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STATUS OF FOREIGN LANGUAGE EDUCATION IN KAZAKHSTAN

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Abstract. In the article, the author examines the main issues and the current situation in the field of foreign language education in the Republic of Kazakhstan. The messages of the First President of the Republic of Kazakhstan Nursultan Nazarbayev to the people and the concept created by the government were taken as a basis both for starting the development of teaching and learning foreign languages, and for conducting research. The work describes the beginning of the formation and further steps in the implementation of the task. To begin with, the reasons for the creation of this industry and its relevance at the time of creation have been worked out. Also, the factors that contribute to the development of personnel training or the training of existing personnel from scratch are discussed. Such factors in the course of the work were noted: economic cooperation between countries and the creation of foreign institutions on the basis of Kazakhstani universities. In this factor, further improvements are also envisaged not only in the field of foreign language education, but also in traditional education, in the field of the world market, in the cultural and international environment, improvements are also noted that will take place due to the development of the field of foreign languages. In the conclusion of this work, the prospects for this field of education in our country are outlined, and the main directions that will be developed to achieve the set goals and maintain a stable - for a start - situation in the field of teaching and learning foreign languages.

Key words: foreign language education, concept of education, teacher training, leveled system of education, international education, multilingualism.

The beginning of a new age of globalization was marked for mankind by a huge and significant leap in the development of science in general. The international relations established up to this time demanded an immediate modernization. International relations and international communication began to come to the fore right behind industrialization. This, in turn, led to an urgent need for personnel in such areas as the study of foreign languages, and, in fact, the teaching of foreign languages. This process has had a great impact on human life up to the present days. Everyday life of most people now requires effective communication in their native and foreign languages as well.

Also, the learning of foreign languages is needed if working on joint ventures appearing in Kazakhstan. Specialists with profound knowledge of foreign languages like English, Chinese are especially demanded in our country. To know foreign languages is important for every qualified person, for good specialists. Our country more than on 90 percent has a market economy. Researches

being conducted and innovations being implemented should improve learning and teaching for our people. That is why it is so important to be persistent in studies.

Nowadays, Kazakhstan as many other developing countries has the goal in the aspect of linguistic competence to enlarge international dialogue between different cultures. So, the role of communication is in teaching a person on a task-based system, improving communication in a foreign language, and using all the new ideas and methods required for the process. Mentioned above can be conducted, that learning to communicate in a foreign language fully and correctly means to use sociocultural knowledge and skills. The use of the "cultural" method of teaching foreign languages is necessary for modernization not only for educational, but also for practical purposes [1].

A cultural approach to education worldwide was represented in the works of such linguists as E. Sepir., N.S. Trubetskoy., V.F. Sidorenko, A.S. Zapesotsky. More detailed study in the field of cultural approach in Foreign Language Teaching was made by L. Bloomfield, V. Maslova, V. Safonova, M. Suvorova. The approach is called more detailed because basic and applied knowledge and skills were studied through the pertinent principles of the professional culture. The implementation of the cultural approach allows to reconsider the peculiarities of teaching a foreign language.

Discussing on the analysis of the current situation of foreign language education in Kazakhstan, it can be said that despite some achievements in the area, the general level of foreign language teaching of school and university education has certain issues to be improved and modified. Foreign language education introduction in Kazakhstan, has started, if it may be considered so, from the N. Nazarbayev's - the First President of the Republic of Kazakhstan - Address to the people of Kazakhstan named "The third modernization of Kazakhstan: global competitiveness". It is said there that the task of the innovation in making education the central link in the aspect of modern model of economic growth. According to current situation English language is the basis of new industries, new technologies and developed economy [2]. Without mastering English, Kazakhstan won't be able to reach such progress in it's development. The process as a whole system has been really started and implemented after 2007 year's Address of the Nation Leader N. Nazarbayev named "New Kazakhstan in a new world". Cultural project "Trinity of languages" was a unique program used for step-by-step modernization in the area. The President noted that for ensuring the Republic of Kazakhstan's competitiveness on the global market, the necessity is in the three languages development: Kazakh as the state language, English as the tool of successful integration into the global market economy, Russian as the language of interethnic communication [3].

Further steps for introducing and developing multilingualism were reflected in the State Program for the Development of Education aimed at 2011–2020 years and activities of the Ministry

of Education of the Republic of Kazakhstan, which in their turn, were based on the specified State Education Standard "Languages of the Trinity" approved in November 2010 [4]. Direct work on preparation was finished in February 2011, when the Kazakhstan universities have already developed and put into effect standard programs on coordination of the processes of teaching the languages of the Trinity in the universities of the Republic of Kazakhstan. The major task of the innovation, as in any other field of education, was to train highly qualified personnel for the direct process in the present and for conducting research activities designed to develop the strategy of the Trinity languages in the future.

