



ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ



Студенттер мен жас ғалымдардың
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IX халықаралық ғылыми конференциясы

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студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2014»

The IX International Scientific Conference for
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«SCIENCE AND EDUCATION-2014»

2014 жыл 11 сәуір
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The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

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**THE ANALYSIS OF EXPERIMENTAL WORK OF INTRODUCTION THE
MULTILINGUAL EDUCATION
AT L.N. GUMILYOV EURASIAN NATIONAL UNIVERSITY
(ON THE BASIS OF MULTILINGUAL ECONOMIC GROUP)**

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Today there are many debates concerning the implementation of multilingual education. Education in the conditions of multilingualism is the most effective development of the successful personality and therefore now it is in the center of attention of researchers. Development of global bilingual / multilingual processes in modern society is connected first of all with the information which is valuable without borders. Having such strong technologies as television and the Internet the modern multilingualism is globally expanded in the world. In many countries the multilingualism paradigm of multicultural education was approved. Education in several languages is part of a state policy in the field of education of many countries (France, Holland, Switzerland, Luxembourg, Belgium, Sweden, Finland, etc.) Today and Kazakhstan is in the process of launching multilingual educational system. The President of Kazakhstan Nursultan Abishevich Nazarbayev repeatedly spoke about the importance and the significance of the developing of multilingualism in multinational Kazakhstan society in his speech and in the article “Trinity of languages” the President states about the necessity of the multilingual education. The aim of this education is the establishment of the national model of the competitive education which is integrated into the global educational area and serves the demand of each individual and the whole society and the mass learning by the Kazakhstan citizens of three languages: Kazakh, Russian and English where the Kazakh language is the state language, Russian – is the language of international communication, and English – is the language of successful integration into the global economy. [1] Therefore, the main development trends of multilingual education are already defined in the State Program of Education Development in the Republic of Kazakhstan for 2011- 2020 under decree of the President of the Republic of Kazakhstan dated February 1, 2010 No 922 “On Strategic Plan of Development of the Republic of Kazakhstan till 2020”. [2] In order to see and analyze the first results of introducing the new educational policy and general student’s attitudes towards these changes the research was conducted at Eurasian State University.

The data collection, observation, surveys, and focus group discussions of the students were carried out in March 2014. Students were also asked to give consent to participate in this survey as it was very important that students were informed about the purposes of this study. The end of the first academic year was not chosen by chance because of the following reasons. First, the students are well-acquainted with the new model of education and we were interested in results of how students feel of being taught in accordance with the multilingual education. Consequently, students are able to give their judgments more proficiently. Secondly, they improved their knowledge of English and got additional skills in reading and understanding the specific English terminology and can apply those skills in a new way. Thus the language skills required to be beyond intermediate level. Finally, the first year is a demonstrative year for students and administration. The judgments and recommendations can be taken for the next academic year.

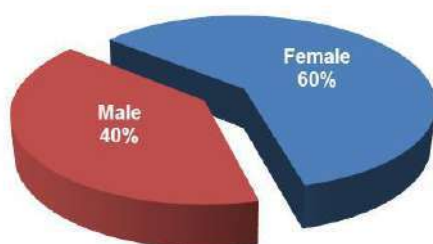
All of the students study definite courses in English. All the data were collected from first-year students who study at the Faculty of Economics on the Accounting, Economics, Finance and Management majors. The questionnaire comprised the questions about demographic profile, attitude towards multilingual education and open ended questions concerning the view and recommendations to be used in order to improve the knowledge of languages and the multilingual

education in general. Questions were focused on personal language use, languages in education, the status of Kazakh, Russian and English in Kazakhstan and the role of language in the world.

During my research work I spent 2 hours working with this multilingual group. By interacting with the students and engaging in their learning process (I was present at one of the Microeconomics lecture) the valuable insight into their experiences and perceptions were gained. Questionnaires were distributed among all the students who study Microeconomics and Theory of Economy Theory. These questionnaires contained closed-ended and open-ended questions. Closed-ended questions frequently restrict the respondent's expressiveness but can be answered quicker. Open-ended questions, on the other hand, enable participants to respond in their own words and allow them to raise any concerns which previously had not been considered by the researcher. This combination of both closed-ended and open-ended questions can enable to obtain the best possible understanding of the population under investigation. The inclusion of the two types of questions allows the respondents to provide a large amount of quantifiable data as well as to express their personal views about 'unexpected significant themes and categories' to open-ended questions.[3] Before the beginning I discussed my research project with students and allowed them to ask questions. This time also allowed me to conduct informal interviews with teachers, students about the multilingual learning experience. I distributed questionnaires asking about languages used at home, at the university. All of these methods were used to better understand student and community attitudes toward multilingual education.

