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THE WAYS OF IMPLEMENTATION OF THE TRILINGUAL POLICY OF KAZAKHSTAN IN THE PROCESS OF EDUCATION

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The article examines and analyzes the regulatory documents regarding the development of a trilingual educational policy of Kazakhstan, as well as the requirements of state educational standards of appropriate levels of education in order to determine ways to implement policies in the educational process. The table proposed in the work analyzes a number of chronologically adopted and being implemented state programs in terms of their main goal and directions in improving the education system in Kazakhstan. The authors determine the historical background of the introduction of the multilingual policy of the educational system and its positive impact on the development of the educational level. Also, the requirements for the three languages were compared and analyzed (on the example of writing skills), which coincide in many ways, and as a result, the need to develop a curriculum and methodology that allows developing skills in all three languages: Kazakh, Russian and English was noted. On the basis of conclusions about the possibility of developing a universal methodology for teaching all three languages in schools in Kazakhstan, authors propose a technique for developing writing skills.

Key words: *state program, education system, trilingual education policy, writing skills*

Introduction

“Language is the path of civilization and culture ... Therefore, the study and preservation of language. is not an idle occupation of nothing to do, but a must” (A.I. Kuprin). Language was the memory of the people. With it, everyone could touch the ancient historical events. Gaining more knowledge about the world in which they lived, people developed and soon found themselves on the path to civilization and development, both socially and materially. Ultimately, language is the pivot of a national country. Therefore, the question of language is not only cultural, but also political [1].

At present, it is necessary to welcome an in-depth study of foreign languages, especially in the context of the globalization of education. It is another matter how language training is organized in Kazakhstan. During the development process of both the country and the education system, the government discussed and adopted a number of documents aimed at its development and improvement. The introduction or application of any methodology of teaching languages of doubt should begin with a thorough study of state standards and requirements described in state educational documents. In our case, the desire to develop the three languages in parallel coherently makes it necessary to find common ground between requirements and standards, from which we should begin the process of developing methods and approaches. The *scientific significance* of the article, in which the authors consider the features of the state educational policy, analyze state documentation and compare the requirements for learning three languages, Kazakh, Russian and English, consists in conclusions about the similarities in the expected results and, as a consequence, in the possibility of choice of a strategy for teaching a foreign language, which in condition of collaborative work, will lead to a positive effect in learning all three languages.

The need to develop the aforementioned collaborative methodology was the result of problems with writing skills identified in one of the trilingual schools of the Almaty region by interviewing teachers and students as well as checking the written works of the participants.

The reported research showed a low level of academic performance in writing skills and lack of interest and enthusiasm when performing written assignments in English, Russian and Kazakh, what could not be said about other types of speech activity, especially speaking in English, which was fairly well developed. Among the reasons mentioned by teachers were the length of the learning process and the

assessment of the written skills of students, the high possibility of subjectivity of the feedback and a lack of competence and strategic writing skills, which most often forced them to simply avoid working with the development of writing skills.

Thus, it was suggested that, in case of similar goals and objectives of teaching three languages (Kazakh, Russian and English), the transition of language learning strategies (in this case, writing skills development strategies) from one language to another could simplify the learning process, take less time and lead to a more effective result. Thus, the realization of the proposed methodology requires a thorough study of state standards and requirements in order to identify the basis for its implementation.

State policy and documents on languages

The particular importance was placed at the development of languages in the country, in connection with which a number of documents were developed, supplementing and improving each other. The chronological list of some of them is as follows:

- March 1987** On improving the study of the Kazakh language
- September 1989** Law on Languages
- June, 1990** State program on the Development of the Kazakh language and other national languages in the Kazakh SSR in the period up until 2000
- 1997** Law of the Republic of Kazakhstan on languages
- November 20, 2007** "Trinity of Languages" was approved by the Decree of the President of the Republic of Kazakhstan (State Program for the Development of Languages in the Republic of Kazakhstan for 2001-2010, 2007)
- 2011** State Program for the Development of Languages in the Republic of Kazakhstan for 2011-2020
- May 2015** The plan of the nation - 100 concrete steps to implement the five institutional reforms of the Head of State Nursultan Nazarbayev
- April 2017** Article of the Head of State "Course towards the future: modernization of Kazakhstan's identity".

