

FORMATION OF A PROFESSIONAL MULTI-LINGUAL PERSONALITY OF A NEW TYPE IN THE CONDITIONS OF MULTILINGUAL EDUCATION OF THE REPUBLIC OF KAZAKHSTAN (ON THE EXPERIENCE OF L.N. GUMILYOV EURASIAN NATIONAL UNIVERSITY)*

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Abstract

It is known, the quality of professional training of specialists is urgently crucial throughout the world. Not surprisingly, this issue is given serious attention since in the context of globalization the linguistic sphere of public life is most susceptible to significant changes in Kazakhstan. All changes in political, economic and cultural life largely depend on linguistic, ethnocultural, social and other specific historical conditions determined to each individual country. The study of several languages and through them acquaintance with the culture of the people is the basic condition for the formation of a multicultural personality, that is very important for the modern world and that fosters self-realization of the person in the contemporary conditions of social relations, his professional competitiveness and social mobility. In the course of this study, we set the goal of the work: to reveal the essence of the multicultural personality formation process of future foreign language teachers in terms of Kazakhstan polysemy (on the experience of L.N. Gumilyov Eurasian National University) as a psychological and pedagogical phenomenon, to develop and experimentally check a set of pedagogical conditions for improving its effectiveness. Moreover, we have determined to reveal the following tasks: to define the theoretical and methodological prerequisites for studying the problem of the formation of a multicultural competence in the process of training foreign language teachers in terms of Kazakhstan's multilingualism; clarify the essence of the concept of "multicultural personality", determine the structure, criteria, indicators and levels of its formation; to reveal the pedagogical possibilities of using a foreign language in the formation of the multicultural competence of students; scientifically justify the totality of pedagogical conditions that ensure the effectiveness of formation process of the multicultural competence of

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students-future teachers in terms of Kazakh polylingualism. Sources of the research: legislative acts and official documents in the sphere of language policy of the Republic of Kazakhstan; scientific literature on the problem under study; the annual address of the president of the country to the people of Kazakhstan; data from sociological research. Research methods: theoretical analysis of scientific literature on the problem under study; analysis of official documents; observation; experimental training; analysis of approbation; statistical counting. As a whole, as a result of pilot training of students of the specialty "Foreign language: two foreign languages", L.N. Gumilyov Eurasian National University pedagogical conditions were substantiated, ensuring the effectiveness of the formation process of the multicultural personality of students-future teachers in the conditions of Kazakhstan's polylingualism.

Keywords: Innovation, technology, research projects, multicultural personality, multilingualism, bilingualism, methods of teaching languages.

1. INTRODUCTION

The urgency of the work lies in the fact that, under the conditions of globalization, the linguistic sphere of public life is most susceptible to significant changes, that is mostly clearly manifested in multinational countries, including Kazakhstan. In the international community, Kazakhstan is recognized as a country leading a consistent internal policy aimed at ensuring tolerance, interfaith and intercultural harmony among representatives of all nationalities living in Kazakhstan and representing a single nation of Kazakhstan. The leading idea of the research project: to study several languages and through them acquaintance with the culture of the people, which is the main condition for the formation of a multicultural personality that is very important for the modern multicultural world and contributes to the self-realization of person in the modern conditions of social relations, its professional competitiveness and social mobility. The state policy in the field of linguistic education in the Republic of Kazakhstan is aimed at its dissemination and support in educational conditions and is determined by the specific socio-economic and political context that forms the social order in relation to the language training of citizens. Solving the strategic tasks of the comprehensive development of multilingual education is one of the key factors for increasing the competitiveness of Kazakh graduates (Kunanbaeva, 2014, p.208).

These tasks cannot be solved outside the single educational space and common standards for assessing the quality of graduates' training and without improving the quality of foreign language education in higher education. Priority is given not only to the English language, which is on the list of necessary for teaching along with the Kazakh and Russian languages within the cultural project "Trinity of Languages" (Chan Dinh Lam, 2013, p. 130-132), but also to other foreign languages. This is particularly emphasized in the State Program for the Functioning and Development of Languages until 2020 (Nazarbayev, 2012).

In the new technology of teaching it is necessary to ensure the identity of the content of instruction in the second and third languages. President of the country N.A. Nazarbayev set a high standard before the national education (Nazarbayev, 2017). It should become competitive, high-quality, so that graduates of the Kazakh school could easily continue their studies in foreign universities.

