

соответствующие компетенции, позволяющие устанавливать межкультурный диалог, и адекватно координировать использование нескольких языковых систем и культур, не нарушая принципов поликультурного взаимодействия.

Франция, борясь за полилингвизм и культурное многообразие, сама является поликультурной страной. «Франкофония» следует политике языкового плюрализма, и ставит французский язык в роли сплочителя разных культур.

Хочу также заметить, что в связи с «Брекситом», лидирующая роль английского языка в ЕС вероятнее всего начнет ослабевать (даже если и не исчезнет вовсе), и значение французского языка, владение которым признается 19 из 27 государствами ЕС, и присоединившихся к Международной Организации Франкофонии, поднимется еще выше, что в свою очередь поднимает уровень привлекательности изучения французского языка, как иностранного.

Список использованных источников

1. Хэкетт-Джонс А.В. От билингвизма к полилингвизму: концепции многоязычия в условиях новой образовательной реальности // Международный научно-исследовательский журнал. — март, 2016. — № 3 (45). — С. 104-106.
2. Смирнова Т. П. Роль мультилингвизма в современном политическом процессе.— Нижний Новгород, 2015. — 173 с.
3. Craik, F.I.M., Bialystok, E. & Freedman, M. (2010) Delaying the onset of Alzheimer disease: Bilingualism as a form of cognitive reserve. *Neurology*. 75(19). PP. 1726–1729.
4. Послание Президента Республики Казахстан Н. Назарбаева народу Казахстана, 10 января 2018 г. «Новые возможности развития в условиях четвертой промышленной революции».
5. Guillou M. *La Francophonie. Nouvel enjeu mondial*. 1993. P. 13.

УДК 32:81'246.3

FOREIGN LANGUAGE AS ONE OF THE ASPECTS OF A MULTICULTURAL PERSONALITY FORMATION IN THE MODERN SOCIETY

Болатова Аружан Амангельдықызы

aru_zhan1221@mail.ru

Студентка юридического факультета ЕНУ им. Л.Н.Гумилева, Нур-Султан, Казахстан
Научный руководитель – Калиева А.Б.

Nowadays a person is characterized as a personality who can speak fluently two and even more languages, who realizes his belongings to his own national culture, who understands and respects original culture of a person and who can take part in an intercultural dialogue.

Multiculturalism is the way in which a society deals with cultural diversity, both at the national and at the community level.

Multicultural societies are characterized by people of different races, ethnicities, and nationalities living together in the same community. In multicultural communities, people retain, pass down, celebrate, and share their unique cultural ways of life, languages, art, traditions, and behaviors.

Today many contemporary countries are characterized by multiculturalism (cultural varieties), multilingualism, and different ethnic and confessional views.

Concerning the fact that the population has multiethnic, multireligious and multicultural views, many attempts have been made to coordinate the mutual varieties and the differences connected with the identity of civic and political unity.

The most important factors for successful cooperation in a multicultural environment are:

- knowledge of the culture of representatives of other ethnic groups, meaning recognition of the existence of differences between cultures;

- respect and rapprochement with a foreign culture, projecting acceptance of their differences without any judgment. It is not possible to claim that a particular culture is perfect, better than another culture.

People may have some of the linguistic or behavioral skills of another culture without any feeling for how to use those skills in culturally appropriate ways – a condition that I have coined being a “fluent fool.” (Bennett, 1997). Perhaps people acquired the abilities from short sojourns or training programs. In any case, like knowledge, the skills are not very useful unless they are accompanied by an Acceptance/Adaptation worldview (1).

Significant changes in the economic, political, cultural and social conditions of recent years lead to the expansion of international contacts. How the consequence of these changes is a natural increase in interest in multicultural education. Multiculturalism is an important part of modern education, it allows you to learn the features of different traditions, to see the General and national-specific in the way of life and cultural values of different peoples.