In the following table we tried to analyze what the main goals and directions of all the above-mentioned documents and government programs are and how they are planned to be realized.

Document	Aim	Main directions of the normative legal document
1 Law of the Republic of Kazakhstan of 11 July 1997 No. 151-I About languages in the Republic of Kazakhstan (with amendments and additions as of 05/05/2017)	This Law establishes the legal basis for the functioning of languages in the Republic of Kazakhstan, the state's responsibilities in creating conditions for their study and development , provides an equally respectful attitude to all languages, without exception, used in the Republic of Kazakhstan.	1. Language in the field of education, science, culture and means of mass information. 2. Language in state and non-governmental organizations and local self-government bodies. 3. Language in names of settled points, visual information. 4. Legal protection of languages. 5. Use of Languages in Relations with Foreign Countries, international organizations.
2 State program of development of education in the Republic of Kazakhstan for 2011-2020	Enhancing the competitiveness of education , developing human capital by ensuring the	1. Analysis of the current situation 2. Goals, objectives, target

	availability of quality education for sustainable economic growth	indicators and indicators of program results 3. Main directions, ways to achieve the stated objectives of the program and appropriate measures 4. Stages of Program Implementation 5. Necessary resources
3 Long-term development strategy of Kazakhstan "Kazakhstan-2030"	Seven priority goals that ensure: national security; internal political stability and consolidation of society; the economic growth; health, education and well-being of citizens of Kazakhstan; energetic resources; development of infrastructures, especially transport and communications; professional government.	
4"On approval of state compulsory education standards for the corresponding levels of education" Decree No. 292 of 13th May 2016 of the Government of the Republic of Kazakhstan	Definition of state compulsory standards for the formation of appropriate levels of education , starting with pre-school education and ending with secondary and secondary special education.	1. Requirements for the level of training of students 2. Requirements for the content of education 3. Requirements for the maximum amount of training load

Table 1: Policy on languages across state documents in Kazakhstan

The program "Trinity of Languages" was approved by the Decree of the President of the Republic of Kazakhstan on November 20, 2007 (State Program for the Development of Languages in the Republic of Kazakhstan for 2001-2010, 2007) [2]. The decree provided for changes and additions to the "State Program for the Functioning and Development of Languages for 2001-2010". In particular, it noted: "the introduction of English into business communication", "improving the quality of teaching English in all general education schools, secondary special, higher education institutions", "improve the quality of textbooks and teaching and methodological complexes in English for educational organizations primary, secondary and general education, and to consider issues related to the development of education in three languages ", along with the state and Russian languages, it is necessary to address the issues of training of English language employees ", etc. (State Program for the Development of Languages in the Republic of Kazakhstan for 2011-2020, 2011) [3].

Adopting the system of multilingual education

The leading role in the purposeful development of multilingualism belongs to the government of Kazakhstan, which in fact is called upon to realize equality of languages. Citizens should speak their native language to such an extent that they can use it in all spheres of social activity. And the second and foreign languages are studied in order to develop the social and economic stability of the state, and also as a means of free entry into the global economy. Multilingualism in Kazakhstan is not a new phenomenon. Multilingualism has a relatively rich history of development, but today it is studied and developed, first of all, as a linguistic entity that manifests itself and contributes to the development of a country's welfare. So in schools education is provided not only in Kazakh and Russian, but also in native languages of national minorities leaving here. In general, multilingualism, contributing to the development of national cultures, makes the spiritual culture of one nation the heritage of another nation, and in this sense, mastering

several languages, which has long been practiced in almost all educational institutions of Kazakhstan, is extremely useful. It means that in Kazakhstan bilingual education was established basing on historical assumptions and trilingual education appeared as a new trend aiming the development of Kazakh as the official language, Russian as the language of communication, and English as a means of successful integration into the global economy.