2. THE AIM

The goal of multicultural and multilingual education is the formation of a person capable of active life in a multinational and multicultural environment, with a developed sense of understanding and respect for other cultures, the ability to live in peace and harmony with people of different nationalities, races and beliefs (Suleimenova, 2011, p, 117). We also agree with the opinion of S.G. Ter-Minasova that "language is a mirror of culture, it reflects not only to the real world surrounding the person, not only the real conditions of his life, but also the public self-consciousness of the people, his mentality, national character, a way of life, traditions, customs, morals, a system of values, a worldview, a vision of the world " (Ter-Minasova, 2000, p.361).

Many scientists have studied the philosophical ideas of the multivalued phenomenon of "culture", such as M.S. Kagan, M.M. Bakhtin, V.M. Mezhuyev, JI.H. Kogan, N.K. Roerich, G.P. Vyzhletsov, Yu.M. Lotman, Yu.M. Reznik, etc. The ideas of the "dialogue of cultures" and the concept of multicultural education are considered in the writings of such scientists as M.M. Bakhtin, B.C. Bibler, M. Buber, K. Jaspers, M.S. Kagan, V.P. Borisenkov, O.V. Gukalenko, A.Ya. Danilyuk, G.V. Palatkina, V.V. Makaev, Z.A. Malkova, G.D. Dmitriev, A.N. Djurinsky and others. The concept of a multicultural language personality is described in the

works of L.P. Khalyapin, P.V. Sysoeva, L.V. Kolobovoy.

Kazakhstan has already formed the main trends that determine the development of the methodology of multilingualism. According to the legislative acts on education in the Republic of Kazakhstan, all education organizations, regardless of the form of ownership, must provide Kazakh language students with knowledge of the state language, as well as the study of the Russian language and one of the foreign languages in accordance with the state compulsory standard of the appropriate level of education. New time and new conditions require radical restructuring, reevaluation of values and ideals, revision of goals and objectives of teaching methods. Learning foreign languages in Kazakhstan is teaching the language as a real and valuable means of communication at the level of the speakers of this language. Learning a foreign language, a communicative skill is formed, so necessary for a person as a member of society, a member of the collective, a member of the family. It involves the ability to listen the interlocutor, to enter into communication, to support it.

The teaching principles in the system of Kazakh polysemy:

- Kazakh language - Russian language - English;
- the study of languages is parallel, the languages do not intersect, the support is the native language;
- Mastering new means of expressing thoughts and the world of the language being studied;
- development of the multilingual consciousness of the individual;
- algorithm of speech development; mental, oral - written; communication;
- the development of speech is also the development of thinking. Actually, speech is impossible without thoughts, without an outstripping internal process.
- speech environment: word - dictionary - language structure:
- development of speech - communication - rhetoric: culture of speech.

Multilingualism - the basis for the formation of a multicultural personality. A person immersed in the triad "language - speech - communication", through the choice of language of communication and self-expression comes to culture. In turn, the speech culture of the individual is a creative springboard for self-improvement, for its self-realization. Speech culture - an integral part of the culture of the people associated with the use of language. It includes language with its national specifics, with its social and functional varieties (Karlinsky, 2011, p.264).

3. MATERIALS AND METHODS

The consideration of the multilingual culture in the context of the present study in the context of the general human culture is particularly relevant. Undoubtedly, this allows us to study the problem of coordinating various human activities in several intercultural spaces, eventually forming an interest in broad education. Taking this circumstance into account, that sociocultural knowledge makes language a special object in education, necessary for the development of man's vital forces. The person and his language are his inner world, therefore, one cannot study a dream of a language, and the language cannot be studied outside of a person. Today, the world is experiencing a "language boom," and the study of languages is given great importance in Europe and Asia, once again confirms the idea of the desire of people of different nationalities to cultural unity when solving numerous global problems. The humanization of the multilingual educational space presupposes the creation of such an environment, in the conditions of which it is possible to formulate an individual polylinguistic culture purposefully (Bakhtin, 2010, p.310).

In the conditions of multilingualism, there are several directions: this is the formation of interethnic communication, the education of tolerance. Multiculturalism has much in common with international education, understanding and respect to other people, their cultures, life values, mutual understanding between people, communication skills, solidarity and cooperation. Establishing communication between communities of people is the need for mutual understanding of the cultures of different nations, the formation of a sense of solidarity and tolerance (Zeer, 2006, p.170).

