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**MULTILINGUALISM IN KAZAKHSTAN AS A BASIS FOR
INTEGRATION INTO THE WORLD COMMUNITY**

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Annotation

The article deals with the problems of multilingualism. Knowledge of several languages helps young people communicate freely in intercultural multilingual environment and be competitive in the international labor market. Integration processes, the growth of professional and academic exchanges, international interaction and cooperation contribute to the development of multilingual education in Kazakhstan.

Key words: integration, cooperation, education, foreign language, international, exchange of experience, competitiveness

Kazakhstan is a multinational country with a multilingual population. Maintenance of interethnic peace and harmony in modern Kazakhstan society is supported by the language policy which reflects interests of all people and provides observation of the language rights of all ethnic groups living in the Republic of Kazakhstan.

At the present time the role of three languages is increasing in public sphere: the Kazakh language as the state language, the Russian language as the language of international communication in the republic and the English language which serves as an important factor of successful integration into the world economy.

In 2006, the first President of the Republic of Kazakhstan announced the idea of the cultural project «Trinity of languages», which is considered as one of the long-term development strategies of Kazakhstan. Implementation of this project will largely determine the formation of a new generation of Kazakhstan speaking fluent several languages, having wide opportunities for positive growth and formation of competitiveness, both in the professional sphere and in personal self-realization [1, p. 30].

In the state program of development and functioning of languages in the Republic of Kazakhstan the aim is the harmonious language policy

providing full-scale functioning of the state language as the most important factor of strengthening of the national unity under maintaining the languages of all ethnic groups living in Kazakhstan. All activities provided for this Program are based on the priority of the development of the state language as the most important factor in strengthening national unity and are aimed at fully satisfying the spiritual, cultural and language needs of the citizens of Kazakhstan. Implementation of the Program provides the improvement and standardization of the methodology of teaching language, raising the prestige and demands of the state language, as well as improving the language culture and learning foreign languages in the state [2].

In this regard, in Kazakhstan great attention is paid to the development of languages, the study of which will help the integration of Kazakhstan into the economic and cultural spheres of the world community.

It is necessary to note that the current language situation in Kazakhstan is unique in the history; it gave the opportunity to live in peace and harmony to all 130 ethnic groups living in the Republic of Kazakhstan. It is unique at the world level. Real bilingualism in Kazakhstan is a rare historical fact for the Kazakh people. This is an exceptional language situation in the world [3].

So, at the beginning of the new Millennium some points arise: uniting with the world culture, approximation of the educational level to the European standard and mastering foreign languages. At the present time, one of the main tasks in education and science in our republic is teaching young people English, because it is the language of international communication in modern world. Changes in social and economic development of the Republic of Kazakhstan in the last decade significantly broadened relationships in the international community, which caused the need to speak English for cooperation with other countries; participation in various programs of academic mobility to develop education; language training in English-speaking countries. On this basis, we observe that these factors and a number of others increase the desire of young people to master the English language at a high level.

The study of languages is important as a means of understanding mentality and culture of other peoples and, finally, should lead to mutual enrichment of cultures and mutual understanding of peoples. The main principles of UNESCO, put on the basis of numerous projects of the Council of Europe connected with education, are the principles of «polylinguism» and «multiculturalism», providing the academic mobility of young people. Knowledge of native and state languages, learning a foreign language

promotes the formation of tolerance and wide vision of the world [4, p.268-269].

In the conception of the development of the foreign language education of the Republic of Kazakhstan it is emphasized that «intensively developing integration processes in the last decade, a new level of academic mobility, enlargement of international cooperation have stimulated the progressive development of the foreign language education. In these conditions, a foreign language gets the status of an effective tool for the formation of the intellectual potential of society, which becomes one of the main resources of the development of a new state at the present historical stage» [5].

Thus, modern integration processes and activation of interaction between countries in an open and interconnected world put forward the study and mastery of foreign languages in educational priorities as a mandatory competence component of the model of a modern specialist, as an effective tool of preparing the young generation for life in the new conditions of international interaction and cooperation [6, p. 24].

