

TRILINGUALISM AS THE REFLECTION OF CULTURE

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One of the new areas in modern linguistic research is for language and culture. Many studies have focused on the development of national cognitive, national spirit, national values in a language.

A number of researchers are consider language as not only instrument, but also a great force that defines the traces of the national spirit that builds and rebuilds its culture by language. The basis of national culture lies in basis of a language. The ethnic, the national culture of Kazakh people is largely reflected in the language. In this context, the language is one of the main sources of our original culture, preserved by our national identity.

A language is a tool for conveying cultural heritage from generation to generation. According to professor A.Kaidar's words, every language has three interconnected activities. Its main function is to communicate, which means that members of the society are required to talk and exchange with one another. His second service is aesthetic service that is characteristic of the language of artistic creativity, which is particularly impressive with the image of the human being. This language function, of course, depends on the skill of the writer, the culture of speech quality. A third-language service, in its scientific terms, is often referred to as the accumulative service. It is the language that has been born centuries and accumulates all its vocabulary and brings it into a noble heritage for the future generations. The facts and data of the language are the stories that are stored all over the world. That is why we must first look for the history and ethnographic wealth of the ethnos [1].

Currently multilingual and multicultural education in the country is one of the main directions in the system of higher education. The university is the most important stage in the development of multilingual and multi-cultural personality. Here basic and vital principles are formed consciously. The Higher Education system creates a favorable environment for the students to fully realize their linguistic, cultural and ethnic needs and ensures the harmonious development of humanistic universal qualities as an individual.

During the reform process, which has been continuing since the independence of the Republic of Kazakhstan, the country's economy, as well as the social-spiritual sphere, is changing.

Our First President N.A.Nazarbayev in the program "Bolashakka bagdar: Ruhani zhangyru" states that in the future the nation's success should be determined not by its natural wealth, but by the competitiveness of its people. Therefore, every citizen of Kazakhstan should have the worthy qualities of XXI century. For example, factors such as computer literacy, knowledge of foreign languages, and cultural transparency are the necessary preconditions for everyone to move forward. Therefore, such programs as "Digital Kazakhstan", "Education in Three Languages" (Trilingualism), "Cultural and Interfaith Accord" are the main task of preparing our nation, that is, the preparation of all Kazakhstanis to the requirements of the twenty-first century [2].

The reform of the education system in the country is a testimony to this. In the annual message of the first President of the Republic of Kazakhstan N.A.Nazarbayev to the people of Kazakhstan it is emphasized that modern education development, professional development of personnel and further prosperity of the culture of the people of Kazakhstan are one of the most important tools to ensure Kazakhstan's competitiveness.

The first President's message, "Kazakhstan's way-2050: Common goal, common interests, common future", has a great deal of work to improve the quality of all national education, that school graduates should know the Kazakh, Russian and English languages, emphasizing the

importance of providing qualified specialists in mastering self-study and in-depth analysis of information, and puts great emphasis on higher education.

The relevance of the multilingual education is linked to many changes in all aspects of Kazakhstan's society in the new millennium of globalization. All of these changes are characterized by social modernization and aspiration to world integration processes. The gradual advance of Kazakhstan's economy creates a demand for foreign specialists in the country. Professional learning of a foreign language becomes a macroeconomic and important social factor.

The people in the society, especially young people, started to understand the importance of the three languages (Kazakh, Russian, and English): many people in the society, especially in the rapidly changing open-type society, have the opportunity to get acquainted with the world of culture, get acquainted with the world culture, and understand world-wide problems and news. Therefore, the choice of a higher education institution for many parents and school leavers is the deciding factor in the quality of education and the emergence of new technologies, innovative programs, and international educational space [2].

Nowadays, more and more attention is paid to the use of the language in relation to certain social and cultural events due to the widespread development and development of communicative approach to foreign language. An audio-to-talk technique, which is currently considered only in the context of a single sentence or phrase currently in use, has revealed that a pupil or student is unable to teach his inner thoughts in another language.

Familiar western educators in terms of communication consider social-cultural component as part of social linguistic education. That is, knowing the rules of behavior, values, and relationships will help you to properly interact and develop further [4].