As the principles on the basis of which the process of formation of multicultural personalities can be carried out, the following are defined:

- 1) the principle of orientation to the knowledge of various cultures;
- 2) the principle of integrating learning and communication;

- 3) the principle of awareness of the global and identity in the individual;
- 4) the principle of autonomy and independence of the individual in training;
- 5) the principle of problem-oriented knowledge.

Consequently, a multilingual person is a model of "a person viewed from the point of view of his readiness to produce speech acts, to create and accept works" (statements and texts) in three or more languages (Chan Dinh Lam, 2013, p. 130-132).

Proceeding from the theoretical and methodological basis of the research, we developed and described a methodology for the formation of a multicultural personality in the process of preparing students of the third course of the specialty "Foreign language: 2 foreign languages" and structured according to the levels of its formation.

4. THE METHODOICAL MODEL OF MULTICULTURAL PERSONALITY FORMATION

We emphasize that a foreign language has the necessary potential for the formation of a multicultural personality of future specialists. This potential will be fully realized if the following principles are taken into account: dialogue of cultures, bilingual education, independent search and research activities, interactive interaction with representatives of the multicultural world, and learning in the context of a natural multicultural language environment integrated into the learning process.

The main criteria for the formation of a multicultural personality are defined in the organization and carrying out of experiment work: cognitive knowledge about culture as a social phenomenon, trends in the development of the modern multicultural world, the idea of cultures as the only possible philosophy of existence, the specifics of the teaching profession, the awareness of one's own multicultural affiliation, motivational-affective - manifestation of empathy, tolerance, emotional stability, humanistic direction and ability to apply adequate means in solving professional problems of interaction with people, the ability to relieve tension in relationships, and conflict resistance (Vygotsky, 1999, p. 480).

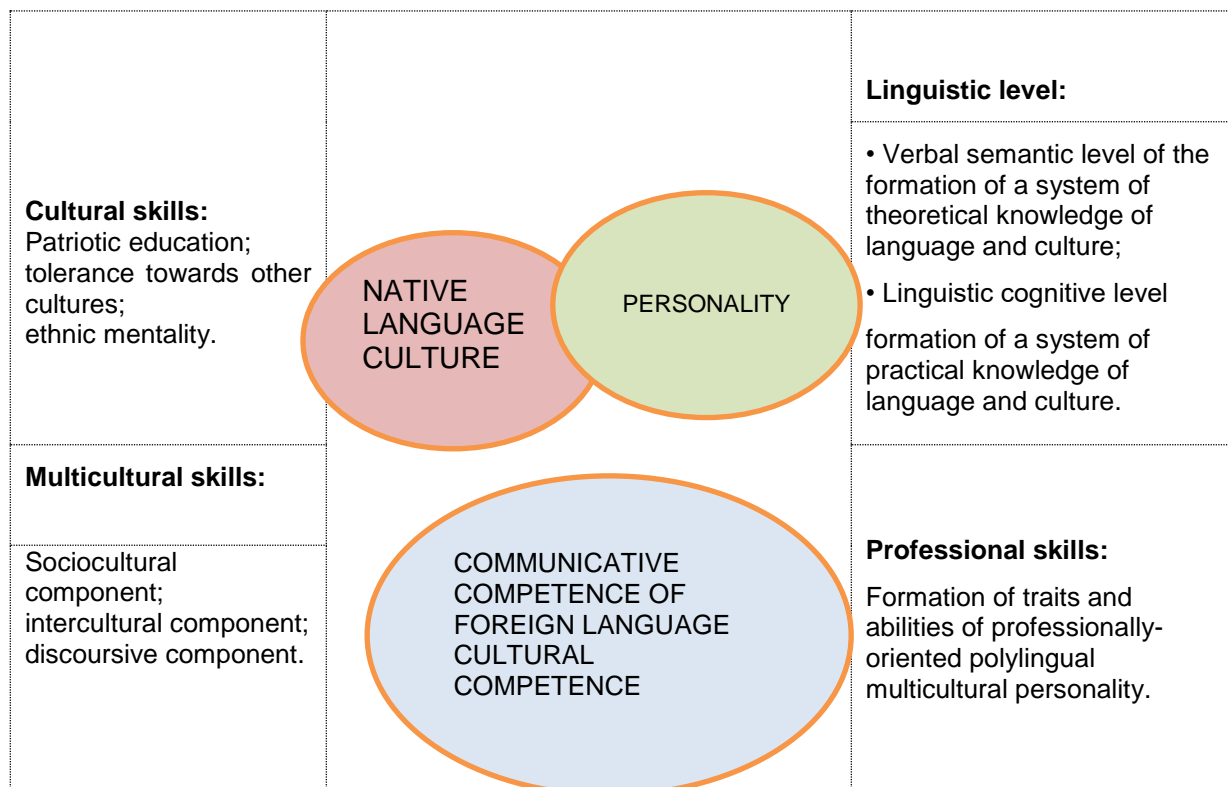


Fig.1. The policultural model.

