

УДК 372.881.1

**MULTILINGUALISM AS THE BASIS OF MODERN EDUCATION**

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To learn a language means to study the culture of one's nation. Language and culture are always inseparable and closely interrelated. Each nation has its own culture and its own language.

The concept of "multilingualism" is interpreted, on the one hand, as an integral personal neoplasm expressed in appropriate, effective, harmonizing communication in the mother tongue and the foreign languages, readiness for dialogue of cultures both in the mother tongue and in the languages of other nations. It should be taken into account the specifics of languages as a reflection of the system of cultural values, on the basis of which specific societies are built, behavior patterns of representatives of other cultures, the specifics of speech activity as culturally determined studies, while achieving an adequate understanding. On the other hand, on a wider scale, this concept reflects the tendency of modern linguistic education towards the introduction of multilingualism, which is, facilitating the assimilation by students the knowledge of other languages, cultural values of peoples and traditions, lifestyles, and the upbringing of young people in the spirit of respect for foreign life values.[1]

The basic ideas to implement multilingual education are:

- to stimulate and motivate the use of native and non-native languages in accordance with the needs of students;
- to form intercultural communication skills;
- to acquire the qualities of a mediator of cultures without losing their own national-cultural identity;
- to rely on linguistic, cultural, cultural knowledge of students;
- to orient of the content of education on the socio-cultural situation of the country, region, the languages of which are being studied.

In the context of globalization, multilingualism as a quality of an individual, and as a trend in the modern world is also an important factor in increasing the competitiveness of an individual, creating positive sociability, and ability to live in a multicultural, multilingual environment.

Now consider a multilingual education in Kazakhstan. Currently, the education system in the country is carried out at the multilingual level.

Kazakhstan is a multinational country with a multilingual population. Knowledge of languages is useful not only for individuals, but also for the whole society. The more languages people know, the more they learn the history, customs and traditions, and the culture of these peoples. And this contributes to international cultural and economic ties, which, of course, leads to an improvement of the whole situation in the country.

The realities of our modern society increasingly convince us on the need to master Kazakh, Russian, and one of the foreign languages within the school environment. Therefore, there is a general tendency to study them. I will quote the President of the Republic of Kazakhstan N. A. Nazarbayev:

"I personally want everyone in our country to know both Kazakh and Russian. I think that it would be a good thing for Kazakhstanis to know English, which would only exalt us all" [2].

Strengthening international contacts, increasing interest in the study of languages led to increasing of intercultural communication, which makes the problem of the correlation of language and culture extremely relevant, both at the national and international levels. In conditions of fundamental changes in the life of our society, radical changes in the field of education, the problem of philological education is becoming especially acute.

The goals of language teaching are the formation of a spiritually rich, highly moral, educated personality, focused on the priorities of national values while respecting the values of other civilizations, recognizing its responsibility to society as a whole, to each of its members, to its living nature, adapting to changing living conditions, actively ready to influence them to achieve social progress. When teaching a language, we must form a personality as a native speaker with its ethno-, social, psychological characteristics, capable of perceiving the language as a supreme gift, as a national and universal value.

In our society, every person needs to know at least two languages. The role of the Kazakh language as a state language is of a particular importance in connection with the formation of the sovereign Republic of Kazakhstan, its entry into the international community, and the establishment of cultural ties between our state and foreign countries. The search for active forms of training that contribute to improving the practical knowledge of the Kazakh language is the most important task of the teacher.

We can give an example of the program of our leader of the nation, Nursultan Nazarbayev, «the Trinity of Languages». In the modern world, multilingual and multicultural, the problem of the conjugation of languages is more relevant than ever, the search for effective and viable programs in the field of languages for the consolidation of societies. In this regard, the importance and relevance of multilingual education, which is the result of the introduction of the President's idea of the trinity of languages, is not in doubt.

“The Trinity of Languages” is the study of the Kazakh language as the state language, Russian as the language of interethnic communication, and English as the language of successful integration into the global economy. Creating equal conditions for the study of the three designated languages does not mean an equal sphere of their functioning, an equal functional load and, finally, their equal status. The emphasis is on the pedagogical component of this cultural project, which can be fully designated as a multilingual education.

The cultural project “The Trinity of Languages”, proposed by the First President of the Republic of Kazakhstan N.A. Nazarbayev, can be fully considered as one of the long-term development strategies of Kazakhstan. For the development of our country, we must receive a multilingual education. And also the most important thing is to know our native language [2].

The goal of every citizen of Kazakhstan is to contribute to their country. Kazakhstan pays great attention to the study of English. More than half (56%) of Internet content is available only in English. It dominates the degree of use in science and literature.

In 2011, 550 thousand books were published in English, and the number of scientific publications reached 78 thousand. In turn, over the same period, books were published 5 times less in Russian and 200 times less in Kazakh. 14 thousand publications in the medical industry were made in English, while only 147 in Kazakh [3].

English acts as the working language of the vast majority of international scientific, technical, political and professional international conferences, symposia and seminars. People who speak English have access to all new knowledge, advanced technologies and innovations.

A successful example of the practical implementation of the Kazakhstani model of multilingual education are Nazarbayev Intellectual Schools and Nazarbayev University, where all subjects are taught in English language.

