

#### MULTILINGUAL EDUCATION AS ONE OF THE WAYS OF DEVELOPING MULTICULTURAL RELATIONSHIPS (ON THE NETHERLANDS AND KAZAKHSTAN EXAMPLE)

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The goal of Multilingual Education is social justice and achieving equity and human rights. Multilingual Education (MLE) unites different disciplines that come together through language and education, such as linguistics, pedagogy, psychology, methodology. Multilingual pedagogy builds bridges between cultures, schools and countries and is relevant to pupils, students, teachers; it promotes overcoming barriers of monolingualism and transforming without privileging a language. Its major principles are Mother tongue Instruction (MTI) and support and/or revival of all languages and language transfer (Harrison, 2013). MLE could also be combined with Foreign Language and Intercultural Communication Language Learning for the dominant language/monolingual speakers, allowing all students to learn in more than one language. Multilingual Education in Kazakhstan is one of the priority trends of the educational system realizing in the Republic. It was initiated by the Ministry of Education and Science of the RK in 2012. This trend is based on a number of the governmental regulatory decrees and documents: «the Conception of Language Policy of the Republic of Kazakhstan» (1996), «The Law of the Republic of Kazakhstan on Languages of the Republic of Kazakhstan» (1997), «The State program of Development and Functioning of Languages of the Republic of Kazakhstan for 2011-2020» (2001), «The Strategy for Development of the Republic of Kazakhstan until 2030» (2012). This policy goal is the internationalization of Kazakhstani higher education, its integration into world educational and scientific community, expanding the faculty's and students' study, research, intercultural communication, labor market and competitiveness opportunities at an international scale and transfer of technologies to the country. This article tries to define common features and differences of realizing bilingual/multilingual tuition in Kazakhstan and the Netherlands, even the situation, the history of the appearance bilingualism/multilingualism in both countries different. The study of the education system in Kazakhstan and the Netherland showed that there were contextual differences of Dutch and Kazakhstani educational systems based on discrepancies of History, culture, economy, government policy and education structure (centralization-decentralization particularity). Multilingual education is practiced in a different way because of the different socio-political, historical context. In Kazakhstan the policy is to teach and learn three languages simultaneously on equal basis in the whole sector of higher education, and from this year it is going to realize at schools. It causes a huge disagreement. Some of counterparts say that schools are not ready, no enough teachers to teach in English different subjects; some of them tremble for the Kazakh language (according their opinion the position of Kazakh language isn't so stable and secure). In the Netherlands it is mostly the policy of bilingualism

(with the exception of Frisian language), which starts at primary and secondary education level, rather than at higher level. And some specific educational issues like bilingual/multilingual education management, curriculum development, methodology, leaning styles, at university and secondary school level are solved in different way. However, there also certain common features, justified by global process, education, internationalization and labor market development. For example, learning English as the language of education, business and technologies, organization of its teaching and learning in secondary schools, capacity building facilities of language training at linguistic centers are similar to

Leiden University's Talencentrum/Academic Language Centre and Linguistic Centre. MLE in the Netherlands demonstrates the fact that there was definitely stated governmental policy in this field until 1990-s, but the situation has been changing since that time. Various official acts and resolutions, regulating the use of Dutch and English languages at different education levels, have been issued by the European Commission, Euro parliament, European Platform, Government of the Netherlands. The most significant and explicit was the Law on Higher Education, which stated that «Classes should be taught and exams should be offered in Dutch». The law mentions two possible and important exceptions: 1) when the teaching concerns the language in question, or 2) if the specific nature, the structure or the quality of the teaching or otherwise the origin of the participants requires such, conforming a code of conduct which has been established by the authorities» (Law on Higher Education, Art.6a, 1992) «The specific nature» of the education requires using a different language (books are only in English, there is a foreigner in the audience). As a result at present 80% of Master level education in the Netherlands is conducted in English. In spite of multilingualism of the Netherlands because of hosting a large number of minority languages, the Netherlands is considered rather a bilingual country using native Dutch and the second English. There are some several indications that the country is moving from being a traditionally multilingual population, to being bilingual with their knowledge of English. The rise of English as an international lingua franca is noticed in the last decades. In 2006 Special Eurobarometer report for the European Commission noted that 87% of Dutch citizens speak English as a second language, while average in the European Union was 38%. The English conciliates the multilingual population of the Netherlands, blends the national differences. All speaks one foreign language, no preference to other native language immigrants. And of course Dutch, learning of Dutch is indisputable, because it is state language. It is very important to make a point that the government and nongovernmental organizations highly pay attention to the development of the Dutch. At the same time the percentage of the second language speakers of English in the Netherlands is very high, compared in Europe only with the Scandinavian countries. The status of English as an international lingua franca is indisputable and widespread bilingualism of the Dutch population means that many people have access to resources of the international culture in the English language, without giving up their own cultural heritage in return (Oostendorp, 2012). History of bilingual education in Europe started with the Resolution of European Council «Plurilingual Education in Europe» (Strasbourg, 1969). The European Platform,

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an autonomous Dutch organization mandated by the government, oversees the quality of bilingual education in the country by setting standards for bilingual schools and teachers. The Netherlands successfully realized bilingual instruction at all education levels from primary schools to universities. In Kazakhstan such kind of program, but triangle, three languages instruction of all education is realizing in the life. In the Netherlands bilingual instruction starts at primary and secondary levels, rather than at higher education level. There were around 100 bilingual schools in 2007, 133 in 2011, 250 in 2013. In these schools, the first language (L1) was Dutch, second language (L2) was English (Kuiken&Linden, 2013). In Kazakhstan the program starts at all schools. It would need a huge effort to save the use field of the state language. Secondary schools in the Netherlands offered so-called bilingual education, which means that part of the classes on Mathematics, Geography, Chemistry were offered in some other language. In 2011 this other language was English in 133, and German in 1. A few dozen primary schools are nowadays experimenting with teaching part of their classes in English. In Kazakhstan classes on Mathematics, Geography, Chemistry, Physics are offered in the last forms of the secondary school. In the primary schools English is taught in some schools. In the Netherlands there is a province which has own official language, Wets Frisian language, in Kazakhstan we have only one state language, it facilitates the situation. The second language, Russian is spoken by large part of the population of the

Republic. The third language English, the language of the globalization needs much effort to learn. The state language, the Kazakh is compulsive for all levels of the education. The strengths of the multilingual education is governmental program&policy (2012-2020); significance and actuality for Kazakhstani education; availability of information, data and materials on bilingualism in Dutch scholarship; application of modern methods of analysis and management of scholar activities. Multilingual education helps students to integrate easier in the world community, to use new technologies, receive international education, spread their worldview. References: 1. Harrison, K. (2013) Multilingual Education(MLE) –Language Education Policy Studies. Madison. University of Winconsin-Madison: [http://www. languageeducationpolicy.org](http://www.languageeducationpolicy.org). 2. Oostendorp, M.(2012), Bilingualism versus multilingualism in the Netherlands// Language problems&Language Planning. Fall 2012, vol.36, issue 3, pp.252-272.