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When planting trees, Ecosia needs to make sure the new forest ecosystem can function properly. Ecosia only plants trees in deforested areas where historically there have been trees – often in the shape of a forest, but that could also mean widespread savannah trees.

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**Conclusion:** summing up my research work, I came to the conclusion that Beyond the heroic efforts of community beach clean-up volunteers, the challenge of reducing plastic pollution all over the world will require a concerted effort from many sectors of society, including manufacturers, tourism, fishing and shipping industries, local authorities and governments, and all other users of coasts and oceans. The enforcement of existing laws would go a long way to improving the situation, but a whole new mindset is needed to work towards a world that is free of plastic waste. To better understand and rethink to follow mindful wasting we should consider the concepts like zero waste, plastic free are an effective way to solve the plastic waste issues.

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### FORMATION OF MULTILINGUAL PERSONALITY IN A MULTILINGUAL SOCIETY: PROBLEMS AND PROSPECTS

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**Introduction:** Modern system of education in Kazakhstan is directed to develop an intellectual, versatile and well-developed future community. Students are oriented to get the high-quality knowledge and practice the knowledge obtained. One of the basic and main strategies to develop language competences in students of Kazakhstan is the policy of trilingualism. Trilingualism in Kazakhstan is the combination of Kazakh, Russian and English languages in educational, and further in future career practice. Due to the impact of the Soviet Union, where the Russian language was dominating over others, Russian language still takes a significant place in modern independent Kazakhstan. Moreover, Russian language is the second official language in

Kazakhstan, which means it plays a huge role in the development of Kazakh society. Along with these 2 languages, English language takes an important place in modern society and in many spheres. As the first president of Kazakhstan said trilingualism is a necessity for our children, they are children of the Globe, so they must know Kazakh as a state language, Russian as a language of interethnic communication and English as a language of successful integration into the global economy. N.A. Nazarbayev has also noticed that implementation of trilingualism in education program is a preparation of Kazakhstan's children for future, as nobody knows which language will be dominating in the world [1]. Therefore, it is important to understand what kind of problems do students face with during the process of trilingual study, how the trilingual policy affects their development.

**Research question:** The article attempts to investigate the following questions:

- 1) How does trilingual education affect the development of personality? Do the youth support trilingual policy?
- 2) What are the existing problems of studying a language among the youth aged 16-25?
- 3) What kind of psychological barriers hinder learning foreign languages?

Multilingual society directly affects the development of personality. The problem of formation of multilingual personality is popular today in our society, as there is a direct impact of learning several languages at the same time on the development of qualities, on the formation of psychological barriers in studying process, such as embarrassment, stress, discomfort, on the way and manner person interacts with his surrounding community. Trilingual education allows understanding the culture of 3 ethnic groups (Kazakhs, Russians, and English) through learning the language. Multilingual society develops multicultural personality, knowing history and traditions of other ethnic groups (Russians, English, Germans, etc.) [3]. It helps achieve communication and tolerant relations between them. Consequently, it leads to self-development, enrichment of an inner world, and affects the versatile development of qualities related to moral values and practical knowledge of a person. It's important to note that speaking different language depending on the context, changes personality. It means, different language influences the person in its own way [4]. Except intercultural development, there is also a list of benefits of learning languages for human's brain from physiological perspective. Multilingual competence impacts on the improved cognitive skills and development of general brain functions. To be more precise, learning languages benefits in:

- Better planning, decision making and prioritizing
- Higher general intelligence
- Better memory, memorization skills, improved working memory
- Higher concentration, attention and focus
- Better performance in math, vocabulary and reading tests
- Exhibiting mental flexibility
- Switching from tasks to tasks more quickly
- Creativity
- Improved listening skills
- Being more perceptive of the surrounding [2].

