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MULTILINGUALISM IS A MAJOR CHALLENGE

The article explores the relevance of the problem of multilingualism (Kazakh, Russian, English) in modern Kazakhstan, the different effects of bilingualism and polylingualism on the development of the state language. Along with the Kazakh language, the position of the English language in the globalization process is reflected.

Key words: *multilingual, language, modern world, education, multilingualism.*

Multilingualism has long been recognized as an important and specific area of human development. Through language, the young generation can engage with universal, global values, develop communication skills and communicate with global and neighboring cultures. Multilingualism helps to solve a major problem in the modern world - mutual understanding and appreciation between people.

The concept of poly-lingualism has long existed in the Kazakh worldview. For the people of Kazakhstan, knowledge of the language is the most important instrument of mutual relations, allowing the development of international relations of our state. As it is known, N.A. Nazarbayev in his Address to the people of Kazakhstan outlined the task of training in the education system a competitive specialist who speaks three languages - Kazakh as the state language, Russian as the language of international communication and English as the language of harmonious integration into the world economy. In Kazakhstan, the government encourages the study of English alongside Russian and Kazakh. This means that from universities to kindergartens, new tasks and new demands are being put forward. The main goal is to develop individuals who are able to choose their place in life, to conduct themselves freely in all areas of science, to adapt quickly to any environment, to demonstrate knowledge and skills in a particular field of science, and to have multilingual and multicultural competence.

A multilingual person is a person capable of self-development, self-improvement, effective at international standards in their profession, motivated for professional growth, highly social and professionally oriented, expressing themselves fluently in three languages, while not only speaking another language, but also respecting another culture. The importance of solving this problem is determined by Kazakhstan's desire to improve the competitiveness of the national education system in the context of globalisation.

The history of bilingual and multilingual education dates back thousands of years and is constantly evolving. More than 130 nationalities and ethnic groups live in Kazakhstan. A well-educated and trilingual nation is considered key to economic and social prosperity. In encyclopaedic dictionaries multilingualism is interpreted as the use of several languages in a particular

multinational sphere. It can also be understood as a person's knowledge and use of several languages depending on the need to communicate.

In 2011 the Decree of the President of the Republic of Kazakhstan Nursultan Nazarbayev "On the State Program of Development and Use of Languages in the Republic of Kazakhstan for 2011-2020" was issued on June 20, 2011. One of the main goals of this document is to improve and standardize the methodology of teaching the state (Kazakh) language; to increase the demand for the state language; the activities of the Russian language in the communicative and linguistic space; and to specify the study of English and other foreign languages. Education has to become competitive, high-quality; in order the graduates of the Kazakhstan school could easily continue studying in foreign higher education institutions. Thus the main strategic objective consists in keeping the best Kazakhstan educational traditions alive, and providing graduates of schools with the international qualification qualities, development of their linguistic consciousness on the basis of mastering state, native and foreign languages. [1,2011]. Since then, the cultural project "The trinity of languages" has been active for several years.

Mastery of a third language is a very common phenomenon around the world, both in natural and formal contexts. According to Robson, by 2020, the number of users of English will reach two billion people who learn to use the language, moreover, English as a language of communication, as the key to science and education, information technology and business, entertainment and diplomacy, the operating system of global communication, and the problem of multilingualism will be linked to the growth of such sociolinguistic conditions, innovation in our lives. [2,2]. Currently, there is an increase in research on third language skills and multilingualism in Kazakhstan.

Pedagogically, bilingualism and trilingualism are based on linguistic, psycholinguistic and sociolinguistic aspects. In particular, the main task of the pedagogical aspect is to develop and implement methods and techniques for teaching both two and three languages and to study the level of proficiency in them. This includes both oral (listening, speaking) and written (reading, writing) speech activities. This places high methodological demands on the qualifications of teachers and trainers.

