

ТІЛАРАЛЫҚ ИНТЕГРАЦИЯ, ЛИНГВИСТИКАЛЫҚ ЖӘНЕ ЛИНГВОДИДАКТИКАЛЫҚ ЗЕРТТЕУЛЕРДІҢ МӘСЕЛЕЛЕРІ
ХАЛЫҚАРАЛЫҚ ҒЫЛЫМИ КОНФЕРЕНЦИЯ ЖИНАҒЫ

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To do this, the teacher must know the level of knowledge of his students and carefully select the material.

The next principle is the principle of educating the younger generation and forming an active life position in them. The student must understand how he contributes to solving a particular problem and be able to think critically. The principle of personal orientation implies the development in students of the ability to express their thoughts, feelings and show their real attitude to what is happening.

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NAVIGATING THE LINGUISTIC SHIFT: A BRIEF REVIEW OF FOREIGN LANGUAGE EDUCATION IN KAZAKHSTAN

D.B. Imanova

ENU named after L.N. Gumilyev

Түйіндемe: Бұл мақалада Қазақстанның білім беру жүйесіндегі шет тілдерін оқытудың бұрынғы және қазіргі тенденцияларының кейбір аспектілері берілген. Мақала кейбір мемлекеттік стратегияларды және шет тілін оқыту саласындағы реформаларды, сондай-ақ оларды жүзеге асырудағы қиындықтарды зерттеуге арналған.

Аннотация: В данной статье представлены некоторые аспекты прошлых и современных тенденций в обучении иностранным языкам в системе образования Казахстана. Статья посвящена изучению отдельных государственных стратегий и реформ в сфере преподавания иностранного языка, а также вызовов на пути их реализации.

Abstract: This article presents some aspects of past and current trends in teaching foreign languages in the education system of Kazakhstan. The article is devoted to the study of some governmental strategies and reforms in the field of teaching a foreign language, as well as challenges to their implementation

Түйін сөздер: тіл саясаты, шет тілін оқыту, педагогикалық реформалар, көптілділік, білім беру саясаты

Ключевые слова: языковая политика, иноязычное образование, педагогические реформы, многоязычие, образовательная политика.

Keywords: language policy, foreign language education, pedagogical reforms, multilingualism, educational policy.

Overview

In an increasingly interconnected world, foreign language education has become more crucial than ever. It transcends the basic goal of acquiring new linguistic skills to embrace cultural understanding, cognitive development, and global connectivity.

The essence of foreign language education lies in its ability to bridge linguistic and cultural divides. It is not merely about learning vocabulary and grammar but about gaining insights into the customs, values, and ways of thinking of other cultures. This holistic approach is supported by Byram's [1, p. 12] model of intercultural communicative competence, which highlights the importance of cultural awareness in language learning.

Foreign language education is an indispensable part of contemporary education, pivotal not only for individual development but also for fostering a more inclusive, empathetic, and globalised society. It empowers learners to navigate different cultural landscapes, enhances cognitive skills, and opens doors to myriad professional and personal opportunities. As linguistic and cultural barriers continue to blur, the significance of foreign language education will only continue to grow, underlining its role as a cornerstone of global education.

The stability of a nation's politics, alongside the conducive development of both domestic and foreign relations, is intricately linked to the strategic formulation of foreign language education

policy. Such a policy is a vital element of the country's overarching national strategy. It directly correlates with the societal linguistic and political dynamics, and it plays a significant role in shaping intercultural dialogue and the linguistic environment [2, p. 253].

The Republic of Kazakhstan, a nation that bridges Europe and Asia, has undergone significant transformation since its independence from the Soviet Union in 1991. This period of change has particularly impacted education, with foreign language acquisition becoming a pivotal part of the country's developmental agenda. Examining Kazakhstan's current state of foreign language education, we observe a landscape shaped by diverse influences and marked by ambitious goals.

After gaining independence from the Soviet Union, Kazakhstan actively started the modification and transformation of the education system. Kazakhstan firmly intends to achieve a respectable place in the context of globalization along with Western developed countries and portray itself as a country with highly educated citizens who interact in multiple languages.

The development of foreign languages was an urgent and main requirement of those times, in this setting, it is worth mentioning Kachru and Smith's statement that "during the time of globalisation, any country should develop citizens' ability in foreign languages, especially the English language as it is a precondition to be competitive, which results in being international relations, business and in science" [3, p. 24].

