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СБОРНИК

научных и учебно-методических статей
АКТУАЛЬНЫЕ ПРОБЛЕМЫ ОБУЧЕНИЯ
И ИЗУЧЕНИЯ ПЕРЕВОДОВОЕДЕНИЯ
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MATERIALS

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Аударматану және компаративистиканы оқыту мен зерттеудің өзекті мәселелері: ғылыми және оқу-әдістемелік мақалалар жинағы. – Алматы: Қазақ университеті, 2019. – 194 бет.

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Жинақ 2019 жылы 26 сәуірде әл-Фараби атындағы ҚазҰУ-дың шетел филологиясы және аударма ісі кафедрасында өткен «Аударматану және компаративистиканы оқыту мен зерттеудің өзекті мәселелері» атты халықаралық ғылыми және оқу-әдістемелік конференция материалдары негізінде дайындалды. Аударматану әдістемесі, әдеби байланыстар, көркем аударманы талдау мен бағалаудың өзекті мәселелеріне назар аударылады.

Аударматану әдістемесі мәселелерімен айналысатын мамандарға, жас ғалымдар мен студенттерге арналады.

From day one teach your students classroom language and keep on teaching it and encourage your students to ask for things and to ask questions in English. Giving positive feedback also helps to encourage and relax shy students to speak more. Another way to get students motivated to speak more is to allocate a percentage of their final grade to speaking skills and let the students know they are being assessed continually on their speaking practice in class throughout the term.

A completely different reason for student silence may simply be that the class activities are boring or are pitched at the wrong level. Very often our interesting communicative speaking activities are not quite as interesting or as communicative as we think they are and all the students are really required to do is answer 'yes' or 'no' which they do quickly and then just sit in silence or worse talking noisily in their L1. So maybe you need to take a closer look at the type of speaking activities you are using and see if they really capture student interest and create a real need for communication.

If teachers are going to help their students to communicate in the foreign language, they must carefully design and implement oral tasks. Good speaking skills require not only a good grasp of language, but also fluency – fluency is vital as it helps your students to be able to express themselves clearly and easily, without having to pause too much for thought.

Confidence and competence usually reinforce English speaking skills. Building up students' confidence to eliminate their fear of making mistakes was a priority that a teacher should consider in order to make them feel comfortable with their language use. Confidence and competence in speaking could be developed from appropriate syllabus design, methods of teaching, and adequate tasks and materials. Regarding speaking effectiveness, Shumin pointed out a number of elements involved, including listening skills, socio-cultural factors, affective factors, and other linguistic and sociolinguistic competences such as a grammatical discourse, sociolinguistic, and strategic competence. Grammatical competence enables speakers to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency, which, in turn, develops confidence in communication [4].

These are just some of the problems that teachers with large classes face when teaching speaking activities in the classroom. These problems are not new nor are the solutions offered above. We can use any methods of foreign language teaching because all of them help to develop speaking skills. It is possible to use them in integration or separately to get positive results.

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MULTILINGUALISM AS ONE OF THE PRIORITIES OF MODERN EDUCATION

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Түйін: Мақалада ашық қоғам қағидалары және мемлекет дамуының жаһандану үрдістерімен сәйкес келетін, XXI ғасырдың көптілді ақпараттық кеңістігіндегі шарттар аясында, заманауи тілдік жағдаят және тілдік жоспардың қысқаша талдауы жүргізілген.

Abstract: This article provides a brief analysis of the modern language situation and language planning in the conditions of the multilingual information space of the 21st century which operates in accordance with the principles of an open society and globalization processes of state development.

Резюме: В данной статье проведен краткий анализ современной языковой ситуации и языкового планирования в условиях полиязычного информационного пространства XXI века, функционирующего в соответствии с принципами открытого общества и глобализационных процессов развития государств.

Language is the main form of manifestation of national and personal identity that takes on a special role in the formation of Kazakhstani patriotism. Nowadays knowledge of language gets a new social dimension, being on a par with the «pillars» that determine the development of social production – labor, land, financial capital and puts education among the global factors of social development. This new role of education transfers language into a category of values as a guarantee of demand for an individual. The starting point for determining the strategic goal is the social demand of the society. In this regard, one of the trends of the modern world is the promotion of linguistic individuality as a strategic reference point of educational policy, owing to the very essence of this phenomenon, and the status of speech development of an individual as the basis of any education.