The most popular problem of trilingual education is the problem of being concentrated on learning languages. Trilingual education implies learning of three languages – Kazakh, Russian and English. The problem in this case is related to the concentration ability on learning three languages simultaneously. In all three languages students learn grammar, read fiction books and practice both written and oral speeches. As three languages are intertwining to some extent in grammar, or spelling, students usually get confused. They might read the word in English, the same way as in Russian, so they mix up the rules because they automatically think about another language and its rules. Consequently, there are a lot of cases, when the order of words in a sentence in one language follows the word order based on the rules of another language. Usually, students order words in

Kazakh or English languages according to the rules of Russian language, as this language in Kazakhstan is the commonly used language of daily communication. The same situation can be seen from native Kazakh spoken groups. Therefore, it becomes hard for students to fully concentrate on learning another language, as originally, they are concentrated on the rules of that language, that they are used to speak in daily life the most. Moreover, simultaneous learning of three languages not always allows performing successfully all three, as people tend to prioritize languages, depending on their professional or educational activity. That is why, full concentration in one language results in weakening concentration in the other two.

The problems of using a language are related to the different reasons. The most common are: the language of surrounding community, the psychological barriers during learning languages and speaking practice, the problem of thinking in one language, but speaking on the second one, the problem of simultaneous translation in brain from one language to another. Community determines the rules, the behavior, if it speaks in Kazakh language; involuntarily you have to adjust to it. Person uses a certain language for specific purposes, within a specific society [4]. For example, in North Kazakhstan, people are used to speaking mostly Russian language, whereas in South Kazakhstan most people tend to speak Kazakh. Psychologically, a person does not want to be a community “outsider”, so usually he follows the community rules. As the process of learning foreign languages requires hard work, effort and time, psychologically it might be difficult for students to deal with it. There are a lot of cases, when a person feels ashamed, discomfort, fear of speaking a foreign language, out of fear of making a mistake. Thus, it leads to formation of speech barriers. The problem of thinking in one language and speaking the second is also wide-spread today. For example, some students in Kazakhstan are used to thinking, forming ideas, and mentally constructing sentences in Russian language in their brains. Thus, when they speak English, firstly, they think in Russian, so there is some pause, during which the ideas and words are mentally translated into English. Translating words in mind is not really good practice, when student learns and speaks a foreign language, because it shows the level of language skills. Therefore, it is also one of the biggest problems of students in Kazakhstan, as trilingual education implies switching from one language to another with no barrier or obstacle.

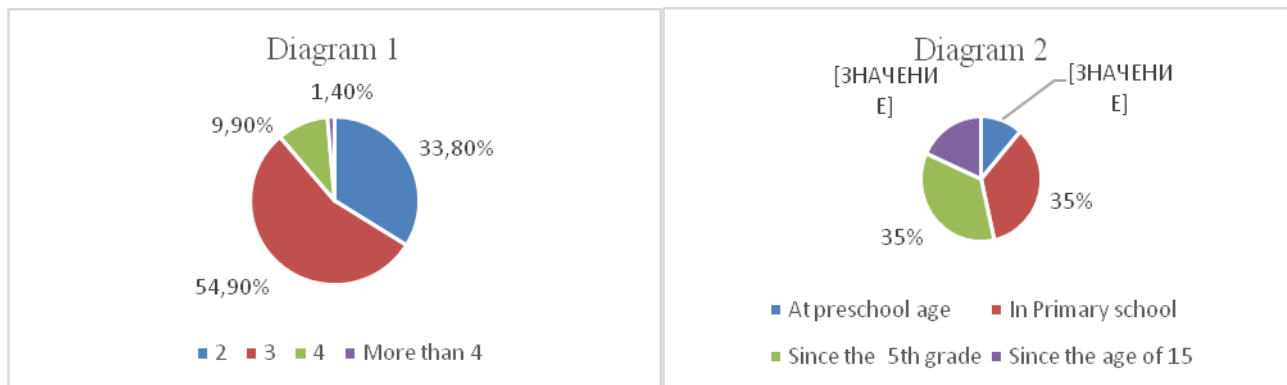
**Methodology:** For the empirical part of investigation, an online survey via Google Forms was conducted. The questions of the survey were oriented to outline: the average age of learning a foreign language, the amount of languages the respondents know, the psychological problems the respondents face with while studying a foreign language, the frequency of using language in professional and educational purposes. The number of respondents: 71, aged between 16 to 25.