Figure 1 shows schematically the model of the formation of the polylingual personality of the student, capable of realizing effective intercultural communication in conditions of international communication. The structure of the polylingual personality model in the conditions of modern multicultural Kazakhstan is represented by a basic linguistic personality reflecting in its content, a communicative competence with all its

components, and from the social, spiritual language personality of the student, which includes ethno-cultural, linguistic, multicultural and professional skills. The basic, individual language personality in our model is expressed in the language skills and in professional knowledge. Language competence includes: verbal-semantic level, which assumes for the bearer a normal command of natural language; linguocognitive level, the units of which are concepts, ideas, concepts that are formed in each linguistic individuality in a more or less orderly, more or less systematized "picture of the world", reflecting the hierarchy of values. The language personality is a kind of a full-fledged representation of the personality, containing in itself mental, social, moral and other components, but refracted through its language. A more or less complete picture of the world, its model, which largely determines the behavior of a person, is formed in the mind of a person, and is constantly supplemented in the process of vital activity. The intermediary between language and the world is the cognitive activity of man, in the process of which a person realizes his ideas about the external world.

The structural components of the model were based on the development of criteria and corresponding indicators characterizing the formation of the multicultural personality of students. The study identifies the main 4 skills of a multicultural personality: ethno-cultural, multicultural, linguistic and professional.

The practical importance of this research is that we have developed pedagogical conditions that activate the process of formation of the multicultural personality of future teachers of a foreign language, and the criteria and indicators of the formation of a multicultural personality are defined.

We also determined that the multicultural personality is one of the main professional characteristics of a teacher of foreign languages, which allows us effectively carry out professional activities in the conditions of cultural diversity of society.

The experimental work was carried out on the formation of a multicultural personality of the third year students: the specialty "Foreign language: 2 foreign languages" in the conditions of Kazakhstan polygamy at LN. Gumilyov Eurasian National University, Astana, Kazakhstan. In the basis we adopted the definition of a multicultural personality as an active carrier of several languages, characterized as:

- personality of speech - a complex of psychophysiological properties that allow an individual to perform speech activity simultaneously in several languages;
- communicative personality - a set of abilities for verbal behavior and use of several languages as a means of communication with representatives of different linguistic societies;
- vocabulary - integrating the values of a multi-ethnic society, behavioral experience, integrated in the lexical system of many languages.

5. RESULTS

As mentioned above, in the experimental work on the formation of a multicultural personality, 66 students of the third year, specializing in "Foreign language: 2 foreign languages" studying at L.N. Gumilyov Eurasian National University, were involved. The average age of the trainees is 20-21 years, only 3 groups. The number of girls prevails over the number of guys. There were no significant discrepancies in the results of the questioning of students, the results were combined and the average indicators were determined. The results of questioning in the average indicators of the groups were as follows: cognitive - 3,2 out of 10; motivational and affective - 2,7 / 10; behavioral - 4,25 / 10. The results of the questionnaire showed a level below the average preparedness of students for the perception of foreign culture and tolerant attitude towards foreigners, which gave us grounds for continuing the experimental training with this group.

Table 1. Skills of a multicultural personality. Professional skills, ethnocultural, multicultural skills, linguistic skills.

Professional skills	Project technology for the solution of professionally-oriented situations of multicultural communication.
Interview - essays. Ethnocultural, multicultural skills	Essay Structure: Making an essay; language of the essay; the content of the essay. Topic: Understanding of multicultural interaction.

