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**«ҒЫЛЫМ ЖӘНЕ БІЛІМ – 2017»**

студенттер мен жас ғалымдардың  
XII Халықаралық ғылыми конференциясының  
БАЯНДАМАЛАР ЖИНАҒЫ

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СБОРНИК МАТЕРИАЛОВ  
XII Международной научной конференции  
студентов и молодых ученых  
**«НАУКА И ОБРАЗОВАНИЕ – 2017»**

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PROCEEDINGS  
of the XII International Scientific Conference  
for students and young scholars  
**«SCIENCE AND EDUCATION - 2017»**



14<sup>th</sup> April 2017, Astana



**ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ  
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to forget traditional standards of behavior and communication. Only in this way the strong basis will be built for the further development of English on the space of Internet, without risk of its impoverishment and extinction.

From the linguistic point of view, "Netspeak" is close to a slang: everyone has to know in what case you should and you shouldn't use it, that from the psychological point of view depends on education.

English is similar to the living creature, so the environment surrounding it, including the cyberspace, influences the direction of its development.

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### **WHAT IS THE ROLE OF ENGLISH LANGUAGE IN MULTILINGUAL SYSTEM OF EDUCATION?**

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“Kazakhstan must be regarded as a high-educated country all over the world the population of which speaks 3 languages: Kazakh as a state language, Russian as a language of international communication and English as a language of successful integration into global economics”, - these words of the President of the country N. A. Nazarbayev in his first readings “New Kazakhstan in a new world” in fact were one of the main objectives for modern Kazakhstan education which has to be competitive and qualitative. The high level of globalization of the modern world has inevitably concerned all spheres of human activity. Integration of Kazakhstan into world educational process has led to the need of modernization of system of secondary and higher education in the country. Leadership of Kazakhstan has in due time defined the leading tendencies of world development and in the field of language has offered polylingual system of education as the most perspective model of education for preparation of the competitive personnel with high language competence. In the 1990s, new concepts of education were developed, including the concept of ethno-cultural education, which provides a detailed definition of "multi-cultural identity". According to this concept, "a multicultural personality is the individual with a strong linguistic awareness. Knowledge of native and state languages, learning a foreign language broadens the mind of the individual, contributes to their multi-faceted development and to the formation of tolerance and vision of the world." This definition gives us an idea of the next generation. At present, in Kazakhstan, multicultural education and multilanguage identity are both in schools and in the family, and through the media. It has a kind of continuing education. The development of multicultural and multilingual education in Kazakhstan is a priority. The development of the Kazakh – Russian - English concept is an experiment in schools and universities. Schools began implementing teaching in three languages -Russian, Kazakh and English. During this experiment, there are conditions for the formation and development of a multicultural identity that holds three languages. Students not only learn to speak different languages, but they are acquainted with the

cultural heritage of the peoples of the studied languages, rethinking their own personality, based on human values. One of the objectives of polylingual education is familiarizing a younger generation with world-wide, global values, the formation of adolescents' ability to communicate and interact with other cultures in the world. Due to the important role of language in the modern world, the question of language teaching takes the leading role in our society. Teachers also need to know their own language and the language of international communication - English. The main aim of teachers is raising a multicultural personality knowing the customs and traditions of its people, multilingual, able to carry out communicative - activity-related operations in the three languages in all situations, striving for self-development and self-improvement [1].

Undoubtedly, the basis for the formation of a multicultural personality is multilinguism. Multilinguism is regarded as an effective tool for the preparation of the young generation in an interconnected and interdependent world. In this context, understanding the role of languages in the world today confronts us with the issue of training and improving languages.

The relevance of multicultural and polylingual education determined a general global trend towards integration in economic, cultural and political spheres. Polylingual education is a purposeful process of introduction to the world culture by means of several languages, when languages act as a way of understanding different cultural, historical and social experiences of various countries.

According E.M. Zhutova, "Kazakhstan, remaining a multi-ethnic and multi-confessional state, goes through a complex and controversial period of their cultural and language development. We can observe it in the linguistic situation in the country, according to the Concept of the language policy of the Republic of Kazakhstan. The core idea is to master several languages" [2].

The entry of Kazakhstan into the global community aims at creating a multicultural identity. K.H. Zhadanova argues that "Multilinguism can be regarded as an effective tool for the preparation of the young generation in an interconnected and interdependent world. Graduates of schools and universities should have a multilingual communicative function; such standards have a lingua-cultural level, which would allow them to realize themselves professionally on a global level"[3]. Social need for specialists with Kazakh, Russian and foreign languages improves the role of multilingual education. In a broad sense, polylingual education is a process of formation of the polylanguage person on the basis of simultaneous acquisition of several languages as "fragment" of socially important experience of mankind. To be more precise, it is the purposeful, organized, triune process of education, development of the individual.