<https://forms.gle/ohCQVWMa4yqYLFaTA> - the link of Google Survey.

### Analysis and results:

**Diagram 1: “How many languages do you know?”**

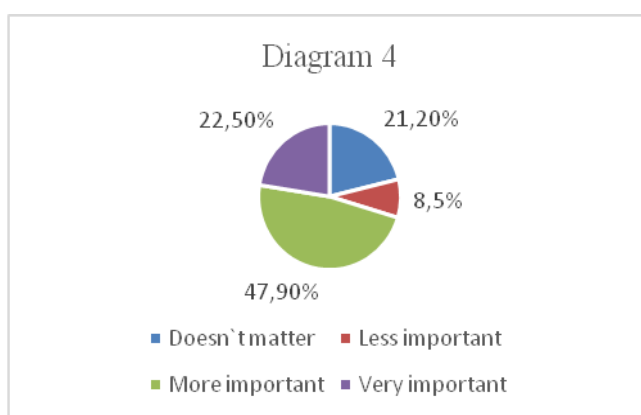
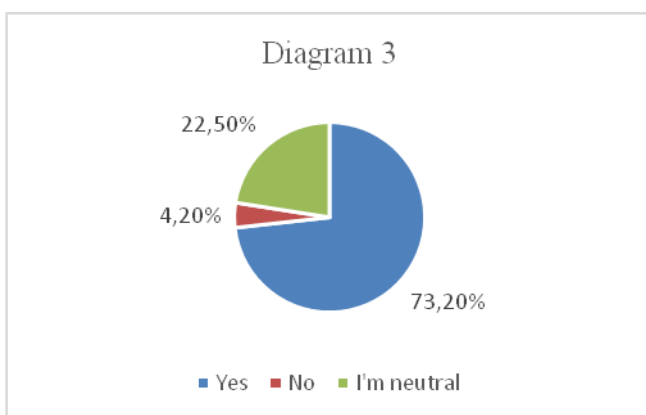
**Diagram 2 “When did you start learning foreign languages?”**



According to the results of conducted survey, it is seen, that more than half of the respondents (54,9%) know three languages (Kazakh, Russian, and English), as Kazakhstan has a trilingual education policy in schools and universities. The results also showed that a mere 1,4% of the respondents know more than those three languages, which means that there are youth who prefer learning foreign languages. A quarter of survey participants master only two languages, which proves to some extent some pitfalls of trilingual education policy in Kazakhstan. Based on the results of Diagram 2, generally it can be noted that almost the vast majority of the respondents (88,3%) start learning foreign language at school. Half of the respondents started learning a foreign language in primary school. It is not surprising, as trilingual education policy is oriented to students of the 1<sup>st</sup> grade at school. But only 11,3% of the respondents had started learning foreign language at preschool age.

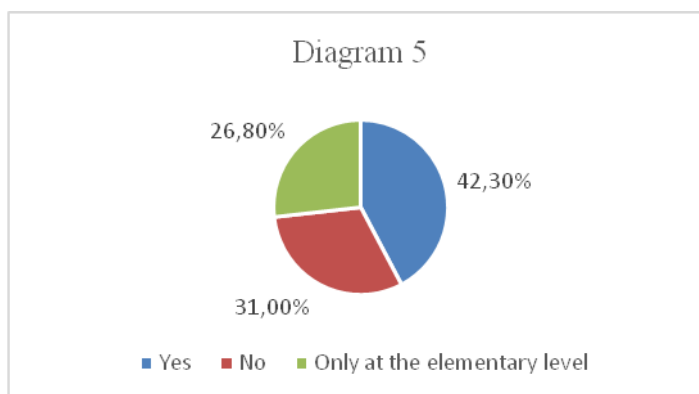
**Diagram 3: “Do you support the trilingual policy in education?”**

