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PECULIARITIES OF LANGUAGE TEACHING IN CONDITIONS OF MULTILINGUAL EDUCATION

Abstract. *In this article, we tried to consider the features of language learning in the context of multilingual education. In the context of the globalization of the world, language learning is becoming not just one of the components of the educational process, but a necessity dictated by the peculiarities of our time. Knowledge of foreign languages (in particular English) is an integral part of the competence of a specialist of any profile in the modern competitive world. The problems and prospects of language education in the context of multilingual education are of particular relevance. Time requires knowledge of not one foreign language, but at least several. Great attention is paid to the teaching of foreign languages in the world. Multilingualism is the use of more than two languages by an individual or group of individuals. National projects are being implemented, resource centers are being opened where strategies, methods and techniques for teaching foreign languages are being studied. It is a generally accepted fact that language is only one of many factors that can contribute to quality education. Increasingly, the benefits of teaching a foreign language based on related languages are being considered.*

Key words: *Multilingual education, teaching foreign languages, lingua-cultural study, communicative approach, language families, multilingualism*

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ОСОБЕННОСТИ ЯЗЫКОВОГО ОБУЧЕНИЯ В УСЛОВИЯХ ПОЛИЯЗЫЧНОГО ОБРАЗОВАНИЯ

Аннотация. *В данной статье мы попытались рассмотреть особенности языкового обучения в условиях полиязычного образования. В условиях глобализации мира языковое обучение становится не просто одной из составляющих образовательного процесса, а необходимостью, продиктованной особенностями нашего времени. Владение иностранными языками (в частности английского языка) является неотъемлемой частью компетенции специалиста любого профиля в современном*

конкурентном мире. Проблемы и перспективы языкового образования в условиях полиязычного образования приобретают особую актуальность. Время требует знания не одного иностранного языка, а хотя бы нескольких. Преподаванию иностранных языков в мире уделяется большое внимание. Полилингвизм - это использование более двух языков человеком или группой лиц. Реализуются национальные проекты, открываются ресурсные центры, где изучаются стратегии, методы и приемы обучения иностранным языкам. Общеизвестным фактом является то, что язык является лишь одним из многих факторов, которые могут способствовать качественному образованию. Все чаще рассматриваются преимущества обучения иностранному языку на основе родственных ему языков.

Ключевые слова: Полиязычное образование, обучение иностранным языкам, лингвокультурология, коммуникативный подход, родственные языки, полилингвизм

In the context of the globalization of the world, language education is becoming not just one of the components of the educational process, but a necessity dictated by time. Proficiency in foreign languages is an integral part of the competence of a specialist of any profile in the modern world. The problems and prospects of language education in the context of multilingualism are of particular relevance. Time requires knowledge of not one foreign language, but at least several. The teaching of foreign languages is given great attention in the world. National projects are being implemented, resource centers are being opened where strategies, methods and techniques for teaching foreign languages are being studied. It is a generally accepted fact that language is only one of many factors that can contribute to a quality education.

There are two main approaches to the definition of the concept of "multilingualism": 1. full knowledge of the language or languages at a level close to the native language; 2. knowledge of only the "basic minimum", sufficient only for a limited number of communication situations [1, p. 88].

Multilingualism is a direct consequence of the cultural, political and economic diversity of social reality. Multilingualism is determined by the historically established interaction of different civilizations and peoples, in these conditions there is a rationally justified reason to use different languages to perform different social functions and roles. Citizens of many independent states are faced with the need to master several languages at once at a fairly good level.

The modern world of nations is a world of numerous languages that have a formal status, since the disciplinary community presupposes common language rules. Multilingualism is a natural phenomenon in a multinational world, which leads to misunderstanding of each other by speakers of different languages. According to many linguists, there are no criteria for determining intelligibility, namely: criteria for the amount of intelligibility; criteria for the boundaries of the end of comprehensibility; criteria for the boundaries of the beginning of intelligibility. For example, Swedish, Danish, Norwegian, being different languages, are understood by their native speakers. The spoken language spoken by the people of Oslo is closer to standard Danish than the spoken dialects of Norwegian northerners. The establishment of linguistic boundaries within one state acquires political significance, since all others acquire the status of dialects as languages whose speakers are not winners in the

creation of the state. For example, the Turkish government denies the existence of the Kurdish language, although the Kurds are the inhabitants of the mountainous regions of Turkey. You can also point to the Chinese language, which is divided into many dialects, moreover, some of them can differ so much that many linguists treat them as separate languages; at the same time, the language policy of China does not recognize them as such, pursuing the unification of the language through the spread of the Beijing dialect, often considering the remaining dialects as a deviation from the literary norm. These examples show that the modern world of nations and multilingualism is characterized by numerous language conflicts. They are based on socio-cultural contradictions of national identities. An example is the statement of the French-speaking parties in Belgium about the need to divide the state into a conference of independent states - Dutch-speaking Flanders and French-speaking Wallonia.