Researcher J.H. Salkhanova notes: «the demand for knowledge of language and linguistic individual in the multilingual information space of the XXI century, functioning in accordance with the principles of open society, is explained from the standpoint of the expansion of political, economic, scientific, cultural and other relations» [1]. Today a very popular topic for discussion is trilingualism, initiated by President N. A. Nazarbaev. In the «Address to the people of Kazakhstan» N. Nazarbaev calls such components as a spiritual development of the people of Kazakhstan and the three-pronged language policy as one of the 30 priority directions for development of the state:

«...Secondly, I propose to start a step-by-step implementation of the cultural project «Trinity of languages». Kazakhstan should be perceived by the world as a highly educated country where its citizens are capable of speaking 3 languages. They are: Kazakh – the state language, Russian as the language of international communication and English – the language of successful integration into the global economy» [2, p. 12]. Article 9 of the Law «On education» states that «organizations of education, irrespective of their form of ownership, shall provide students with knowledge of Kazakh language as the state language, as well as learning of Russian language and one of the foreign languages» [3, p. 2]. In the case of polylingual information space one of the main qualities of an individual become his linguistic consciousness and linguistic competence.

The term «fluency» is still unclear as there are no criteria to define it. According to scientists, the development and improvement of bilingualism goes through certain stages and levels of language proficiency. The final stage involves full bilingualism. However, achieving the same perfection in both languages, according to the researchers, is very rare and almost impossible [4; 5]. Knowing several languages is a state policy in the field of education in many countries (France, the Kingdom of the Netherlands, Belgium, Switzerland, Sweden, Luxembourg, Finland, etc.).

Recently, the idea of multilingual education and the development of linguistic competence has become relevant in many countries. Many works in Kazakhstan, especially the works of J. H. Salkhanova, are dedicated to this subject. The researcher examines the problem of competency-based linguistic education. Her work also specifies the meaning of the concepts «competence», «competency» and «key competencies» in the language. The researcher emphasizes the importance and relevance of this idea, as well as provides a justification for the importance of improving the level of competence of the language in the context of multilingualism and notes: «The Nature of competence is peculiar; it cannot be argued that it directly comes from learning. It is more correct to say that competence is not so much a consequence of the learning process, but as how developed a student is, his personal growth, experience and competencies, the ability to solve educational and practical problems using the knowledge and skills acquired in the learning process. Competencies are formed in the process of competency-based learning, the essence of which is that the student is put in such educational situations where he is forced to find the most optimal solution on his own. Also here, aside from to the subject knowledge, it is necessary to know the rules of communication, being aware of the role of the addressee and the addresser, which should also develop within the competence approach» [1].

According to the Constitution of the Republic of Kazakhstan, there are no restrictions on the use of world languages. The greater openness of our country, the development and strengthening of inter-state political, economic and cultural ties, the internationalization of all areas of life contribute to the fact that multilingualism is becoming really popular. The social aspect of multilingualism is associated with the identification of common functions of each of the most popular languages in a society. Local scientist and linguist E. D. Suleymenova, while considering the problems of the language policy, notes that at the moment the status planning and corpus construction of the state language in Kazakhstan still do not coincide and the topic of propaganda, teaching the Kazakh language do not lose its relevance [6]. Not knowing languages can lead the future generation to the loss of competitiveness in the labor market, both outside and inside the country, to isolation, to the inability to participate fully in the dialogue of cultures. The educational policy in the field of humanities education is based on the recognition of the importance of all languages and creation of the necessary conditions for the development of multilingualism in our country.

The role of English language as a way of learning about our country: about our national customs, traditions, culture and achievements is currently increasing. English is a means of introducing people living on the territory of Kazakhstan to the world educational space. The objective trend of increasing popularity of the English language is due to geopolitical and socio-economic factors. At the same time, there is a new trend: the simultaneous use of Kazakh and English languages unmediated by Russian language by Kazakh language native speakers. Certain representatives of the younger generation speak three languages on the same level and today this trend is progressing. Along with English, there is a growing interest in Chinese, Korean, Arabic, Japanese and other languages, which indicates the expanding opportunities of multilingual education.

In Europe, nowadays, the achievement of multilingualism in a relatively short time is a pressing issue. In this regard, J.H Salkhanova notes: «In this regard, two models of learning a second language are widespread: the model of receptive learning of a second language, in which each of the participants of communication speaks (writes) in his their native language, but understands his partner also speaking (writing) in their native language. Learning language by this model requires much less time than by active learning. This model is successfully used in many regions of Europe: Poland, Belarus, Ukraine, Scandinavian countries and is acceptable for the interrelated teaching of related languages» [1].

From the point of view of the methodology for assessing the quality of education, the problem of reasonable standardization of the expected results of educational activities seems to be extremely important and it is not by chance that nowadays special attention is being paid to this problem. Many publications have appeared, discussions are under way, educational standards are being developed at the international, state, regional levels, even at the level of various types of educational institutions. The main attention is paid to the development of standards, reflecting the level and profile aspects of education – pre-school, general school, vocational, secondary-special, higher and postgraduate education.