**Diagram 4: “Is the trilingual policy in education important in formation of multilingual personality?”**

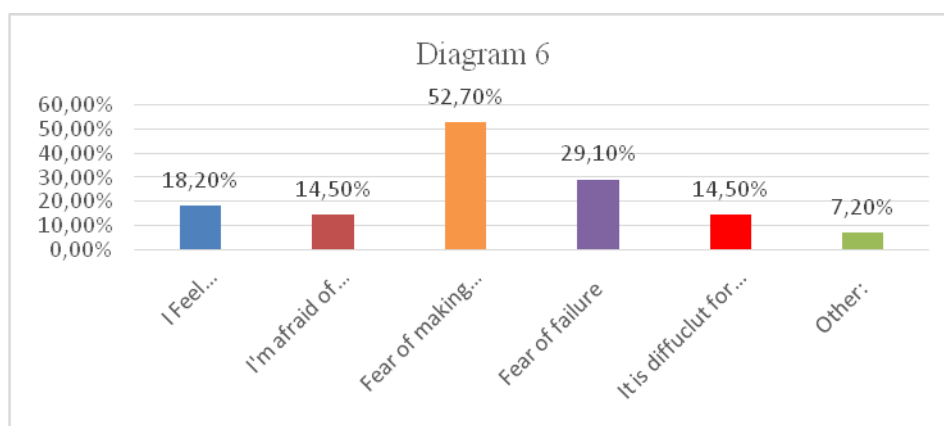


The results of Diagram 3 represent that the majority of the respondents, which is 73,2%, support the trilingual policy in education. However, there is a little percent (4,2%) of respondents, who don't support this policy at all, and almost one fifth part (22,5%) of respondents are neutral. Based on Diagram 4, it can be concluded, that generally, respondents agree with importance of trilingual policy in education. It proves the fact that trilingual policy is effective in formation of multilingual personality, as only 22% of the respondents does not agree with this statement. Moreover, the results of Diagram 1 represented that more than half of respondents (66,2%) know at least 3 languages, which indicate that trilingual policy in education works, as it impacts on developing multilingual personality by learning 3 languages, and even more by youth aged 16-25.