In the direct process foreign language teaching personnel are asked for being under Professional standard of teaching level. That includes knowledge of foreign languages of the subject and several training programs, ability of personnel to plan educational process, to analyze its performance, to evaluate the students' knowledge, to master the educational methods and forms, and to have ability make research activities for forming the most useful methodology of teaching. Taking into account the above regarding the President's message and the English language place, developing education, developing society and the world in general should be noted. The leveled model of foreign language education based on a dynamic structure of the implementation of the general program of reforming education in Kazakhstan is a real action on the way of Kazakhstan's entry into the world educational space. The leveled system is introduced and designated on the following concepts: "foreign language education" focused on intercultural communication; "level of training" (as the end result of the work of teachers and students, it implies a set of skills and abilities); Language for Academic Purposes (LAP), Language for Specific Purposes (LSP) along with Language for Everyday Communication. To monitor the implementation of trilingual education, it is recommended to identify clear criteria for the status of a multilingual educational organization [5].

Today, foreign language education covers not only English, but such languages as, Chinese, that has become one of the most spoken languages in the world, German, and, in connection with the development of relations between Kazakhstan and Turkey, the Turkish language began to develop rapidly. Above mentioned leveled system of education is successfully implemented in specialized institutions like Daryn schools, Nazarbayev Intellectual Schools (NIS), Nazarbayev University, Kazakh Turkish high schools. Most experience in the implementation of multilingual education has Nazarbayev Intellectual Schools, in which, taking into account the analysis of modern international experience, a model of trilingual education is being developed and implemented, based on the level system of language learning [6]. This model is based on the fact that students can fully master the oral and written speech in Kazakh, Russian and English. At the same time, not only the rules for introducing the second and third languages into the educational process should be taken into account, but also the possibilities of interactive methods of immersion in a foreign language environment. On

the one hand, today, when the education system is faced with the task of introducing the latest methods of preschool training and early trilingualism, thirty two universities have introduced training for more than 5.5 thousand students from special departments since September 1, 2012, which will allow in the near future to receive not only competitive multilingual specialists, but also to carry out the massive introduction of multilingualism at all stages of education "preschool education - school - university - preschool education". This will make the process of multilingual education continuous.

Prospects of the implementation of this education system and innovations in a Kazakh school will lead not only to development of multilingual society, but allows the formation of a comprehensively educated person, that will be able to orient in the intercultural area, fluent in Kazakh, English and Russian at a good level. Practice research showed that the major number of applicants associate the choice of future profession with the English language, considering ability to speak and understand foreign language is needed for obtaining a respectable, highly paid job and career advancement in the future, and supposes that ability to speak in two or more languages will help them to fortify social position and have a respectable job in nowadays multilingual society [7]. Meaning, it will allow to be communicative and adapted to any environment and culture. These factors mean the functioning of the Kazakh, English and Russian languages in a sociocultural communicative area.

In this regard, the prospect of the foreign language education in schools and universities is seen in the design and creation of a unified developing speech, cultural environment in the educational system, not only within the framework of humanitarian subjects.

About ten years ago and today the most popular and perspective language was English as the language of international communication. But, according to experts, this will not always be the case, which is associated with certain economic factors. So, according to about, in 50 years the most popular and widespread language will be Chinese, even though it is quite difficult to learn. Such popularity is due to the fact that China is gradually entering the world arena as a country that produces a huge amount of various goods for the consumption of countries around the world. The study of the Chinese language in Kazakhstan is especially important due to the geographic location of the country and the gradual establishment of ties and cooperation between states. This can be confirmed by the fact that English and Chinese languages today are in almost the same demand for foreign language courses at the international training centers. Confucius Institute on a basis of many Kazakh Universities is the progressive center for highly qualified training in the Chinese language for specialists in any area. The Confucius Institute, organized on the basis of the Center for Chinese Language of KazNU, created in 2002, is the result of many years of cooperation and joint efforts of the Kazakh National University and Lanzhou University (PRC).