Trilingual Policy in Kazakhstan has made enormous changes in the education system. Implementation of a new tendency started from the 2030 Kazakhstan development program [4]. In 1998, in one of his most important messages aimed at the economic and social development of the country, First President Nursultan Nazarbayev spoke about the main directions chosen by the people and the state in solving the country's acute problems and reaching a higher level of development for the period until 2030. This decision was the result of "a deep awareness of the fact that a person can no longer live only during the day, just in the ongoing turmoil of solving modern problems", and they should have well remembered that "in addition to the goals set for today, our generation has a huge responsibility to future generations, which, in essence, is the responsibility of parents and grandparents to their children and grandchildren" [5]. Ways of building a "new state, new market economy and new democracy" were discussed, which, according to the government, is a thorough analysis of the external and internal factors of the country's development. Based on the analysis, it was necessary to develop an appropriate strategy that takes into account the specific features of Kazakhstan's history, multi-ethnicity and cultural diversity of the people of the country [6]. Thus, the State Program set the goal of developing values such as "national security, political stability in the country and consolidation of economic growth based on an open market economy with high foreign investment and domestic savings in order to achieve realistic, stable and sustainable results." [4].

The above actions were continued in other programs and addresses of the head of state. In the next Message of the President in 2007, "New Kazakhstan in the New World" [5], First President of the Republic of Kazakhstan Nursultan Nazarbayev defined the path for developing the country's competitiveness. This was the gradual implementation of the cultural program, which included the need to develop the country's three-lingual educational policy.

In 2012, the Ministry of Education and Science of the Republic of Kazakhstan and some educational institutions carried out certain measures to introduce multilingual education, such as the development of the Concept for the development of trilingual education, taking into account the features and condition of the Kazakhstan education system and its problems [7], as well as experiments and piloting a 12-year education and teaching school subjects in three languages in some schools of Kazakhstan (for example, NIS). In addition, measures were taken to prepare the staff of educational institutions for teaching in three-language schools. Finally, the teaching of a foreign language has become mandatory in all state pre-school institutions of the country. Of course, the attempt does not always bring one hundred percent effect, but it is impossible not to note the fact that the result of the work done was an analysis of the problems of introducing tri-lingual education and the following steps were identified in achieving this goal. The conclusions made on the basis of measures to introduce a three-language policy required a revision of the content of language education, the development of a new language learning strategy in Kazakhstani educational institutions.

The main objectives of the state program are: training of specialists of higher educational institutions, who in turn should be able to prepare school teachers in the programs of trilingual education; raising the status of the state language; ensuring the functioning of the Russian language in the social sphere along with the state language; providing systematic scientific and methodological support for teaching English; development of multilingual education infrastructure; development of intercultural awareness and perception of a foreign language; and ensuring the intellectual development of the people by familiarizing themselves with cultural values and facts.

Implications and discussion

According to the State Compulsory Standard of Basic Secondary Education from August 23, 2012 Trilingual education is practically realized through [8]:

1) mastering of Kazakh, Russian and English languages in accordance with the standards of language proficiency by levels;

2) introduction into the program of school subjects taught on the basis of the language for special purposes (LSP), regardless of the language of instruction;

3) implementation of extracurricular activities and elective courses in Kazakh, Russian and English languages for more successful learning.

Languages in the state educational program occupy a special place. In the chapter on the requirements for the content of education there is much in common, as well as some differences. It was offered to analyze the main common features (On the approval of state compulsory education standards for the corresponding levels of education" Decree of the Government of the Republic of Kazakhstan dated May 13, 2016 No. 292) [9]:

- is aimed at developing communication skills and speech activity by studying authentic materials;
- is aimed at developing skills to analyze, critical thinking and imagination, as well as use the gained knowledge in real situations;
- is aimed at the development of spiritual and moral values, patriotism and tolerance towards representatives of another culture.

Moreover, only in the requirement for the content of education in a foreign language is provided for students the opportunity to integrate the content of the subject "Foreign Language" with other subjects through intersubject communication for the development of the ability to establish a cause-effect relationship between facts, to work with information, extracting basic and fragmentary parts from foreign sources. This requirement in our research work is of great importance and is the main idea of the development of the pedagogy of writing.