With a multicultural approach education aims to involve the young generation to ethnic, national and world cultures, to enrich it spiritually and to form the consciousness of a person capable of active and effective life activity in a multicultural environment and with a developed sense of understanding and respect for others the ability to live with representatives of these cultures in peace and cooperation.

Differentiation and elaboration of cultural categories allows for a rich experience of different cultures, and self-reflective consciousness allows for the experience of one’s self in cultural context (cultural self-awareness). Data is organized into cultural context; Culture-general frameworks allow systematic contrasts of behavior and values between cultures; Culture-specific frameworks allow analysis of behavior and values within cultural context (2).

It should be noted that the idea of multicultural education is not new and has appeared much earlier than the period of so-called globalization. Its historical roots they grow out of the works of a well-known Czech humanist teacher, writer and public figure Jan Amos Komensky, who lived in the late XVI – early XVII centuries.

The most important goal of education and upbringing, in his opinion, is " formation a citizen of the world who is aware of his responsibility for the fate of all mankind, and an effective means of its formation is pansophism-generalization of all extracted in the course of the development of the knowledge civilization-allowing to show the contribution of all peoples to the development civilizations". Further in his reflections Comenius emphasizes that "in the universal education system is dominated by native languages culture". This is not surprising, since language is an essential component of culture, and its study is a complex form of mental activity that gives not only the possibility of practical knowledge of the lexical and grammatical code of the language being studied, but and communicates to the spiritual riches of the people who speak this language, its history and centuries-old traditions, i.e. assumes the possession of socio-cultural competence [1, p. 134].

Today, there is no doubt about the relevance of multicultural education, its a worthy place in the theory and practice of educating the younger generation, since becoming a pedagogical strategy of modern education, multiculturalism focuses on the variability of decision-making, dialogism, respect for the individual, search new non-standard ways to solve problem situations. In relation to in a foreign language, multiculturalism can become synonymous with multilingualism proficiency in several languages. Since language is a mirror of culture in which it reflects not only the real world around a person, but also the mentality of the people, its national character, traditions, customs, morals, then multicultural reality directs the development of modern language education along the path of interdisciplinary integration, multilevel, variability, orientation to the cross-cultural aspect language acquisition. Knowledge of a foreign language is becoming more and more important a condition for the future professional activity of a modern specialist, whose activities are often impossible without diverse international contacts.

Therefore, learning a foreign language becomes one of the main production processes thus, language becomes a universal means of professional life, and a specialist without knowledge of a

foreign language is not always recognized a highly qualified specialist, even if they have a lot of knowledge in your profession. We can say that the expanding business and cultural relations with foreign partners are responsible for today's Russian education "public order" for training specialists who speak foreign languages, able to communicate with representatives of different countries and different cultures. In conditions foreign language proficiency is becoming one of the universal tools of globalization professional life of a business person.

In these days of modern approaches to teaching foreign languages should do emphasis on the continuity with the culture of the studied languages and communication and activity an approach that includes three components: external activities, internal activity and personal development. A modern specialist should not only understand documentation in a foreign language, but also be able to understand what you hear, Express your own opinion, negotiate, taking into account national interests features of the interlocutor, knowing the culture and customs, historical personalities and mentality his country. In this regard, teaching a foreign language at a University should include develop not only linguistic knowledge, but also communication skills and skills and focus on the socio-cultural aspect of learning.

Every day it becomes more relevant both for students and undergraduates, and for young professionals, as there are opportunities for education and internships abroad. The increase in international contacts makes the following demands special requirements for the modern personality, which are expressed in flexibility of thinking, openness to another culture, its norms and values, tolerance to a different life, a different cultural way of life. In reality, "we are often faced with limited thinking, inability to overcome existing stereotypes relative to the native and studied culture, which dictates the need for development multicultural personality of students" [2]. P. V. Sysoev defines multiculturalism as "objective property of social reality" and States that "we often do not we note that it is a kind of social constant, a social background on which our life is developing. A multicultural social reality is nothing more than a world populated and simultaneously created by "contributions", the efforts of representatives different cultures, their pictures of the world, points of view, customs»

Experience has shown that it is often significant to change national thinking it is more difficult than learning certain linguistic forms. Therefore, the study of a foreign language it can be more effective in determining the characteristics of the national language worldviews and cultural specifics of the country of the language being studied.