The role of the English language as a means of integration into the world community is great. This language has become the international language of communication and interaction of people in various international, scientific, technical and political conferences and symposia. Foreign language teachers should motivate their students to learn foreign languages, use innovative pedagogical technologies and teaching methods at the English classes.

It is necessary to emphasize that training of specialists in non-linguistic faculties of universities implies the formation of foreign language communication skills which would allow to implement professional contacts with foreign partners in different spheres and situations, and the purpose of teaching foreign languages in non-linguistic universities is to achieve a level sufficient for practical use of a foreign language in future professional work. Experience shows that integration with special disciplines plays an important role in solving this problem.

At the present time, in our multinational and multi-confessional state the problem of multilingual education has become very relevant.

Today, language training in Kazakhstan universities is conducted in the context of studying foreign language culture, which includes linguistic, regional studies, aesthetic and social components. Training and learning languages on a cultural basis is essential in the process of establishing global communication, understanding and cooperation with representatives of different cultures speaking different languages [4, p. 268].

Integration of Kazakhstan into the world community sets a goal before the education system - formation of a multicultural personality. Modern society requires specialists, who have a good command of several foreign languages. Thus, within the framework of multilingualism, the main purpose of Kazakhstan's teachers is to educate a multicultural person who has good knowledge of the history and traditions of his people and speaks several languages.

Kazakhstan's teachers believe that «education is the most important stage in the process of formation and development of a multicultural personality, the stage when the basic values and life principles are consciously formed. It is just multilingualism that can give a student favorable environment providing a harmonious combination of the development of humanistic universal qualities of an individual with the possibility of full implementation of his national-cultural, ethnic needs» [7].

In this context, it is impossible not to agree with the opinion of O.A. Richter that «the state policy in the field of education before us, teachers, sets the task of forming a new personality with a high level of intelligence and humanistic orientation, a multicultural personality, integrated into the global cultural process, an individual with developed national consciousness. Multicultural personality is a very broad concept. It is an individual oriented through his own culture to others and having a number of intellectual and socio-cultural qualities and orientations...» [8, p. 16].

Also it should be noted that multilingual education in Kazakhstan is aimed at further strengthening the potential of the country, which the society should support. Speaking fluently in three or more languages is the part of the national ideology aimed at the formation and development of competitive Kazakhstan. The language policy of our country harmoniously takes into account the interests of all people of Kazakhstan, provides the observation of the language rights of all ethnic groups of our country [9].

According to K.H. Zhadanova, «multilingual education is a purposive, organized triune process of training and education of the individual as a multicultural personality. The basis of this process is the simultaneous acquisition of several languages as an important part of the socially significant experience of mankind. The positive result is an emotional and valuable attitude to language and culture. The most important functions of multilingual education are:

- modeling of the cultural-psychological and sociological approach, while implementing of which the balance of national and spiritual values is determined;

- development of multilingual consciousness based on the dialogue of cultures» [10, p. 34].

In the Republic of Kazakhstan, education is one of the most important priorities of the long-term strategy «Kazakhstan-2050». The general purpose of educational reforms in Kazakhstan is adaptation of the education system to the new socio-economic environment. Improvement of the educational system plays an important role in achieving this purpose. Within the framework of implementation of this strategy, the modern stage of modernization of Kazakhstan's system of education and science implies availability of quality education for every citizen, and the obligatory condition is patriotism, respect of the history, culture, customs and traditions of their homeland.

At the present time, the content of educational programs of universities is modernized. In this context, it is planned to develop educational programs, textbooks and teaching materials in English. The necessary requirement to university graduates is their competence that meets the expectations of employers. Therefore, in educational programs of the bachelor's degree will be included special disciplines reflecting innovative technologies of industry and giving qualifications which are in high demand in the labor market. In the future, the study of new disciplines on master's program will be conducted mainly in English.