The sociolinguist B.Khasanov stresses: "The methodology of language development is the competence of sociolinguistics" [3, 272]. Language development is one of the most important areas of state policy in the country. Sociolinguistics correctly guides the future of the state language and guides the proper planning of language policy.

The process of trilingual education in schools, primary schools, lyceums and universities in the Republic of Kazakhstan is currently underway. Kazakh, Russian and English are taught simultaneously in kindergartens, schools and higher education institutions. All efforts and hopes are placed on teachers. Teachers are currently provided with textbooks, visual aids and teaching aids to provide trilingual education as part of the renewed programme, but this is not enough.

In Kazakhstan it is necessary to make every effort to prepare future primary school teachers for trilingual education in accordance with modern requirements, in particular to raise the level of English, i.e. textbooks, teaching materials, visual aids for special subjects in three languages should be provided to teachers in accordance with state standards as an additional aid. Of course, a lot of work is being done by the state for this purpose. However, along with the issue of trilingualism, there are also negative comments stating that learning English as a challenge to become one of the 50 most competitive countries in the world and believes that it will lead to the disappearance of the Kazakh language.

Professor B. Kasym noted that "in the labor market it is necessary to put the requirement to know the state language, i.e. Kazakh, in the first place, so that the Kazakh language would not be left in the shadow of the two languages (Russian, English).

Now the country, on the contrary, demands knowledge of English, probably, in the process of globalization this is also correct, but first it is necessary to bring the Kazakh language to a high level, which will serve the interests and purposes of society, capable to stand competition, to transfer teaching of the state language in all education systems from quantity to quality, to correct defects in textbooks, to provide competent and qualified specialists, to raise qualification" [4,9].

The more languages a person knows, the better their chances of learning a language. Psychologists have proved that it is much easier for a person who speaks a foreign language to learn other languages. "It is much easier and quicker for a person who knows any other language to learn a second language than the first. This is due to the fact that in acquiring the first other language one develops a sense of the target language in addition to the mother tongue, and also develops the ability to distinguish common linguistic features, through which one can distinguish not only the target language but also common languages" [5, 227].

The State Programme for the Use and Development of Languages of the Republic of Kazakhstan 2011-2020 places particular emphasis on the development of a multicultural personality who respects the culture and traditions of the peoples living in the country and is proficient in the three languages. The Republic of Kazakhstan's compulsory education standard provides for the possibility of introducing multicultural education for language learners in vocational education and training. While studying language subjects, students become familiar with the characteristics of each nation and each language, they become convinced that the national norms of each language are diverse and cannot be assessed or compared, and by understanding these characteristics, each citizen understands the importance of respect for other peoples. When it comes to multicultural education, different languages and special attention should be paid to intercultural issues, as this promotes the Kazakh language in education and, as a consequence, the development of respect for other peoples and cultures in the country.

In the civilised world, education is first and foremost the main productive sector of the economy. It is therefore impossible to move forward without the development of education and science.

In the context of modern Kazakhstan, labor competition is directly linked to education. In the era of modern globalization, the content of youth education should encompass national values, intercultural understanding, information achievements and the process of learning international languages. According to B. Khasanov, "the need for multilingual communication is Trilingualism. Both bilingualism and trilingualism in Kazakhstan should be developed only on the basis of the state language of Kazakhstan" [1, 48].

All in all, as part of the multilingual education programme, we need to build up the experience of trilingualism and rise to a global level. Through language, the younger generation can engage with universal, global values and develop skills to communicate and interact with the world and neighbouring cultures. Thus, the main aim is to foster in the young Kazakh generation a love of the Kazakh language, an interest and aspiration to learn other languages, to inculcate a love for their motherland, and to determine their destiny by the destiny of their country.

Multilingualism contributes to solving the major problem of the modern world - consensus and mutual understanding between people. In order to raise decent citizens of the country, with a high worldview and broad outlook, the modern generation needs a quality education that combines national spiritual heritage with advanced global thinking and education is necessary.

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