The factor of polylingual education will certainly contribute:

- to increasing the competitiveness of Kazakh language as state language, rising its efficiency in the sphere of obtaining professional, socio-political, cultural information;

- to strengthening of the status of Russian language as most convenient means of communication and implementation of the interstate relations with the CIS countries and other Post-Soviet countries;

- to advancing English language as dominant foreign language to the level of the Kazakh-Russian bilingualism.

Moreover, initiation of a polylingual education system promotes formation of the person capable to active life in the multinational and polycultural environment, with the developed sense of understanding and sentiment of respect for other cultures, ability to live in peace with people of different nationalities, races and beliefs. It should be noted that implementation of trinity of the Kazakh, English and Russian languages is fundamental for a multilingualism in Kazakhstan. Thus, the special position of the Kazakh language as a state language, traditional orientation of the Kazakh society in the Russian language and Russian culture is taken into account. It was laid by the great educators A. Kunanbayev, Ch. Valikhanov, I. Altynsarin and others. Generally, in Kazakhstan, the level of knowledge of the Russian language and the degree of its use as an instrument of interethnic communication are quite high. However, English language at this stage of development of human society undoubtedly occupies the most priority position in comparison with other world languages in terms of quantitative, geographical and functional factors.

So what is the role of English language in the multilingual system of education?

Language is an objective reality. At the same time, it is connected with the sphere of consciousness, with the spiritual life of people. But there is no doubt that language is a social reality. It exists outside of each of us, regardless of our being and consciousness. We are born and we die, but language of the people continues to exist. However, it cannot exist without regard to a society that consists of individuals, cannot exist without regard to the self-consciousness of the ethnos, to the collective public consciousness and the linguistic self-consciousness of the individuals speaking it. The information space within a certain historical time is the most important factor in the formation of conscious human activity due to the function of language. It is known that language performs more than 20 various functions. Three main spheres of use of language are usually distinguished, namely: public, household and art. In terms of geographical factor, language is divided into two types: pandemic and endemic. English is considered pandemic, as it is widespread in many countries and continents (for example, the Kazakh language is endemic and used in one country). Communication of tourists outside their language environment is mainly not in the language of the host country, but in English, as the most common. There are data that almost one fifth of the population of our planet in some way knows it. It means that at the moment English is a lingua franca. «A lingua franca also known as a bridge language, common language, trade language or vehicular language, is a language systematically used to make communication possible between people who do not share a native language or dialect, particularly when it is a third language that is distinct from both native languages. Lingua francas have developed around the world throughout human history, sometimes for commercial reasons but also for cultural, religious, diplomatic and administrative convenience, and as a means of exchanging information between scientists and other scholars of different nationalities»[4]. “If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart,”- noted Nelson Mandela. However, due to emergent multilingual societies, the need for a lingua franca, which could be the base for communication in language communities without a common language, is growing steadily. For some time English, being a widely spread language and used for intercultural communication, has taken on a strong position internationally.

It is well known that a huge amount of scientific Literature: that contains a lot of useful information is written in English. If a person knows the language, then he gets more information than the one who does not speak the language, therefore has the highest level of academic knowledge. Because English is the dominant language in the sciences, most of the research and studies people find in any given scientific field will be written in it as well. At the university level, students in many countries study almost all their subjects in English in order to make the material more accessible to international students. Moreover, reading foreign books in the original context, without translation, gives individuals opportunity to more fully understand the context of the text. Translation cannot always convey the correct meaning of words, which can lead to an incorrect concept of information. Besides, it is conventional that the publication in English opens ample opportunities for exchange of scientific discoveries and cultural achievements, which in turn expand the horizons of people.

It follows from the foregoing that the knowledge of the English language makes it possible to study at prestigious foreign universities, since it is one of the most important selection criteria for admission. Having a diploma from the University of London, a graduate gets an opportunity to get a job all over the world, because, as we know, a diploma issued in the United Kingdom is one of the most convertible.

Nowadays English became language of modern business communication therefore its value in economy and business is enormous. Any big company will hire their professional staff after getting to know whether people they are hiring are good at English or not. Companies who want to function at an international level only consider their staff well educated if they are good English speakers, writers, and readers. Consequently, advanced level of knowledge of English language promotes successful career in various countries.

Its role in mass media, in the Internet is generally exclusive: the most part of the Internet

resources operate in English, computer programs are also presented in English. Even sites in other languages often give people the option to translate the site. It's the primary language of the press: more newspapers and books are written in English than in any other language, and despite the location of the people some of these books and newspapers will bombard them with information anyway. In fact, because it is so dominant in international communication, people will find more information regarding nearly every subject if they can speak this language.