According to the UNESCO concept, multilingual education requires knowledge of at least three languages. Now knowledge of one or more foreign languages is a requirement of society. At the present stage of the development of science and technology, knowledge of foreign languages is necessary for a specialist of any sphere. Today, knowledge of languages helps receive varied and wide-ranging information; use the Internet; develop business contacts; worthily represent our country in the world arena in any field of activity.

Implementation of trilingualism is fulfilled in all levels of education. Multilingual education has many positive aspects: all components of foreign language communicative competence are developed in schoolchildren. Great attention is paid to the study of general tendency of the modern language policy in Kazakhstan: the revival of interests in national languages and national cultures, the desire of broadening the social functions of the state language in different spheres of communication. Language and cultural centers are organized at the houses of friendship of peoples. Bilingual education is necessary for the multilingual state of Kazakhstan [11, p. 209-210].

Today, for contemporary citizens of Kazakhstan, knowledge of three languages is an obligatory condition for their own well-being in the labour market. Already at school, many schoolchildren master Kazakh, Russian and one of the foreign languages. Language is studied in parallel with the traditions and customs of the country, as «the language in origin is connected with culture and is improved together with society. The organic connection of language with culture and society makes it an essential component of the national spirit» [12].

Kazakhstan's society is becoming multicultural, as migration processes grow not only in our country, but also around the world. Communication with the help of new information technologies contributes to the fact that multilingualism has become an integral characteristic of any modern society. Knowledge of foreign languages becomes an instrument of mutual understanding and plays a leading role in communication with foreign partners. Therefore, possession of several languages at the current time becomes the norm and will help our youth find their position in a multilingual society. As the world experience shows, multilingualism is a wise and natural way to overcome language barriers in multinational society.

In our opinion, the establishment of business, cultural contacts and economic ties with foreign partners dictates the need to use a linguistic and cultural approach in teaching foreign languages. The most traditional form of linguistic and cultural studies is the use of the texts in the history, geography, culture and literature of the country of the studied language in the educational process.

In the context of the trilingualism program language courses for both students and teachers are conducted in universities of the country; students' competitions on various topics are held in Kazakh, Russian and English. Students write graduation essays, publish their articles (theses). To educate competitive specialists academic, educational and scientific activities in universities must play a significant role in the professional career of specialists in various branches of the economy in modern world.

For this purpose, at language departments round tables, debates and conferences are held in Kazakh, Russian and English. The Day of Languages of the people of Kazakhstan is aimed at improving and promoting language culture. Outstanding figures, artists, media are invited to the event. In the republic at the houses of friendship of peoples language and cultural centers are organized. In our country much attention is paid to the revival of interests in national languages; a lot of work is carried out on the study of languages, culture, history and traditions of the peoples living

in Kazakhstan, which contributes to the broadening and intensification of relations of ethnic and cultural associations with their historical homeland; education of intellectual, successful and multicultural personality.

Thus, one of the important tasks of the education system in Kazakhstan is the integration into the world educational environment. It means that modern education should focus on training specialists able to carry out their professional work in the intercultural multilingual environment. Fluent foreign language professional communication in the future let them be competitive in the world labor market and become mobile participants in rapidly developing international relations. Teachers, in turn, set a goal of training comprehensive, qualified specialists with a good command of foreign language skills, enabling them quickly adapt to the conditions of the competitive environment. In our opinion, the necessary indicators of competitiveness of university graduates are their profound knowledge, skills and professional competences that meet expectations of modern employers in the international labor market.

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Түйін

Мақалада көптілділік мәселелері қарастырылады. Бірнеше тілді білу бүгінгі жастарға көптілді ортада еркін қарым-қатынас жасауға және халықаралық еңбек нарығында бәсекеге қабілетті болуға көмектеседі.

Резюме

В статье рассматриваются проблемы полиязычия. Знание нескольких языков помогает свободно общаться в межкультурной полиязычной среде и быть конкурентоспособным на международном рынке труда.