For a long time the main task of teaching a foreign language in a University is to use non-linguistic the specialty was to teach students to read and extract the necessary information from read, often only in their specialty. In solving this problem, the majority specialists focus on translation, because many authors believe that the translation is based on all the activities of semantic content analysis are being developed in the translation process. Orienting students who are interested in translation activities should be emphasized that translation is multi-faceted activities that result in the reconstruction of the content the source text, its structural and semantic connections by means of another language. However, to adequately convey the meaning and related mental content, the translator it is necessary to correctly perceive the original text: to identify its semantic pragmatic in formativeness and national specifics, i.e., to conduct a cognitive analysis analyze and select the most accurate semantic and functional-syntactic compliance, for which it is often necessary to perform various transformations, which in the integration of different structures often causes certain difficulties. Thus, the translator is often the interpreter / interpreter. To do this, students need introduce various translation techniques, highlighting their features and cases uses [2, p. 102].

Students should be able to use different substitution methods and please keep in mind that each level of the language determines its own choice of tools expression and transmission of information. But only knowledge of translation techniques and methods not enough. When studying a foreign language, students must master a solid volume country-specific information, to form a passive stock of the realities of another culture and ways to translate them. During the work on the texts students are required to obtain information that could expand the horizons of students

increased motivation of students, aroused interest in reading comprehension, caused emotional, mental, and verbal response and simultaneously served as a means of language learning. Therefore, the inclusion of not only highly specialized texts in the work, but also country studies and household material creates a favorable ground for the formation and development of students' cross-cultural competence, ensures their activity and personal interest, contributes to the formation of the social side of the personality of the future a specialist who meets the requirements of a globalizing society.

The importance of theoretical linguistic knowledge and translation skills, of course however, the realities of the modern world are of great importance in mastering a foreign language the world says that without the use of communication and activity we can't do this right now. In recent years, a particularly relevant view educational technologies in foreign language classes is a method of role-playing games. This type of classroom work is most effective at the stage of fixing the lexical material and consists in reproducing speech formulas related to household situations, usually remaining in a passive state at other types of activities, but so necessary for international communication, even if communication involves professional orientation. In addition to role-playing games, they help you successfully solve problems acquisition of communication skills such types of work as preparation by a student messages on a given topic, presentations, followed by its discussion by others participants of the group in the answer-question form or in the form of a conversation. The above-mentioned types teaching activities that form students not only speaking skills, but also non-speaking skills.

This type of activity largely determines the future success or the failure of all practical training in a foreign language, because a significant part of the information a person receives through the auditory channel in personal contact with the surrounding world (this is direct communication with people, and television, and radio, and cinema, theater, and various sound announcements at the train station, airport, etc.).

Thus, multicultural education is designed to ensure the formation of understanding the diversity of cultures in the world, foster a tolerant attitude to different cultures, develop skills and skills of productive interaction with native speakers of other cultures. Professional-oriented language training in significantly contributes to the formation of the social side of the future personality a specialist who meets the requirements of a globalizing society and provides high level of quality of education in General. Given the increased importance of ownership foreign languages, in modern education attempts are made to find more effective ways to organize classes for learning a foreign language, since it is language acts as a means of understanding the world picture, attaching it to the values created by the other people. At the same time, it is the key to discovering uniqueness and originality of their own national and professional identity, personal originalities.

The advancement of contemporary countries and multiculturalism are linked too with changes in educational politics too. The introduction of multicultural principles in education is a result of common processes of modern societies' democratization, requirements for law and respect of human rights and liberties, the process of globalization and the economic, technological, and cultural connection among peoples and countries.