The study of each new language in the cultural and cognitive aspect can be legitimately considered in the context of acquiring new competencies. At the same time, language acts as a factor of culture, which dictates its own rules for performing a linguistic action. These rules/agreements/conventions are fully revealed at the discursive level, in the process of communication within the framework of communicative practices.

How does a multilingual education, from our point of view, benefit students studying other languages? First of all, speaking about the influence of multilingualism on the learning of another language, an important clarification should be made. First of all, we are talking about related languages. So, for example, knowing the basics of French or German obviously helps in learning English. The German language belongs to the Germanic group related to English. And the connection with the French language can be seen in the presence in the English language of a large amount of Romance vocabulary, due to some historical reasons. Multilingualism is the use of more than two languages by an individual or group of individuals.

So, when teaching, for example, reading, students can use psycholinguistic guessing strategies. In the same way, knowledge of the spelling rules of one language can help master the writing system of another, related language. Bilingual and multilingual education, in contrast to monolingual education, provides significant pedagogical advantages, which are constantly reported in the scientific literature. Such pedagogical advantages in relation to the advantages of bilingual and multilingual education are described in Benson's [2, p. 115] book as follows:

1. Because subject matter instruction is provided in the first language (L1), learning new concepts is not delayed until students become competent in the second language (L2). Unlike immersive learning, which is often characterized by lectures and cramming, bilingual learning allows teachers and students to naturally interact together, creating collaborative learning environments that promote both cognitive and linguistic development. Explicit second language instruction (L2), starting with oral skills, allows students to learn a new language through communication rather than memorization.

2. The transfer of linguistic and cognitive skills is facilitated in bilingual programs. Once students have mastered basic literacy skills in the first language (L1) and communication skills in the second language (L2), they can begin to read and write in it, effectively transferring the acquired literacy skills in the familiar language. The pedagogical principles underlying this positive Cummins' [3, p.19] transfer of skills are the theory of interdependence and the concept of common basic language proficiency, according to which language proficiency, literacy and

concepts learned in the first language (L1) can be accessed and used on second language after the oral skills of the second language (L2) have been developed and no re-learning is required.

3. Student learning can be accurately assessed in bilingual classrooms. When students are able to express themselves, educators can diagnose what has been learned, what remains to be learned, and which students need further help.

4. The affective area, including confidence, self-esteem and identity, is enhanced by the use of the first language (L1), increasing motivation and initiative, as well as creativity.

5. Bilingual programs allow students to understand, speak, read and write more than one language.

Thus, as Benson rightly points out, all of these benefits are based on two assumptions, first, basic human needs are met so that education can be obtained, and second, bilingual and multilingual education can be properly implemented.

In recent years, the British Council has taken important decisions to promote the use of multilingual approaches in the teaching of English at the international level. A key public statement on this matter was made by Martin Davidson, Chief Executive Officer of the Council in 2013, who announced the change in policy when the British Council decided that future support for English would be in addition to the languages spoken by the people, not instead of them.

What methods are effective in learning English in a multilingual classroom? Teaching a foreign language in the context of multilingualism should be based on the principles of developmental education, its individualization, the dialogue of cultures, and the principle of an integrative approach. In modern pedagogy, many author's methods of teaching foreign languages have been developed. Each technique is based on classical methods [4, p. 287].

Language teaching has undergone many changes in methodology and curriculum development over the past 50 years, and communicative language teaching has prompted a rethinking of approaches to methodology and curriculum development. We can group the trends in language learning over the past 50 years into three phases:

Stage 1: traditional approaches (until the end of the 1960s);

Stage 2: teaching the classical communicative language (1970-1990s);

Phase 3: modern communicative language teaching (late 1990s to present).

Let's first look at the transition from traditional approaches to what we can say about classical communicative language learning.