The content of the social cultural component in teaching a foreign language can be viewed as a means of social communication in three ways, such as national mentality and national wealth. Of course, it should not be limited to any artificial barriers that involve culture on all sides. Therefore, these components are only proposed as the main focus areas of the system of critical approaches to the category of "culture".

English proficiency is the key to the world's recognition of young people. Knowledge of English opens unlimited opportunities for our youth. It is a guarantee of globalization.

The idea of "trilingual language" was announced at the XII congress of the Assembly of People of Kazakhstan held in October 2006. In 2007, the first president of Kazakhstan Nursultan Abishevich Nazarbayev in his message to the people of Kazakhstan "New Kazakhstan in the new world," he proposed to gradually implement a cultural project called "Trilingualism of languages" [2].

Along with the spiritual development of the people of Kazakhstan, this idea was marked as a separate direction of our domestic policy. The basis of the idea was that Kazakhstan should be recognized as a highly educated state with the use of three languages all over the world. They are: Kazakh - the state language, Russian - a language of interethnic communication and English - the language of successful integration into a global economy. In other words, the idea of triangular language can be expressed in the following simple and understandable formula: we develop the state language, support the Russian language and learn English [5].

"It is clear that the multilingual activity of linguists, linguocultural nature, communication with the language, cognitive processes, and the attitude of the person, therefore to a certain ethnic community, is the main, dominant direction, principle of modern language," - interviewer A.Kaidar [1].

Thus, communication between culture and language is complex, very close. Since culture is a hand-made material asset, it can not be perceived as a pure natural process. Because the language is spiritual value given to humanity. On the one hand, culture and language are like links between content and shape. Language - a culture of life, culture - its internal content. That is why we can say that language and culture are indistinguishable from each other.

The identity, civilization, intelligence, and literacy of any people are measured by its language culture, the breadth of its use, its scarcity and rationality. As our country has

independence, the status of a state language and its application has expanded. Obtaining a status of a particular language is not an easy task. This is because the language should be in the interest of the people who are the owner of that state, to the extent that it can meet the needs in all areas. Arts, literature, culture, media, radio, television, diplomatic relations, science, production, official records, etc. should become a necessary tool of the society serving the industry. Accounting, financial and technical documentation should also be maintained in that language. The media, Armed Forces, science and education, and international activities are also required to meet these requirements. Development of languages is one of the most important directions of state policy in the country. Optimal solution of language issues is also a prerequisite for interethnic harmony, consolidation of peoples and strengthening of public consent. The volcanic eruption of the volcanic era of the twentieth century has not slowed down today. The aspiration of the descendants of the nation that honors the language of the nation does not consist of continuous slogans. It is clear that we compare the current situation and the current situation. Of course, there is still a problem that is not worrying about, but it can not be wiped out with grass. The society has become aware of language destiny. This is the result of a state language policy, which has been undertaken so far in all probability. Therefore, it is not appropriate to teach the language separately from the culture of the people who use it as their language of communication [6].

The main purpose of trilingual learning is to form the communicative competence of linguists

Language - the language of speech, the power, the people's culture, the history. Through learning the language, a person can recognize the culture, history, traditions and customs of other nations.

Ultimately, the main direction of the language policy of Kazakhstan is the trilingualism of languages. The program aims to teach Kazakh, Russian and English fluently. This is normal for a multinational state. Living in unity and harmony of languages, and not displacing each other, is the so-called harmony of languages. Everyone knows that the priority is given to the state language.

The main goal of our country is to elevate the number of civilized countries, and the richly developed rich spiritual heritage of civilization is a special place. The main purpose of contemporary education is to form a comprehensive, spiritually rich personality.

As soon as the country began to withstand sovereignty, demand for Kazakh, Russian and English appeared. It means, in order to communicate with the best 50 countries and stand in the same level with them we should speak in Kazakh with Russian as well as English, this is the way how we have to show our level.

In short, the basis of our statehood is to learn the Kazakh as a subject and to study Russian English with the best practices of today's innovative technologies. It is an objective of a modern day [3].

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