The main priorities in the development of this type of cooperation is the continuous maintenance of economic and social ties. Today, China is already negotiating to expand its network of universities. In addition, in the development of improvements in the field of study exchange programs, where future professionals can improve their skills among native speakers. Moreover, with regard to personnel, the main directions in the development of teaching personnel are: continuity and continuity of the content of teacher education, focused on foreign language professional activities, achieved through a general target orientation, mutual consistency and continuity of educational standards, curricula and programs at different levels and stages of teacher education [8].

To develop the area of the research in future, it is necessary to ensure the efficiency and quality of advanced training of working teachers, teaching staff in the context of modernization of foreign language education; to intensify scientific research in pedagogical universities; to master modern methods and technologies, including information and computer, foreign language teaching; to master new international standard methods and techniques for assessing the level of foreign language learning [8].

As a result of the introduction of this education system, it is possible to consider the achievement of the level of foreign language training that meets international standard requirements; training of a new generation of competent, highly educated, competitive foreign language teachers who are able to creatively implement the national Concept for the development of foreign language education; the system of continuous and successive foreign language education of the Republic of Kazakhstan; integration of Kazakhstan into the world educational space.

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ҚАЗАҚСТАНДАҒЫ ШЕТ ТІЛДІК БІЛІМ БЕРУДЫҢ ЖАҒДАЙЫ

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Андатпа. Бұл мақалада автор негізгі мәселелерді және Қазақстан Республикасындағы шетел тіліне білім беру саласындағы қазіргі жағдайды қарастырады. Қазақстан Республикасының Тұңғыш Президенті Н.Назарбаевтың халыққа жолдаулары мен үкімет құрған тұжырымдама шет тілдерін оқыту мен үйренуді дамыту үшін де, ғылыми зерттеулер жүргізу үшін де негіз болды. Осы жұмыста қалыптасудың басталуы және тапсырманы іске асырудың келесі қадамдары сипатталған. Бастапқыда, бұл саланы құрудың себептері және оның құрылу кезіндегі өзектілігі пысықталды. Сондай-ақ, кадрларды даярлауды дамытуға немесе бар кадрларды нөлден дайындауға ықпал ететін факторлар талқыланады. Жұмыс барысында мұндай факторлар атап өтілді: елдер арасындағы экономикалық ынтымақтастық және қазақстандық университеттер базасында шетелдік институттар құру. Бұл факторда шет тілдік білім беру саласында ғана емес, сонымен қатар дәстүрлі білім беруде, әлемдік нарық саласында, мәдени және халықаралық ортада одан әрі жетілдіру көзделеді, сонымен қатар жақсартулардың арқасында болады шет тілдер өрісін дамыту. Осы жұмысты қорытындылай келе, біздің еліміздегі осы білім беру саласының болашағы көрсетілген және алға қойылған мақсаттарға жету және тұрақтылықты сақтау үшін дамытылатын негізгі бағыттар - оқыту мен білім беру саласындағы бастапқы жағдай үшін шет тілдері.

Түйін сөздер: шет тілінен білім беру, білім беру тұжырымдамасы, мұғалімдер даярлығы, деңгейлік оқыту жүйесі, халықаралық білім, көптілділік.

ПОЛОЖЕНИЕ ИНОЯЗЫЧНОГО ОБРАЗОВАНИЯ В КАЗАХСТАНЕ

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Аннотация. В данной статье автором рассматриваются основные вопросы и текущая ситуация в сфере иноязычного образования в Республике Казахстан. Послания Первого Президента Республики Казахстан Нурсултана Назарбаева к народу и концепция, созданная правительством, были взяты за основу как для начала развития преподавания и изучения иностранных языков, так и для проведения исследовательской работы. В работе описаны начало формирования и дальнейшие шаги в реализации поставленной задачи. Для начала, проработаны причины для создания данной отрасли и её актуальность на момент создания. Также, обсуждаются факторы, способствующие развитию подготовки кадрового персонала или же обучению уже имеющегося персонала с нуля. Такими факторами в ходе работы были отмечены: экономическое сотрудничество между странами и создание зарубежных институтов на базе казахстанских вузов. В данном факторе предусматриваются также дальнейшие улучшения не только в области иноязычного образования, но и в традиционном образовании, в сфере мирового рынка, культурной и международной среде также отмечены улучшения, которые будут иметь место быть благодаря развитию области иностранных языков. В заключении данной работы обозначены перспективы данной области образования в нашей стране, и основные направления, которые будут разрабатываться для достижения поставленных целей и поддержания стабильной - для начала - ситуации в области обучения и изучения иностранных языков.

Ключевые слова: иноязычное образование, концепт образования, подготовка преподавателей, уровневая система образования, международное обучение, полиязычие.