Such standards can serve as a criterion basis for evaluating those or other competing educational strategies. But this is clearly not enough, while not giving due attention to personality-oriented standards, which allow differentiating education in accordance with the interests, abilities and educational needs of the individual. The success of the common cause will be provided subject to the interaction of research organizations, educational institutions and the general public to discuss the system of expected results as an action program and conditions for ensuring the transparency of the quality of education and, on this basis, developing and implementing innovative approaches, methodical and technical updating of teachers and activities of schools, high school as a whole. At the same time, the creation of an educational information environment and the management of the learning process is one of the conditions for a systematic and focused joint program.

The integrity and integrative essence of the result of education at any level and in any aspect can be cognized and understood only on the basis of a clear understanding of the structure and hierarchy of the effectiveness of educational activities, its successively connected stages. At the same time, it is important to re-emphasize that even the most important and desirable state-public educational achievements and results should be viewed through the prism of personal educational acquisitions, because, ultimately, the total educational potential of a society is determined by the specific educational level of the individual, each person at all stages of his life path.

Education is a category that characterizes personal educational acquisitions. Education is determined not only by personal, but also by social and state needs. Of course, with the normative definition of the structure of general education, the structure of the necessary literacy is automatically determined. But the structure of literacy can be wider than the structure of social development of general education required at this stage. *Literacy* and *education* are structurally the same categories, but not identical. Their composition is at the same type, but the lack of identity is explained by obvious differences of quantitative and qualitative nature – in the volume and depth of knowledge, skills, habits, and ways of creative activity of ideological and behavioral characteristics. Education is literacy, brought to the socially and personally necessary maximum.

Education implies the existence of a fairly broad outlook on various issues of human life and society. But at the same time, it also presupposes a rather definite selectivity in depth of penetration and understanding of certain issues. That is why professionally oriented education should be formed on a broad educational basis. It is impossible to be educated in a particular area without being literate. The structure of education in personal context actually reproduces the structure of literacy, but the content of each component with specific content turns out to be significantly different. It is important to pay attention to the presence of not only direct, but also feedback between education and literacy: the objective need to change the structure and content of education leads to corresponding changes of the structure and content of literacy.

The schools of our state not only teach the world languages, but also the languages of the peoples living on the territory of our country. The rapprochement of cultures, the presence of changing paradigms of education, the need to reorient education from «knowledge-centric» to «culture like», the transition from

differentiation to unification, from suspicion to tolerance in the broad sense of the word make multilingual education an inevitable milestone, especially in our country with a diverse ethnic composition. In our opinion, the study of a foreign language should take into account the socio-economic, cultural and historical ties of our regions, as well as their ethno-cultural realities. Each region has its own socio-economic specifics, its important international relations, educational opportunities and personnel needs.

Local researcher N. Anarbek notes: «Idea of linguistic pluralism, the formation of a multilingual person who is able to communicate in his native, state, Russian, foreign languages is embodied from the first days of independence of Kazakhstan. It is important to turn the state language into a language of communication, as for all other languages there are conditions for their development: there are schools for certain ethnic groups and disciplines that are taught in their native languages; there is no doubt in the prevalence and firm position of the Russian language in our society; the interest for Western culture and education abroad are the strongest motives for learning foreign languages» [7].

The social demand of the society is the preparation of a trilingual person in the environment of multilingual education. The goals and objectives of language education are implemented in the system of continuing education at the levels of secondary schools, secondary and higher professional schools. The strategic goal is the formation, education, development of a trilingual person with professional language competence. At the same time, graduates of schools in Kazakhstan should be patriots of their country, understand and perceive new trends in the development of society, speak three languages – the state Kazakh, official Russian and one of the foreign languages, where preference is given to the study of English, realize the importance of the state language as a guarantee of stability in a multinational society, and be able to adapt to changing socio-economic environment.

The mission of the state language is not only to ensure the integrity of the people of Kazakhstan, but also to guide the spiritual development of every citizen as an individual, is the basis of the policy of formation of a tolerant society. English is the language of international communication. Being able to communicate in English increases the competitiveness of University graduates in the labor market and allows them to qualify for prestigious «top» positions in various organizations. It's impossible for a professional worker to be completely skilled and competent in their field without having knowledge of English. Russian is the language of international communication among the people of the Republic of Kazakhstan and all CIS countries. Multiculturalism of the Kazakh society is formed mainly due to the knowledge of Russian language. Based on the above interpretations and our own experience, we believe that multilingualism is inevitable in a multinational state.

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