An inseparable part of a national identity is culture, i.e. cultural identity. Multiculturalism is a fundamental organic part of every multinational human community appreciating veneration, supporting connection, and cultural independence. The most common social determination of culture is that the refers to an amount of material and spiritual values created by humanity during the history of social general and historical practice, while the origination of nations and their cultural development throughout time gains a characteristic mark of becoming a certain national culture. Every national culture carries its own specifications, but it also contains universal knowledge and values. Without them a national culture becomes provincial, closed and ghetto-like.

With the considerable growth of linguistic disparities, due to the liberation of many countries and peoples and the migration in the second half of the 20th century, the issue of education in native language, regional or some of the world languages was raised.

Concerning this, we should be aware that not a single nation has an absolute monopoly over the others. According to some data, the English language is used in 63 countries, French in 30, Spanish in 29, and Arabic in 27 countries. Some of the Western authors who study education in native language, point out that a serious problem may appear for some of the poorest nations in the world if they are about to imply education strictly in their native language. Many nations in the world are faced with this uncomfortable dilemma. It is a fact that neglecting the native language can result in a loss of cultural marks, but at the same time, confining only to a native

language and neglecting the world languages inevitably leads to isolation, and can't be of any interest for the nation. Therefore, even in primary education learning other regional or foreign world language, whenever possible, is very useful. It is well known that in the developed western European countries the English language is spoken as first foreign language [3, p. 87].

The context of this elaboration on the topic multiculturalism as an important feature of contemporary education, I assume that the following opinions might be summed up:

- great number of countries in the world have become multicultural, and in future their number is about to rise; every culture has its own specific characteristics which should be respected as such multiculturalism is potential treasure for every society; multiculturalism is not manifested only as a feature of a community, but also at individual level; in the center of multicultural education must be a person whose basic personal characteristics are: broad intellectual views developed and realized potentials, autonomy, tolerance, liberty, ability to criticize.

References:

1. Bennett, Milton J. "Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity." *Education for the Intercultural Experience*. Ed. R.M. Paige. (2nd edition.) Yarmouth, ME: Intercultural Press, . 1993 p 21-71.
2. Kosyakova Y.G [<https://elibrary.ru/item.asp?id=27436275>] Foreign language as a means of activating professional and personal development of a student PROFESSIONAL LANGUAGE EDUCATION materials of the tenth international scientific and practical conference. Publishing house: Nizhny Novgorod Institute of management-branch of the Federal state budgetary educational institution of higher education "Russian Academy of national economy and public administration under the President of the Russian Federation" (Nizhny Novgorod) 2016 p203-205
3. Kosyakova Yu. G. Foreign language as one of the aspects of the formation of a multicultural personality in modern society // Electronic scientific and methodological journal of Omsk state University. - 2018. -№2 (13) April-June. - URL <http://e-journal.omgau.ru/images/issues/2018/2/00577.pdf>. - ISSN 2413-4066

УДК 81-22

АҒЫЛШЫН ТІЛІНЕН ЕНГЕН КІРМЕ СӨЗДЕРДІҢ ҚАЗІРГІ ТАҢДАҒЫ МАҢЫЗЫ

Борхан Аяулым М.

ayaulymborkhan@gmail.com

Л.Н. Гумилев атындағы Еуразия ұлттық университеті
Журналистика және Саясаттану факультеті, С-11 тобының студенті
Нұр-Сұлтан, Қазақстан
Ғылыми жетекшісі – Кусаинова Р.Е.

Басқа тілдерден келген кірме сөздер - табиғи және тұрақты үдеріс.

Халықтар, елдер, мемлекеттер әрқашан бір-бірімен байланыста болғандықтан басқа тілдерден кірме сөздердің келуі заман талабы. Қазіргі таңда ағылшын әлемдік тіл болғандықтан, оның маңызы ерекше. Әрбір өзін дамытамын деген тұлға ол тілді толық