Testing. Linguistic skills	Questions: 42 tasks of the lexico-grammatical test. Types of tasks: single choice, multiple choice, ordering, establishing compliance, indicating the truth or falsity of statements. The test was carried out in the experimental and control groups. Three-tier scale of assessment: "3" - 5 correct answers; "4" - 7 correct answers; "5" - 10 correct answers.
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Then came the ascertaining experiment for determining the level of the formation of the components of language skills in the structure of a multicultural personality, which made it possible to assess the subjects in accordance with the initial level of the formation of the required knowledge, skills and abilities. The test was compiled by us in a systematized student testing program, a test editor and a results log for creating and conducting computer testing, collecting and analyzing results, and assessing the scale indicated in the test. The test consists of 42 questions with different types of tasks: single choice, multiple choice, ordering, establishing compliance, indicating the truth or falsity of statements.

When processing the results of the testing we used the scale of evaluation of the testing program. The test was carried out in the experimental and control groups. For experimental purposes, a three-level scale for assessing the quality of students' knowledge was introduced (minimum ("3") - 50% of tasks performed correctly, sufficient ("4") - 70% of correct answers, optimal ("5") - 80% of true responses to The results of the experiment and the comparison of the quantitative indicators made it possible to see that the overall level of quality of knowledge of students in control and experimental groups in a foreign language is low, namely: 60% - the minimum level, 32% - sufficient level of training and only 8% - optimal level.

This phenomenon, in our opinion, is caused by the ineffectiveness of traditional teaching methods and technologies, as well as by the nature of traditional forms of checking and monitoring the state of the learning process in a foreign language at a university. The shortcomings revealed during the ascertaining stage of the study, namely the low results of mastering the language competence, the insufficiently high level of cultural-oriented specialists in the field of education, were the main problems for the solution in the educational system for the training of future specialists.

In the experimental teaching, the technology of cultural-oriented learning of foreign speech was applied, providing:

- expansion and enrichment of the personal volume of the student information field on the basis of mastery of modern lexicon and cultural realities, use of web technologies;
- formation of effective interaction in the conditions of multilingual communication on the basis of owning algorithms for generating speech actions and their productive application in accordance with the complex of communicative tasks of professional communication in new, non-standard situations;
- increased initiative, independence in planning, forecasting and modeling of foreign communication, implementing an interactive model of professional communication and focused on the creative actualization of information, expressive and pragmatic communication functions.

In the training experiment, role, visual-project types of speech tasks, case study of the method, web quests were used. The content of the speech situation was determined by the formulation of task-instructions, specified in the subject-education field, and provided a motivational orientation and created the conditions for the formation of communication skills in the multicultural sphere and the environment. During the speech game, the skills of understanding, perception and reproduction of meaningful communicative components of typical situations of multicultural communication were developed and improved. This type of game implementation was carried out as a step-by-step educational procedure, consisting of separate, independent, but interrelated, optimal in size portions of information learning tasks. The main goal of the role-playing game, the performance of functional roles are to teach you how to navigate in different circumstances of professional communication situations, take into account the opportunities of other people, establish contacts with them, influence their behavior, interests, activities.

When processing the results of the final testing, we used the evaluation scale of the testing program. The test was carried out in the experimental and control groups. Results of the final experiment and comparison of quantitative indicators allowed to see that the overall level of students' knowledge quality control and

experimental groups in a foreign language varies significantly. The dynamics of the formation of the skills of the motivational and affective component in both disciplines was stably positive and similar in stages. The main shift occurred during the first stage of the forming experiment: the integral indicator increased by an average of one in two disciplines. If 27% of students showed an unsatisfactory level of skills in the motivational-affective component at the staging stage, and 40% - the initial stage, then after the first stage 61% of the students had an average level and all overcame the unsatisfactory level. Qualitative dynamics was observed after passing the second stage: the number of students with a high level of the group of skills in question increased by 12%. The number of students with an elementary level dropped to 4%, while the number of students with an average level dropped by 3%. Comparison of the percentage of the first and second stages indicate that 9% of students for the second stage were able to overcome two levels and move from the entry level to the high.

