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Conference “Innovative Approaches of Language Teaching:
Bridging Theory and Practice”**

**«Тілдерді оқытудың инновациялық тәсілдері: теория мен
практиканы ұштастыру» атты II көктемгі халықаралық
ғылыми-практикалық конференция**

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конференция «Инновационные подходы преподавания
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«Тілдерді оқытудың инновациялық тәсілдері: теория мен практиканы ұштастыру» атты ІІ көктемгі халықаралық ғылыми-практикалық конференция материалдар жинағында шетел тілдерін оқыту саласындағы озық тәжірибелермен алмасуға, мәдениетаралық қарым-қатынасты нығайтуға, цифрлық дәуір жағдайында шетел тілдерін оқытудағы инновациялық технологияларды таратуға, сондай-ақ халықаралық ғылыми-академиялық ынтымақтастықты кеңейтуге бағытталған ғылыми-практикалық зерттеулердің нәтижелері енгізілген. Материалдарда білім алушылар мен жас ғалымдардың осы бағыттағы зерттеулерге белсенді қатысуын ынталандыру мәселелері қарастырылған.

В сборник материалов ІІ весенней международной научно-практической конференции «Иновационные подходы преподавания языков: слияние теории и практики» включены результаты научно-практических исследований, направленных на обмен передовым опытом в области преподавания иностранных языков, укрепление межкультурной коммуникации, распространение инновационных технологий обучения в условиях цифровой эпохи, а также расширение международного научно-академического сотрудничества. В материалах рассматриваются вопросы стимулирования активного участия обучающихся и молодых ученых в исследованиях в данной области.

The proceedings of the ІІ Spring International Scientific and Practical ONLINE Conference “Innovative Approaches of Language Teaching: Bridging Theory and Practice” include the results of scientific and practical research aimed at sharing advanced experience in foreign language teaching, strengthening intercultural communication, disseminating innovative teaching technologies in the digital age, and expanding international scientific and academic cooperation. The materials also address issues related to encouraging the active participation of students and young researchers in this field.

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NJSC “The L.N. Gumilyov Eurasian National University”
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Foreign Languages Department

II Spring International Scientific and Practical ONLINE Conference “Innovative Approaches of Language Teaching: Bridging Theory and Practice”

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теории и практики»**

The Main Themes of the Conference:

1. Teaching foreign languages for professional and interdisciplinary purposes.
2. Innovative technologies in foreign language teaching methodology.
3. Language training in the context of multilingualism and lifelong learning.
4. Language education based on digital technologies and artificial intelligence.

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DEVELOPING LANGUAGE COMPETENCIES IN A MULTILINGUAL AND LIFELONG LEARNING CONTEXT: INSIGHTS FROM KAZAKHSTAN

Sarkulova Zhanar Kaisarkyzy

Senior lecturer, Faculty of International relations,
department of foreign languages L.N. Gumilyov ENU

Zhumamuratova Bibigul Baisadakovna

Senior lecturer, Faculty of International relations,
department of foreign languages L.N. Gumilyov ENU
Astana, Kazakhstan

Abstract

This article analyzes language training in Kazakhstan within the framework of multilingualism and lifelong learning. It examines the country's language policy, the implementation of trilingual education, and the development of language competencies across different educational levels. The study also explores challenges related to policy implementation, teacher training, and inequality in access to language education. The findings show that Kazakhstan has made significant progress in promoting multilingualism.

Keywords: multilingualism, lifelong learning, education, progress, institutional reforms, global influences, professional communication, trilingual education.

Түйіндеме

Бұл мақалада көптілділік және өмір бойы оқыту аясында Қазақстандағы тілдік дайындық талданады. Онда елдің тіл саясаты, үш тілде білім беруді жүзеге асыру және әртүрлі білім деңгейлерінде тілдік құзыреттіліктерді дамыту мәселелері қарастырылады. Зерттеу сонымен қатар саясатты жүзеге асыруға, мұғалімдерді даярлауға және тілдік білімге қол жеткізудегі теңсіздікке қатысты мәселелерді зерттейді. Нәтижелер Қазақстанның көптілділікті ілгерілетуде айтарлықтай прогреске қол жеткізгенін көрсетеді.

Түйінді сөздер: көптілділік, өмір бойы білім алу, білім беру, прогресс, институционалдық реформалар, жаһандық ықпал, кәсіби коммуникация, үш тілде білім беру.