In addition, when analyzing the requirements for the level of preparation of students, some general patterns are revealed (for example, the requirements for the level of preparation of writing skills):

- to be able to plan;
- to be able to observe spelling, grammar and stylistic norms;
- to be able to write texts of a problem nature, expressing their own attitude to the problem;
- to be able to give reason and arguments to support their personal opinion.

Thus, returning to the main goal of the article on identifying the possibility of parallel and complex teaching of all three languages demanded by the state language policy, it is worth to conclude that there are undoubted prerequisites and the basis for developing a language teaching model based on common goals, collaboration and strategic approach to language learning.

Conclusion

The common goals and unified expected results of teaching and learning the English, Kazakh and Russian languages (using the example of writing skills) in the trilingual schools of Kazakhstan suggest that correctly formed and effectively used learning strategies can equally successfully influence the development of certain skills and be used by students in learning any of three languages.

The aforementioned conclusion explains the importance of our research on the phenomenon of the cross-linguistic transfer of writing strategies between the three languages, taking into account the cognitive aspects of learning the material in a foreign language. Positive research results can be a prerequisite for developing teaching materials based on learning writing strategies in foreign language lessons, which will develop the writing skills of students in all three languages used in schools in Kazakhstan.

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ПУТИ ВНЕДРЕНИЯ ТРЕХЪЯЗЫЧНОЙ ПОЛИТИКИ КАЗАХСТАНА В ПРОЦЕСС ОБУЧЕНИЯ

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В статье рассматриваются и анализируются нормативные документы касательно развития трехязычной образовательной политики Казахстана, а также требования государственных общеобязательных стандартов образования соответствующих уровней образования с целью определения путей внедрения политики в образовательный процесс. Предложенная в работе хронологическая таблица анализирует ряд принятых и реализуемых государственных программ с точки зрения их основной цели и направлений в усовершенствовании системы образования в Казахстане. Авторы определяют исторические предпосылки внедрения полиязычной политики образовательной системы, ее положительное влияние на развитие образования. Сравняются и анализируются требования к трем языкам на примере навыков письма и письменной речи, которые во многом совпадают, отмечена необходимость разработки учебной программы и методики, позволяющей одновременно развивать навыки на трех языках: казахском, русском и английском. На основе выводов о возможности разработки универсальной методики преподавания всех трех языков в школах Казахстана, предлагается методика развития навыков письма.

Ключевые слова: государственная программа, система образования, трехязычная политика образования, навыки письма, стратегии письма

ОҚУ ПРОЦЕСІНЕ ҚАЗАҚСТАННЫҢ ҮШ ТІЛДІК САЯСАТЫН ЕНГІЗУ ЖОЛДАРЫ

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Мақалада Қазақстанның үштілді білім беру саясатын дамытуға қатысты нормативтік құжаттарды, сондай-ақ білім беру процесінде саясатты іске асыру жолдарын анықтау мақсатында білім берудің тиісті деңгейлеріндегі мемлекеттік білім беру стандарттарының талаптары қаралады және талданады. Жұмыста ұсынылған кесте Қазақстандағы білім беру жүйесін жетілдірудегі негізгі мақсаттары мен бағыттары бойынша хронологиялық тұрғыда қабылданған және жүзеге асырылатын бірқатар мемлекеттік бағдарламаларды талдайды. Авторлар білім беру жүйесінің көп тілді саясаты енгізілуінің тарихи негіздерін және оның білім деңгейін дамытуға оң әсерін анықтайды. Сондай-ақ, үш тілге

қойылатын талаптар салыстырылды және талданды (жазбаша дағдыны пайдалану арқылы). Барлық үш тілде: қазақ, орыс және ағылшын тілдерін бір уақытта дамытуға мүмкіндік беретін оқу жоспары мен әдістемесін әзірлеу қажеттілігі атап өтілді. Қазақстанның мектептерінде барлық үш тілде оқытудың әмбебап әдіснамасын жасау мүмкіндіктері туралы тұжырымдар негізінде жазбаша дағдыларды дамыту әдістемесі ұсынылады.

Түйін сөздер: мемлекеттік бағдарлама, білім беру жүйесі, үш тілде білім беру саясаты, жазу дағдылары, жазу стратегиясы

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