The average age of the respondents is 18 years old. Respondents were categorized as per gender (male and female); ethnicity (Kazakh, Russian and Others). The survey shows that the majority of respondents were Kazakh (99) followed by Russian (1%). The prevalence of female respondents over male respondents is not big, with 60% female respondents and 40% males. It is explained due to the demographic and the ability of female to learn foreign languages (Figure 1).

Percentage ratio of male and female



I wanted to reveal what is the language background of most of students as parents and families are often a students' first experience with any language. For these purposes the following questions were composed:

1. What is your nationality
2. What language do you use at home with parents and relatives
3. In what language(s) do you feel the most comfortable

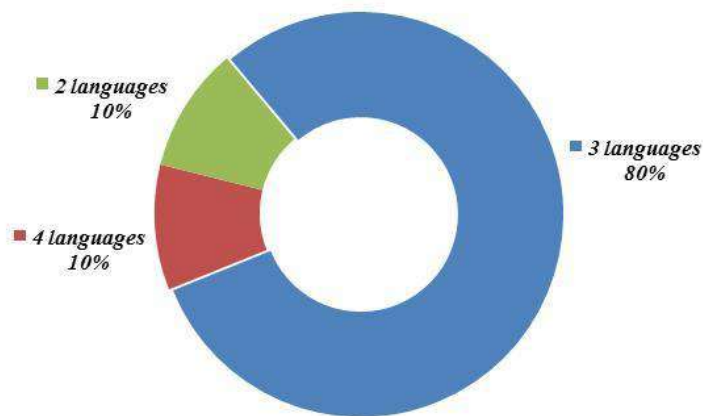
From this part I found that almost all students are Kazakh and speak two languages at home Russian and Kazakh, but mostly Russian. Interestingly, students do not think of learning Kazakh in the same way as they think of learning English. Almost all of the students said that English was important for later life and future employment.

In order to understand to what extent students are multilingual, they were first of all required to list all the languages they are able to speak and they are proficient at. Their responses were constrained by a pre-established list of languages from which they had to choose but students were given the freedom to include any languages they want in answer other. The following languages were listed: Kazakh, Russian, English, French Turkish and Chinese. Almost all students mentioned three languages, suggesting a high degree of multilingualism. The majority of students claimed to be able to speak three languages (80 percent), 10 percent included 4 languages in their linguistic repertoire

while the remaining 10 percent considered themselves bilingual. (Figure 2) These figures establish the students sampled for this ethnographic study as highly multilingual individuals.

Figure 2

Number of Languages students proficient at



99 percent affirmed that Kazakh is their mother tongue. Only 1 percent stated that his/her mother tongue is Russian. But in fact, 99 percent of these students speak Russian at home and the Russian language is the most widely used medium of communication in friendship groups. In fact Russian and Kazakh languages are considered to be highly important in order to interact socially, especially to make friends, to live in Kazakhstan and to read and write. Kazakh language is used almost exclusively when the subjects interact within the family and with neighbors. The use of Russian is much more widespread than the use of English. In fact Russian is used much more frequently in day-to-day interactions with family and acquaintances. English is used more extensively especially in student-teacher interactions. This result is logical as the students speak English only at the English courses where the teacher does not accept other languages to be spoken except English.

The results of general competence in three languages are evident as all of the candidates 100 percent claim to have a very good knowledge of English, Kazakh and Russian languages. In this analysis I am not so much interested in their fluency in Kazakh and Russian languages as the Kazakh language is the native language, Russian is the language of instruction so later the level of the English language will be represented in accordance with the English Placement Test.

All of the students have a wish to have more subjects being taught in English. To identify the students' motivation towards learning the English language, they were asked to first, rank a list of reasons in terms of importance in enhancing their learning of the English language and second, they were requested to answer a question on whether or not they are interested in attending more English language training courses to improve their English proficiency. Table 1 shows the results. On the other hand, Table 2 shows percentages representing the subjects' responses to the latter question.