Резюме

В данной статье анализируется языковое обучение в Казахстане в рамках многоязычия и обучения на протяжении всей жизни. В статье рассматривается языковая политика страны, внедрение трехязычного образования и развитие языковых компетенций на разных уровнях образования. В исследовании также

рассматриваются проблемы, связанные с реализацией политики, подготовкой учителей и неравенством в доступе к языковому образованию. Результаты показывают, что Казахстан добился значительного прогресса в продвижении многоязычия.

Ключевые слова: многоязычие, обучение на протяжении всей жизни, образование, прогресс, институциональные реформы, глобальные влияния, профессиональная коммуникация, трехязычное образование.

Introduction

In the context of globalization, language education has become a key factor in social, economic, and cultural development. Multilingualism and lifelong learning are increasingly recognized as essential components of modern education systems. Countries with diverse linguistic environments must develop effective strategies for language training that ensure both national cohesion and global competitiveness.

Kazakhstan represents a unique case of multilingual development. The country is characterized by linguistic diversity, where Kazakh functions as the state language, Russian as the language of interethnic communication, and English as a language of global integration [1]. This trilingual model reflects both historical realities and contemporary socio-economic demands.

Since independence, Kazakhstan has actively reformed its education system to promote multilingualism. Language education is no longer limited to formal schooling but extends to higher education and lifelong learning systems. However, the implementation of multilingual policies presents several challenges, including unequal access to education and gaps between policy and practice.

The purpose of this article is to analyze language training in Kazakhstan within the framework of multilingualism and lifelong learning, focusing on policy implementation, educational practices, and current challenges.

Methods

This study employs a qualitative research approach based on the analysis of academic literature and policy-related studies on language education in Kazakhstan.

The methodology includes:

- **Literature review** of peer-reviewed articles and academic publications
- **Comparative analysis** of different perspectives on multilingual education
- **Content analysis** of research findings related to language policy and educational practices

The selected sources include studies on trilingual education, language policy, and multilingual practices in Kazakhstan. These works provide insights into both theoretical and practical aspects of language training.

The research focuses on identifying key trends, challenges, and outcomes in the development of language education within a multilingual and lifelong learning context.

Results and Discussion

Implementation of Multilingual Policy

The analysis shows that Kazakhstan’s language policy is centered on the trilingual model, which aims to balance national identity and global integration. According to Karimsakova A. et al., this policy has led to significant reforms in the education system, including the introduction of multilingual curricula and English-medium instruction [1].

However, the implementation of this policy is not uniform. Sarmurzin Y. et al. highlight that schools face challenges such as a lack of qualified teachers and insufficient teaching materials, which affect the quality of multilingual education [2].

Multilingual Practices in Education

Although official policies often promote the separation of languages in education, real classroom practices tend to be more flexible. Klyshbekova M. notes that teachers frequently use multiple languages simultaneously, even when formal guidelines encourage monolingual instruction [6].

This indicates a gap between policy and practice, suggesting the need for more flexible pedagogical approaches that reflect actual language use.

Role of Higher Education

Higher education institutions play a crucial role in promoting multilingualism. Universities in Kazakhstan increasingly offer programs in English, particularly in scientific and technical disciplines. This supports internationalization and academic mobility [1].

At the same time, students are required to develop competencies in multiple languages, which can create additional academic pressure if adequate support is not provided.

Lifelong Learning and Language Training

Language learning in Kazakhstan extends beyond formal education. According to Ayazbayeva N., language-in-education policy influences not only school education but also the development of lifelong learning systems [3].

Adult education programs, professional training courses, and online learning platforms contribute to continuous language development. English language learning is particularly востребовано in the labor market, while knowledge of Kazakh is increasingly important for public sector employment.

Challenges and Limitations

Several key challenges have been identified:

- **Teacher preparedness:** Not all teachers are equipped to teach in multiple languages
- **Regional disparities:** Urban areas have better access to language education than rural regions
- **Policy-practice gap:** Differences between official requirements and classroom realities
- **Impact on minority languages:** Trilingual policy may marginalize smaller

language groups [4]

These challenges indicate that further reforms are needed to improve the effectiveness of language training.

Conclusion

The study demonstrates that Kazakhstan has made significant progress in developing language education within a multilingual and lifelong learning framework. The implementation of trilingual policy has expanded opportunities for language learning and contributed to the internationalization of education.

However, the effectiveness of language training is limited by several factors, including uneven implementation, insufficient teacher training, and regional inequalities. Addressing these challenges requires a more flexible approach to multilingual education, greater investment in teacher development, and the expansion of lifelong learning opportunities.

Kazakhstan’s experience highlights the importance of aligning language policy with educational practice and societal needs. Further research may focus on the impact of digital technologies and innovative teaching methods on language learning outcomes.

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