In this regard language policy of Kazakhstan was re-evaluated, and the improvement of multilingual and foreign language education has become the central point of attention.

The methodology of teaching a foreign language (FL) has been replaced by a new type of education "foreign language education" with a holistic interdisciplinary-complex object of study "foreign language-foreign culture-personality" [4, p. 190], which aims not only to teach language but also to equip future teachers of foreign languages with the capability of dialogical cooperation and further self-develop with the help of a foreign language in different spheres of knowledge.

Kunanbayeva asserts, that Kazakhstan's socioeconomic progress and intensified international cooperation have elevated the importance of foreign language proficiency. This has made foreign languages an educational imperative, essential for modern professional qualifications and for preparing the younger generation for global interaction [5, p. 6].

The first key idea of the need for transformation of FL education was accurately mentioned in the annual address of President N. Nazarbayev. Where was emphasised the adoption of a new language policy which establishes the status of three languages Kazakh, Russian and English [6, p. 737]. This linguistic potential is considered one of the fundamental elements underlying the competitiveness of the state, its economy, and the nation.

In the "State Program for the Implementation of Language Policy" in 2019, the government of Kazakhstan asserted an ambitious goal to have 30% of its citizens proficient in three languages by 2025 [7, p. 48].

Further development of foreign language education in Kazakhstan was primarily centred around three languages: Kazakh, the state language; Russian, which is widely spoken; and English, which has seen a surge in popularity as the language of international business and diplomacy. However, other foreign languages such as French, German, Chinese, and Turkish are also part of the educational landscape, reflecting the country's broadening international ties and economic aspirations.

Policies, Initiatives, Reforms

The Republic of Kazakhstan has exhibited a conscientious effort to modernise its language education policy, recognizing the indispensable role that language proficiency plays in the socio-economic fabric of a country.

In the wake of globalization, as was mentioned, Kazakhstan has envisioned a trilingual future for its citizens. Central to this vision is the strategic development of foreign language education, focusing primarily on English, while also maintaining the status of Kazakh as the state language and Russian as the language of interethnic communication. This trilingual policy is not merely an educational strategy but a reflection of Kazakhstan's aim to enhance its geopolitical significance and forge a competitive workforce.

The cornerstone of government policy in foreign language education was the “State program for the functioning and development of languages for 2011-2020” [8, p. 101]. These documents testify to the government’s commitment to integrating language skills as a critical part of its national development agenda. The policies target multiple levels of the education system, ensuring a comprehensive and systemic approach to language learning.

It is worth noting that the government planned the development of the native Language in tandem with foreign languages.

The establishment of Nazarbayev Intellectual Schools (NIS) across the country has also played a crucial role in this educational overhaul. These schools serve as centres of excellence, adopting best practices in language teaching and fostering an environment where English, along with other foreign languages, is actively promoted. The NIS initiative has introduced international curricula and methodologies, setting new benchmarks for language education in Kazakhstan

In 2007, the "Trinity of Languages" project was developed [8, p. 101]. Several dozen experimental schools like NIS and Bilim Innovation Lyceums were identified for teaching children in three languages.

These schools were selected so that they could share experiences and strategies to implement trilingual education in other mainstream schools throughout Kazakhstan. The STEM subjects were supposed to be taught in English, History and Russian language and literature in Russian, as for the Kazakh language and Kazakhstan history in Kazakh.

One of the significant reforms is the government's decision to advance English language education in the early stages of schooling. The updated curriculum now integrates English from the first grade, reflecting a commitment to early language acquisition. This approach aligns with pedagogical research that suggests early exposure to a foreign language can significantly enhance fluency and proficiency. The initiation of English language instruction in primary educational institutions, commencing at the first-grade level, was implemented in the 2013-2014 academic period. The curriculum, offering three hours of English language education weekly, was introduced under the government of the then Minister of Education, Bakytzhan Zhumagulov, in 2012 [9].

University-level education introduced the English language as instruction together with Kazakh and Russian languages [6, p. 740]. English as a medium of instruction at the university level is still in practice.

Despite being prestigious and ambitious, the national trilingual education program has slowed down due to changes in the political atmosphere. In 2019 at the annual August teachers’ conference, President K. Tokayev declared that it is acceptable and constructive to start learning EFL classes from grade two [7, p. 52].