In accordance with the State Program for the Development and Functioning of Languages in the Republic of Kazakhstan for 2011-2020, a multilingual education will certainly contribute to:

- increasing the competitiveness of the Kazakh language as a state language, its productivity in the field of obtaining specially-professional, socio-political, cultural information;

- strengthening the status of the Russian language as the most convenient means of communication and the implementation of interstate relations with post-Soviet countries;
- promoting English as a dominant foreign language to the level of Kazakh-Russian bilingualism [4]

A multilingual person is a multicultural person. That is why a multicultural person is understood as an “individual with a developed linguistic consciousness”. The formation of a multilingual personality is one of the main directions in the development of a multicultural educational space.

According to the First President N. Nazarbayev, “Kazakhstan is unique and strong in its multinationality. A unique multicultural space has formed on its land, in which two streams are leading. One reflects the revival of Kazakh culture and its constituent elements, language. There is an objective process of restoration of the lost. Another stream is the Russian-language culture, the basis of which is the original traditions of the Russian people and all that they absorbed in the course of centuries of development. Recognition of self-existing cultural flows does not deny their complementarity and mutual enrichment, which does not mean assimilation. The multiculturalism of Kazakhstan is a progressive factor in the development of society. The Eurasian roots of the peoples of Kazakhstan allow us to combine eastern, Asian, western, European flows and create a unique Kazakhstani version of the development of multiculturalism” [3].

The goal of multicultural education today is the formation of a person capable of active and effective life in a multinational and multicultural environment, with a developed understanding and sense of respect for other cultures, the ability to live in peace and harmony with people of different nationalities, races and beliefs.

Multicultural education in Kazakhstan is based on the ideas of well-known Kazakhstani scientists: ethnographers (J. Artykbaev, Yu.V. Bromley), historians (M. Kozybaev, M. Mukanov), social philosophers (Zh. M. Abdildin, 3.Mukashev, A.N. Nysanbaev) ethnopolitologists (I. Kuserbaev), ethnoculturologists (J.K. Karakozova, A. Seydimbekov), ethnopsychologists (N. Dzhandildin. K. B. Zharykbaev, J. I. Namazbaev, V. K. Shabelnikov), ethnopedagogues and social educators (Zh. Asanova, K.B. Bolsheva, S.K. Kalieva, K.Zh. Kozhakhmetova) and others.

Today multiculturalism and multicultural education is determined by the state national-language educational policy. Its principles are reflected in the Constitution of the Republic of Kazakhstan, the laws “On Languages in the Republic of Kazakhstan” and “On Education”. [5]

Article 6 of the Law on Languages points out that: “Every citizen of the Republic of Kazakhstan has the right to freely choose the language of education and training.” [6]

Article 8 of the Law “On Education” emphasizes the importance of “fostering citizenship and patriotism, love for one’s homeland - the Republic of Kazakhstan, respect for state symbols, respect for folk traditions ...; familiarization with the achievements of world and national culture, studying the history of the customs and traditions of the Kazakh and other peoples of the republic.” [7]

Thus, multicultural education is an important part of modern education that helps students learn about other cultures, traditions, lifestyles, and spiritual values of peoples; educating young people in the spirit of respect for foreign cultural systems and can contribute to increasing the ethnic identity of the future generation. The development of a multicultural and multilingual educated person who knows and respects the culture and traditions of another nation is very important for our republic. Also knowledge of the language will always lead a person to his goal and dream. Since the future of Kazakhstan is in our hands, youth- country support.

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**UDK 81-25**

## **ENGLISH AS A PART OF THE ACADEMIC MOBILITY PROGRAM**

Review article

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Academic mobility is an opportunity to educate students. Academic mobility at L.N. Gumilyov Eurasian National University is carried out in two main areas: training students in Kazakhstani universities - training partners in foreign universities. Mobility programs are carried out under agreements between universities.

Academic mobility enables students, undergraduates, young scientists to live, study, work, internship in various cities of Kazakhstan and abroad, to study different cultures, countries and continents.

What is academic exchange? Training in academic mobility programs allows our students and undergraduates to improve their foreign language proficiency, deepen theoretical knowledge and practical skills, get to know the country better, get to know Kazakhstan and foreign peers [1].

The student of exchange program is a huge opportunity for students to develop both an individual and a specialist. I would like to emphasize that students of L.N. Gumilyov ENU worthily represent their country abroad. And the high marks of European teachers are a clear confirmation of the advanced knowledge and global skills laid down at ENU.

The development of academic mobility was back in Soviet times, and this process is not new. In modern conditions, universities are trying to develop academic mobility as a mandatory component of the educational process, i.e., academic mobility should become an integral part of the implementation of educational programs. This requires very serious changes in the work of higher education organizations, starting from the organizational requirements of educational programs and ending with changes in the regulatory and methodological base, financial resources are still required. Variability and individualization of training is an inevitable part of modern production. Therefore, it can be said that partial training in other educational institutions, provided by academic mobility, is an inevitable requirement for the training of a modern employee, necessary in the labor market [2].

Students and undergraduates of L.N. Gumilyov Eurasian National University have an excellent opportunity to study under the program of academic mobility at universities in the USA, Europe, and East Asia. Having won a grant from the Ministry of Education and Science of the Republic of Kazakhstan for studying, I and fifteen students from our university went for the autumn semester to the University of Warsaw in Poland.

Our unforgettable time in Warsaw began with meeting the mentors who kindly met us at the airport. Mentors are students like us who study at the University of Warsaw. From the first moment