**Diagram 5: “Do you feel a psychological barrier while learning foreign languages?”**

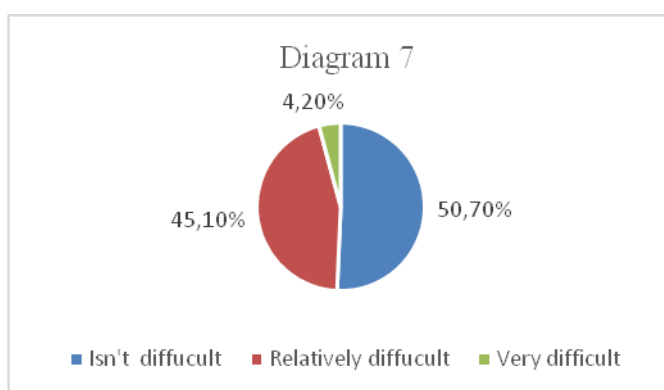


**Diagram 6: “If you feel, please, indicate the reasons (you may choose more than 1 option).”**

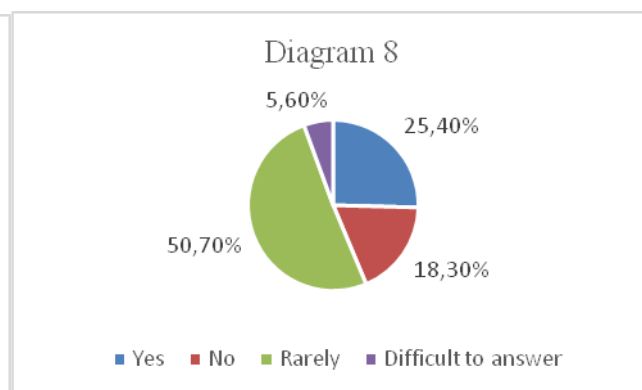


The results of these 2 diagrams prove to the biggest extent, that the respondents face psychological barriers while learning foreign languages, which proves the hypothesis discussed in the research part about existence of psychological barriers on the way to develop multilingual personality. Looking at the histogram, it can be concluded that the fears of respondents are similar, as they have chosen the same options – fear of awkwardness, fear of making oral and written mistakes, and fear of failure. The biggest fear met in respondents is the fear of making oral and written mistakes. Almost the half of respondents, which is 52,7%, find a fear of making oral and written mistakes as an important psychological barrier. It is also important to note, that psychological barriers usually met in students only at the elementary level, when the language skills, basic knowledge are not well trained and practiced, so it is likely to be exercised in every case of learning new language.

**Diagram 7: “How difficult is it to concentrate on learning foreign languages?”**



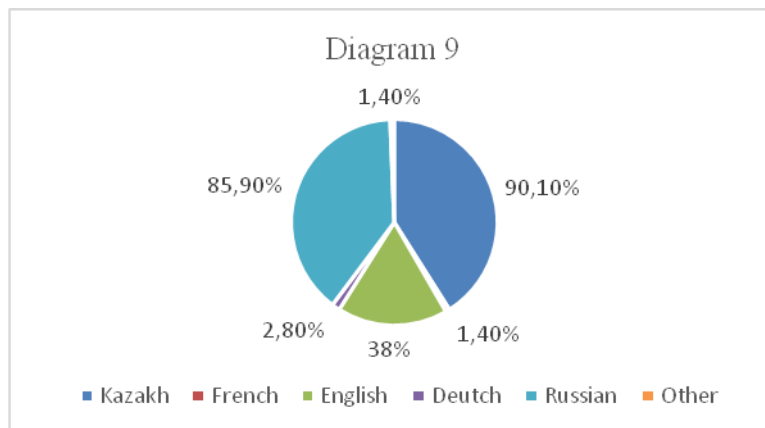
**Diagram 8: “Can you think in English?”**



Nearly 60% of respondents do not experience lack of concentration, according to the results shown in Diagram 6. However, almost 40% of respondents think it is difficult to concentrate on learning foreign languages, and there is a mere 3 % of those, who find it really hard to concentrate. The reasons can be different, but as it was mentioned at the research part, the most common is the problem of switching from one language to another. The next pie chart shows that almost 70% of respondents cannot think in English or does it rarely. This result proves the fact that was mentioned previously at the research part about translating words and sentences in mind from native (Kazakh or Russian, for example) into foreign (English) language while speaking. It shows that students in Kazakhstan are not used to thinking in English when they speak, because it is not their native, it is

acquired language. For 11 percent of respondents it was difficult to answer, so it might show that a small part of respondents do not even understand this problem, or cannot identify whether they can think in English or not. Only almost 20% of students can think in English, which might show their fluency in English language.