Table1: The students' results on their motivation for learning English

Motivational Constructs	Reasons for Learning English	Number students	Percentage allocation
Instrumental Motivation	1)Because it will enable me to carry my tasks more efficiently	10	100
	2)Because it will enable me to get a job easily	10	100
	3)Because I hope to further my Education	10	100
	4)Because it is a university requirement	10	90

Personal motivation	5For a personal development	10	50
	6Because it will enhance my status among my friends	10	20
integrative motivation	To integrate with the western Culture	10	50

This clearly states the fact that English is very important. The students gave the following explanations for this; English language is the most utilized language in the business world and recognized as a common instrument of communication among the people, the knowledge of English language gives a chance to "thrive" the most prestigious place in the world, organizations and companies prefer to hire the experts with diplomas from western educational institutions so each potential graduate student makes effort to continue education at a foreign institution, the state offers this opportunity to study due to international scholarship "Bolashak" where one of the main criteria is the knowledge of foreign language as in many cases, candidates select their education in the United States of America and Europe where English language is dominant.

Table 2: Results of the students regarding language training needs

Questionnaire item	Yes		No		Total	
	n	%	N	%	N	%
Would like to attend more English language training courses which will help you to improve your proficiency in the language?	10	100	0	0	10	100

Despite their investment in learning English students almost uniformly explained that they felt some level of stress, confusion, embarrassment or discomfort when speaking English, sometimes because of a teacher, but most often because of fear of failure and peer-to-peer shaming. The teacher who gives lectures in English was Kazakh and that's why students feel embarrassed to ask questions in English as they feel they can speak Russian or Kazakh. The students interviewed, approximately 17% mentioned fear of failure as a reason for negative feelings toward English, and almost a third, approximately 29%, mentioned peer-to-peer shaming.

In addition, the results show that almost all the students were interested in attending more English language training courses to improve their proficiency in the English language. The most reasonable explanation for this might be that the students lacked the language skills that would enable them to function effectively in both their academic and professional settings.

The data obtained from observation demonstrate that the students have favorable attitudes toward multilingualism and toward the English language that they appreciate the opportunities to learn both languages, and said that their multilingual abilities will help them the future.

Summarizing all written above and having observed a brief description of students written comments concerning what can be done to improve the multilingual education we can conclude the following facts:

- there is a sharp necessity to know more than one language;
- there are no native speakers
- no enough English books
- lack of professionals who can teach in English
- not enough English courses

Kazakhstan has just started the implementation of the multilingual education policy and of course there are many problems need to be solved. For purposeful and successful development of multilingualism in a higher educational institution it is necessary to point out the questions arose

during implementation of the multilingual education. [4] For example, the spontaneous creation of the multilingual education in higher educational institutions; the problem in the availability of qualified English teachers, who would be able to teach almost all disciplines in English, also the problems are in the availability of resources and materials, a weak normative-legal data system of these centers; absence or poor facilities and equipment of the higher educational institutions; the lack of a precise program and others. Moreover, the problems related to language, culture and structure of the programs shouldn't be laid aside. Among other challenges of the initial phase of multilingualism introduction in higher educational institutions are: different level of language proficiency of students, their lack of confidence in the study of special subjects in a foreign language, a lack of knowledge of teachers in professionally-oriented English.[5]

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CROSS-CULTURAL COMMUNICATION FACTOR IN NEGOTIATIONS

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Every country and every nation has its own traditions and customs of communication and business ethics. Communicating with people is both science and an art. Natural ability, education, culture, language are all important in it. Effective communication requires an ability to know other languages, to understand other cultures, to see the world through other eyes. At the same time, although distinct from it, comprehension of a foreign culture is virtually impossible to achieve without proficiency in the language.

Communicating in his or her own tongue, a diplomat will always be on the outside of the culture. Only by knowing what the world looks like from inside diplomats are able to provide political superiors with a realistic interpretation of the motives of the other governments and a reasonably accurate forecast of their future conduct. There is nothing else that a diplomat does that could not be done by lawyers, businesspeople, or academics, all of whom do, in fact, serve frequently as nonprofessional diplomats. For negotiators, as for diplomats, is important not to have a set of ready-made notes, but understand what is needed for negotiations, what features they offer, what are their national cultures, what are the basic principles for analyzing situations that arise during the negotiations.

National culture influences the management style and decision-making process. Cultural features are very subtle. They are generated by the deep installations, which determine the nature of interaction of people - how they relate private and public, how much appreciate the time and relationships with others. The culture we belong to can deeply influence our international business deals, it can affect the entire aspect of it: it will differ in timing, in the way of operating, in the hierarchy structure and even the concept of "business" and "deal" will be different.

The great researcher Geert Hofstede described the dynamics of cultural differences. He is the one who used the metaphor "software of the mind". After three decades of work Hofstede