of English opens the door to international markets and investment. This is important for the economic development of Kazakhstan, as the country seeks to attract foreign investors and develop new technologies.

There are concerns that the emphasis on English may threaten the development of the Kazakh language. Not all of the population is ready for such a transition, and this may cause social tension. It is important to take into account the opinions of different ethnic groups living in the country.

Trilingualism can also enrich the cultural life of Kazakhstan by facilitating the exchange of ideas and traditions. It can help young people better understand and accept different cultures, which is important for creating a tolerant society.

The trilingualism policy in Kazakhstan has both positive and negative sides. The success of this initiative depends on a comprehensive approach to implementation, support from the state and society, as well as the willingness of people to adapt to changes.

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