**Diagram 9: “What languages do you speak fluently (you can speak, read, write in)?”**



**Diagram 10: “How often do you use foreign language in daily activities (you may choose more than 1 option)?”**

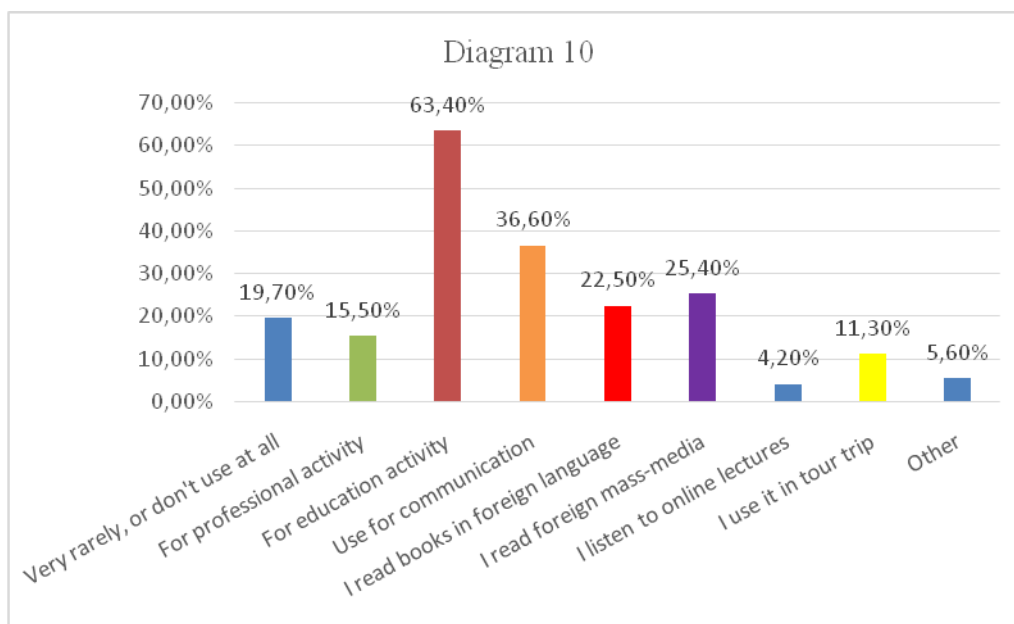


Diagram 9 represented the results related to the languages that respondents can fluently speak in. As the pie chart shows, only 38% of respondents can speak fluently in English. The number of English-spoken respondents is relatively low. The vast majority of respondents, definitely 85,9% and 90%, can speak in Kazakh and Russian. Relating the results of Diagram 9 to the data of Diagram 8, it can be concluded that among 38% of respondents, who can fluently speak English only 25.40% can think in English. It is a low rate for those who can speak English. The results of the given question were important to identify again the effectiveness of trilingual policy in education in formation of multilingual personality. By analyzing the level of mastering foreign language in daily activities, it can be concluded that 63,4% of the respondents use foreign language due to their educational activities. It means that the majority of the youth aged 16-25 in Kazakhstan

do not use foreign language in daily life except educational purposes. The research has revealed top 5 purposes of using foreign languages in daily activities among the respondents:

1. The vast majority (63.4%) use it for educational purposes;
2. Using foreign language for personal communication is in the second place with 36.6%;
3. Reading foreign mass-media (25.4%) and books in foreign language (22.5%) are nearly at the same level;
4. 15.5% use it for professional purposes;
5. The number of respondents, who use foreign language in trip tours equals 11.3%
6. Listening to online lectures in foreign language is done only by 4.2% of respondents, and 5.6% of respondents use foreign language for other purposes, such as watching TEDx performances, films and serials, and some TV shows.
7. Almost one fifth of respondents (19.7%) use foreign language very rarely, or do not use at all.

**Conclusion:** Based on the conducted survey, it can be concluded that trilingual policy in education positively affects the formation of multilingual personality in Kazakhstan. As this policy is implemented from the primary school, it allows students to learn three languages – Kazakh, Russian and English during a long-time period, which gives opportunity to practice all of the three languages in daily activities. There are many problems, which students encounter while learning foreign languages, since the process is difficult and complicated. It takes a lot of time and effort, requires maximum concentration and implies hard work to achieve a good result.

One of the main problems is the existence of psychological barriers, which occur due to the fear of making mistakes in oral and written speech, fear of awkwardness, fear of failure. This is a natural reaction, as by learning a new language, person's cognitive skills alter, knowledge becomes wider, a person discovers new culture and broadens outlook. Moreover, as results showed, the problem of mastering a language takes a significant place in modern society, as it is difficult for students to concentrate on learning foreign language, to think in English and freely communicate, without translating in mind words from Russian to English. But still, these problems worth to become a multilingual personality, because it gives a huge number of benefits.

Overall, learning a new language develops memory, and develops intelligence. Also, it positively affects creativity and critical thinking skills. It opens new opportunities in career. Therefore, learning new languages is an important step to become a well-educated and intellectual person. It trains person's brain from different perspectives – cognitive skills, cultural tolerance, communication skills, critical thinking skills, analytical skills, psychological side, as he or she overcomes different obstacles and problems while learning new language.

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