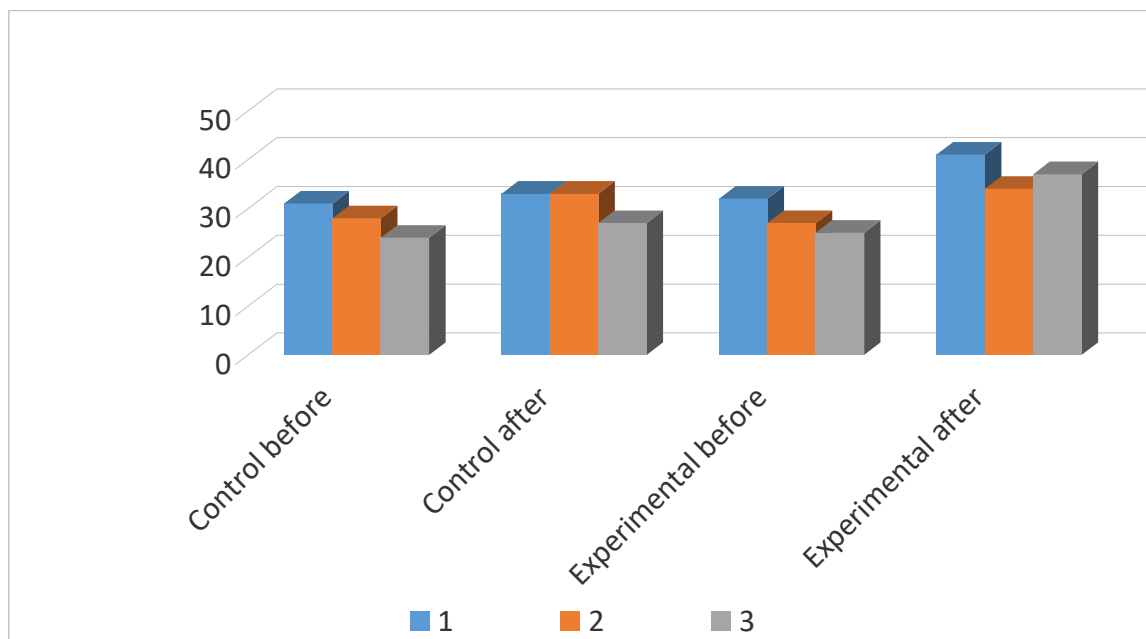


Fig.3. Results of pre and post experimental teaching.

So, in conducting the experimental work on the formation of the multicultural personality of students of the specialty "Foreign language: 2 foreign languages" of the bachelor degree obtained positive dynamics of changes in the quantitative and qualitative indicators of the multicultural personality in both experimental and control groups. However, quantitative indicators of changes in levels of formation are much higher in the experimental groups.

6. CONCLUSION

Based on the results of experimental work, a set of pedagogical conditions has been identified that contributes to the effective formation of a multicultural personality of future teachers of a foreign language, which includes:

- 1) proper selection of subjects and structuring of the contents of the educational material in a foreign language on the basis of a sociocultural approach and the principle of professional orientation;
- 2) the use of interactive forms and methods in the learning process (discussions, role plays, dramatization, presentations, internet communication, project technologies);
- 3) humanization of interaction between subjects of the educational process: interaction of the teacher and student on a dialogical basis, in the framework of cooperation and co-creation.

In order to form a multicultural personality, students were offered a task to translate sentences from Kazakh into Russian and English, and vice versa, the selection of equivalents of proverbs and sayings. These exercises perfectly fix the knowledge of the grammatical structure of the languages studied. Particularly interesting and useful was the task, aimed at studying the historical, cultural, geographical features of different countries. At the end, a test is offered for the knowledge of folklore works. One of the defining elements of modern understanding of the world is the concept of multicultural interaction. Participants in this

interaction not only resort to their own traditions, customs, ideas and ways of behavior, but also at the same time become acquainted with the rules and norms of another's culture.

For the purpose of improving the students of the specialty "Foreign language: 2 foreign languages" as a result of the experimental training of the students of L.N. Gumilyov Eurasian National University, the following pedagogical conditions were substantiated, ensuring the effectiveness of the process of formation of the multicultural personality of students-future teachers of foreign languages in the conditions of Kazakh polygamy: - selection of subjects and structuring of the contents of educational material in a foreign language on the basis of the sociocultural approach and the principle of professional orientation;

- use of interactive forms and methods in the learning process, for example, discussions, role plays, dramatization, presentations, Internet communication, project technologies;

- humanization of interaction between subjects of the educational process: interaction of the teacher and students on a dialogical basis, in the framework of cooperation and co-creation.

The criteria for reflecting the principles of multicultural education in the curriculum are: the use of humanistic ideas and worldviews, the characteristics of unique features in the culture of people in the world, the strengthening of the interdependence of countries and people in modern conditions, the disclosure of diverse forms of interaction and cultural interdependence introduces students to the polyculture, educate them respectful tolerance for the culture of other countries and a deeper awareness of their culture.

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