The Kazakhstani government has made a decisive and bold decision to implement the mentioned reforms. The national project “Trilingual Education” gives a special place for the development of English as a language for global integration, Russian as an official language for communication and the Kazakh language for the unity of the nation. Establishing NIS schools and adopting “Trilingual Education” in Kazakhstan are crucial steps to modernising the education system and meeting international standards. Moreover, the early introduction to English in primary schools aimed to enhance future generations’ fluency and prepare them for global competitiveness.

Overcoming Challenges

Nevertheless, the transformative initiative encountered numerous impediments and challenges on its way to realisation. A significant proportion of educators were unprepared for the delivery of science instruction in English. Additionally, there was a clear need for further enhancement of the educational infrastructure, teaching curricula, and supplementary materials.

The government has recognized the need for well-qualified language teachers. Consequently, authorities have launched several professional development programs, including international training and exchange programs.

Teacher training has been another focus of reforms. Acknowledging that the quality of language education is contingent on the quality of instruction, the government has invested in comprehensive teacher training programs. These include local professional development workshops and international

exchange programs that expose educators to new teaching methodologies and linguistic developments.

Global trends and local needs have accelerated the shift to digital learning. The Ministry of Education has supported the development and deployment of digital language learning tools, online platforms, and resources. These technological advancements have expanded the reach of language education, allowing for more personalized and flexible learning experiences.

However, multiple studies revealed that the realisation of reforms requires more time to prepare teaching staff than was expected adequately. According to Gomez-Parra one more challenge of implementing Trilingual education, in mainstream schools was unequal funding between public schools and NIS. At the latter school realisation of the Trilingual policy was enabled by involving native foreign language teachers, which had a useful impact on subjects taught in English [10, p. 38]. However, mainstream public schools were not funded to employ expat teachers [10, p. 38]. Funds for the work of the NIS come partly from the republican budget. Thus, according to the analysis, 12.4 billion tenge were allocated in 2022. At the same time, spending on public schools amounted to 1.2 trillion tenge [11]. In Kazakhstan, according to the Bureau of National Statistics for the 2021-2022 academic year, there are 7,550 schools, and NIS – only 21 [11]. These numbers indicate that mainstream schools have way lower budgets compared to NIS.

One of the science teachers reported: “Naturally, it presents difficulties... The policy appears premature for adoption in secondary schools. It might be feasible in gymnasiums or specialised schools emphasising English language instruction, but it's unsuitable for general secondary schools. Simply participating in a pair of language training courses will not ensure that teachers attain fluency in English” [12, p. 17]. The other view was expressed by the chairman of the Scientific Educational Centre “Aspandau” K. Nurov said that subjects like Chemistry, physics and math are tough even in the native language. When both teacher and student have linguistic challenges aggravates the situation even worse. Subjects taught under these conditions will eventually lead to a decline in performance [13].

Another obstacle in implementing trilingual education is class capacity. In mainstream schools, some class sizes students up to 32-34, and due to students' language proficiency, teachers had to differentiate instructions which resulted in difficulties in delivering the lesson within forty-five minutes [12, p. 17].

Differences and some cases inadequate mastery of language proficiency by students might be the result of an insufficient English language environment, where the target language is taught outside of its natural context.

Nonetheless, the number of students directly affects the quality of what is learned in a lesson. The class size is a significant factor in the effectiveness of either teaching or learning. According to Aoemeur, large class size has a destructive effect on the level of teaching and knowledge acquisition [14, p. 349].

As stated by Zhetpisbayeva, the primary level of FLE has not been standardised due to its unacknowledged status in the school curriculum [15, p. 149]. On top of that, the shortage of teachers qualified to teach English at the primary level was the obstacle that hindered the Ministry of Education's intention to introduce foreign language at the age of six.

Despite that, various efforts, the initiation of English language instruction in the first grade, which had been in effect for years, was eventually delayed: “After conducting research and analysis, we saw that it is difficult for a first grader to learn three languages at once – this is ineffective. We have decided on this issue and are already working to ensure that in schools with the Kazakh language of instruction in the first grade, the child learns only one language – Kazakh; that is, first, he learns to read and write in his native language. Russian is added to the program in the second grade, and in the third – English” the former minister said [16].

The statement made by the former minister overlaps with the research result, that early learning of a foreign language can have a bad influence on the native language. Which in turn can have a bad impact on other academic subjects' progress [17, p. 34].