In addition, it is most often chosen as a working language of the international scientific and special professional conferences and symposiums. Kazakhstan's participation in such meetings will increase authority of the country on the world stage. English language also takes the important place in other spheres of human activity: science, equipment, trade, sport, tourism, art, aircraft and navigation.

Using English language leadership of the country decided to introduce a multilingual education system and created special program- the program of development of education system in the Republic of Kazakhstan for the years 2011- 2020. According to this program, starting from 2011, the multilingual teaching staff training is carried out. For this training, the state compulsory education standard foresees the increase in number of credits for foreign languages in the cycle of basic classes; and changes are introduced to the education programs. It is expected to increase the number of teachers of natural sciences and mathematics speaking three languages up to 15% by 2020. The network of specialized secondary schools for gifted children has been also formed. There are 33 schools teaching in three languages in the country today [5]. In these schools, mathematics, physics, chemistry, and biology are taught in English. Educational and cultural activities to increase students' interest in the discipline and to improve the level of education and self-discipline, as well as creative work weeks, creative work ten days, and other cultural events are carried out in three languages [6].

Currently, some of the principles have already been formed in the system of polylingual education:

- Kazakh - Russian - English;
- learning languages should go hand in hand; the mother tongue must be the basis;
- learning a foreign language should be based on the training of verbal thinking, mastery of new means of expression of the target language.

There are significant changes in the requirements for the results of the training and education of the modern younger generation, the urgent need to form a willingness and ability to live in an open society where there is coexistence of various nationalities and ethnic groups, and therefore, representatives of different languages and cultural traditions. At this stage of development of society the issue of multiculturalism and multilingual educational environment of educational institutions is of great importance, where the process of identity formation occurs not only by raising the level of national identity, but also on the ability and desire to carry the knowledge of their own country, to comprehend the characteristics of languages and cultures of other countries [7]. Multicultural and multilingual education models can serve as an effective force of dialogic interaction of different nationalities, in spite of their different cultural preferences.

Summing up, it should be noted that in the Kazakh society a conscious understanding of the need for a multilingual education has been formed, not only at the state level, but also at the personal level. Integration into the world economic space is not possible without knowledge of world languages, in particular without English. Its role in the multilingual education system is great; it is more due to the fact that in modern society the process of globalization is accompanied by the dissemination of information in English. At the moment, knowing Kazakh, Russian and foreign languages is becoming an integral component of personal and professional activities of mankind. It leads to a need for a large number of practically and professionally multi-lingual people, who can take a more prestigious, both socially and professionally, position in society. Due to the aforesaid, polylingual education appears as the many-sided and multidimensional phenomenon showing not only pedagogical problems, but socio-cultural and linguistic problems of formation of the polylanguage personality.

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## **ASSUMED SHIFT OF LANGUAGE POLICY IN JAPAN TOWARD OUTPUT-ORIENTED**

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In the era of ‘new warfare,’ most States have been caught in a dilemma between tidal wave of globalization and national security. Arguably, Japan, a country situated in Far East Asia and has world’s third largest economy of the date with the population of over a hundred and twenty million, has great difficulty making a decision which to encourage. With a great understatement, Japanese society is not eager to obtain foreign labour force, especially those who are unskilled. On the contrary, in 2014 Japanese cabinet office published a trial calculation according to which Japan would suffer the great population loss and economic contraction in a hundred years. The trial calculation therefore suggests acceptance of two hundred thousand immigrants.

It is undoubtful that one must take into consideration several factors in assessing the ground on which Japanese are reluctant to accept foreign workers or immigrants. However, as official calculation showed, shrink of economic volume is inevitable without accepting foreign workers. Accordingly, Japanese society has to arrange itself for adoption to the shift toward acceptance. In this context, research work on language policies in Japan play significant role, because the shrink of population is no longer the story of ‘if,’ and supply of Japanese speakers into Japanese society would be presumably insufficient to even maintain the economic scale. Simultaneously, expanding market is feasible option as a future strategy of Japan. From perspective thereby, this article treats the current language policy in Japan.

No wonder English is the best known foreign language in Japan. English education has become obligatory since 2011, since fifth grade elementary students (ten to eleven-year-old students). Yet still, English as a subject is not systematized because since 2011 English has become an obligatory, but, for example, its textbooks and way of estimation are not unified. All its contents are under the discretion of each elementary schools, and there was no textbooks given the official sanction from the Ministry of Education, Culture, Sports, Science and Technology (hereinafter MEXT). Accordingly, most middle private schools have not introduced English into entrance examinations.

Compared to other Asian countries, Japanese policy toward English education goes remarkably behind. Taking Korea as example, Korea has achieved a sense of crisis with transnational competitions. For Korean companies, possible competitors are not in Korea, but rather