1. The Grammar translation method (direct translation method). This is a method that has been used by foreign language teachers for many years. At one time it was called the classical method, since it was first used in the teaching of the classical languages, Latin and Greek. Earlier in the century, it was used to help students read literature in a foreign language. Classes are taught in the students' native language, with little active use of the target language. Vocabulary is taught in the form of isolated lists of words. Detailed grammar explanations are always provided. Reading a complex text begins at the very beginning of learning. In this method, little attention is paid to the content of texts, which are treated as exercises in grammatical analysis. The old method is still used by some educators in teaching a foreign language in a multilingual classroom.

2. Audio-lingual method (audiolinguistics). Audiolinguistic methodology owes its existence to behavioral models of learning using the stimulation-response reinforcement model,

it has tried to form good habits in students through a continuous process of such positive reinforcement. This method relies heavily on exercises such as substitution to form these habits. Habit-forming exercises remain popular with teachers and students, as well as teachers who feel comfortable with the linguistic limitations of such procedures [5].

3. PPP - presentation, practice and production. A subset of audiolinguistics in British teaching and elsewhere is the procedure most commonly referred to as PPP, which stands for Presentation, Practice and Production. The main thing in this technique is the introduction of a situation that is practiced and reproduced by students in the language being studied. Students now practice the language using precise reproduction techniques such as choral repetition, individual repetition, and cue-response exercises.

4. ESA (Engage, Study, Activate). In the ESA model, three components are typically present in any training sequence, be it five, fifty, or one hundred minutes. E stands for Engage - students must be emotionally involved. S stands for study. A stands for activate - any stage in which students are encouraged to use all or any of the languages they know. This method is currently very popular in teaching English in the context of the implementation of the Federal State Educational Standard in secondary and higher education [5].

5. Communicative approach. Communicative language learning aims to teach communicative competence. Communicative language competence today refers to the knowledge we have about a language, which explains our ability to produce sentences in a language. This refers to knowing, for example, parts of speech, tenses, phrases, sentences, sentence patterns, and how they are formed. In grammatical competence, the focus is on grammar textbooks, which typically present the grammar rule on one page and practice exercises on the use of the rule on another page. The unit of analysis and practice is usually the sentence. Although grammatical competence is an important aspect in language learning, it is clear that this is not all that is involved in language learning, as a person can master the rules of sentence formation in a language and still not be successful in using the language to communicate meaningfully. This last ability is understood under the term communicative competence.

Modern theory and practice of teaching communicative language is based on a number of different educational paradigms and traditions. And because it draws on a wide variety of sources, there is no single or coherent set of practices that characterize contemporary communicative language learning. Rather, communicative language teaching today refers to a set of generally accepted principles that can be applied in different ways, depending on the context of learning, the age of the learners, their level, learning goals, etc [6, p.451]. The following core assumptions or their variants underlie the modern practice of teaching a communicative language.

In the Jack Richards' book "Communicative Language teaching today" [7, p.74-76], the author identifies ten basic assumptions (principles) of modern communicative language teaching:

1. Learning a second language is facilitated when students are engaged in interaction and meaningful communication.

2. Effective classroom assignments and exercises provide students with the opportunity to discuss meaning, expand their language resources, notice how language is used, and engage in meaningful interpersonal exchange.

3. Meaningful communication results from students processing content that is appropriate, purposeful, interesting, and engaging.

4. Communication is a holistic process that often requires the use of multiple language skills.

5. Language learning is facilitated both by activities involving inductive or open study of the fundamental rules of language use and organization, and by activities involving language analysis and reflection.

6. Learning - A language is a gradual process that involves creative use of language as well as trial and error. While mistakes are normal when learning, the ultimate goal of learning is to be able to use the new language fluently.

7. Students develop their own language learning paths, progress at different rates, and have different needs and motivations for language learning.

8. Successful language learning involves the use of effective learning and communication strategies.

9. The role of the teacher in the language classroom is that of a facilitator who creates an environment conducive to language learning in the classroom and provides opportunities for students to use and practice the language and to reflect on language use and language learning.

10. The classroom is a community where students learn through collaboration and information sharing.

Thus, knowledge of one of the foreign languages helps to learn other related foreign languages, which in modern society become an integral part of a person's personal and professional activities. All this in general causes the need for a large number of citizens who practically and professionally speak several languages, and in this regard, have real chances to occupy a more prestigious position in society, both socially and professionally. The formation of a communicative personality capable of active life in a multicultural environment is the goal of teaching foreign languages.

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