Nevertheless, the challenges of implementing Trilingual education extended beyond the school environment. The project sparked societal debate, which saw not only the advantages of learning three languages but also potential risks to the native language of Kazakh and its cultural heritage [18, p. 2]. The potential risk to the Kazakh language was posed by the English and Russian languages, as they can lead to language shifts.

Based on Fishman's research language shift occurs in societies where the native language is threatened because intergenerational continuity passes negatively, with the declining of users every generation [19, p. 34].

In addition, some well-known personalities in Kazakhstan like poets (M. Shakhanov, D. Issabekov, K. Zhumadilov), writers, and historians (B. Koishybayev, T. Omarbekov) raised concerns and openly opposed the idea of implementing Trilingual Education at school. They were afraid that the development of the English language would occur, at the expense of the subjects instructed in Kazakh. As a result, the Kazakh language will lose influence in the curriculum [10, p. 39].

Thus, it can be claimed while the Kazakhstani government implemented measures to adequately train teachers for the new projects, unexpected challenges such as a shortage of qualified teachers, an inadequate curriculum, and insufficient class capacity emerged. Societal debates took place over the status of the Kazakh language. These issues led to delays in the projects' timelines and prompted a reassessment of some of their objectives.

Conclusion

Significant changes emphasised the English language's development took place in Kazakhstani Education. Due to the considerable shift in attitudes towards foreign languages in Kazakhstan, the methodology of teaching foreign languages has been revised by a new type of education – “foreign language education”. In the annual address to the nation, the former president of Kazakhstan Nazarbayev, highlighted the need to develop the English language among Kazakhstan's youth. In this regard, significant projects like “Trinity of Languages” and “Early Language Teaching” were initiated at the national level. Special training courses were organised to prepare teachers for ambitious changes in Kazakhstan's education system. At that point, establishing schools like NIS represented the first practical step toward realising the projects discussed. However, the implementation of trilingual education in mainstream Kazakhstani schools has experienced setbacks. The initiation of early language teaching at the primary school level encountered obstacles, including a shortage of teaching staff, curriculum issues and opposition of views in the project implementation gave rise to interruptions and caused a re-evaluation of some objectives.

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РАЗРАБОТКА ЗАДАНИЙ ПО АНГЛИЙСКОМУ ЯЗЫКУ ПО НЕЙРОМЕТОДИКЕ

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Аннотация: В статье рассматривается понятие нейрометодики преподавания иностранных языков, в частности, его использование в рамках обучения английскому языку. Выделяются преимущества и недостатки. Даются примеры заданий по закреплению информации, полученную по нейрометодике. Практические упражнения можно использовать на уроках английского языка в общеобразовательных школах.

Ключевые слова: английский язык, нейрометодика, методика, иностранный язык, лингводидактика

Чтобы лучше понять суть нейрометодики преподавания и обучения иностранным языкам, стоит понять, что такое метод, дидактика и методика:

1. Методом обучения называют способ упорядоченной взаимосвязанной деятельности преподавателя и обучаемых, направленный на решение задач образования, воспитания и развития в процессе обучения. [3]
2. Дидактика (от греч. «дидактикос» – поучающий) – часть педагогики, разрабатывающая проблемы обучения и образования. [3]
3. Методика — это совокупность способов целесообразного проведения какой-либо работы. [3]

Исходя из данных определений мы понимаем, что методика – это более широкий термин, обобщающий способы взаимодействия учителя и учеников, направленные на достижение задачи урока, в то время как методика – это конкретные приёмы и способы достижения этой цели.

Разобравшись с терминами, мы можем приступить к самой нейрометодике. Как пишет в своей статье «Нейродидактика и ее использование в преподавании иностранных языков» Гулая Татьяна Михайловна, нейрометодика – это метод преподавания, основанный на результатах исследования работы человеческого мозга. [1] Многие ученые из года в год изучают строение человеческого мозга, способы восприятия информации, благоприятные условия для запоминания, обучения, строение нейронных связей, помогающих закреплять изучаемый материал. Впервые о такой методике было упомянуто в 80-х годах прошлого века Генри Прайсом. Тогда он сказал, что нейрометодика – это сочетание знаний о работе мозга и дидактики. [2]

Идея нейрометодики заключается в изучении иностранных языков как родного, с помощью паттернов (шаблонов). Она исключает обучение отдельно взятых слов и