



Студенттер мен жас ғалымдардың  
**«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2018»**  
XIII Халықаралық ғылыми конференциясы

### **СБОРНИК МАТЕРИАЛОВ**

XIII Международная научная конференция  
студентов и молодых ученых  
**«НАУКА И ОБРАЗОВАНИЕ - 2018»**

The XIII International Scientific Conference  
for Students and Young Scientists  
**«SCIENCE AND EDUCATION - 2018»**



12<sup>th</sup> April 2018, Astana

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Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ**

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The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

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Ministry of Education and Science in technical subjects. Though it proves the need in professionals of technical spheres. The system is working now but in a minimal level and students used to study three languages, but the trilingualism will bring significance and influencing importance. At the present we have a lot of people in Kazakhstan which speak only one language, we have Kazakhs or other nations who don't want to speak Kazakh because it is not important for their future, and we also have people who don't want to study Russian language because of the past history.

By the trilingualism we will avoid these kind of problems, because all three languages will be equal in the same area. Firstly all technical subjects will be taught in English language, humanitarian subjects in Kazakh and Russian. Also I recommend to create new useful subject where students will read and learn about outstanding personalities, which achieved the success. For example, Elon Mask, Stephen Hawking, Muhammad Ali, Steve Jobs, Margaret Thatcher and so on. From my point of view it will inspire people to be successful and to work hard. Motivation and inspiration have a great role on person's self improvement. Though self-improvement, self-realization will bring a confidence. Confidence and systematic hard work will bring success. [3]

To improve each sphere in our country we need to be competitive professionals loving our work that is why keeping in head the importance of details is very helpful. Students will be mentally ready for their probable failures, hardworking ect. I believe that this subject will influence to learn English effectively. Main quality is to have a desire to learn and feel of freedom. Learning must be based on free will, no standards and no framing. Government can only direct and involve to the best side of educational program instead of pushing learners and making them like robots whose interests are on marks, not science.

In future if this system is integrated in our society, Kazakhstan will improve the quality of work and education.

Thomas Eliot once said: "Where the wisdom is we lost for the sake of knowledge. Where the knowledge is we lost for the sake of information". In conclusion, I truly believe that we will not change the wisdom of learning to an informational database. Because the main aim is to concentrate on having influence on the worldwide area, economical or political situation, as a Kazakhstan Republic. The true meaning of Kazakhstan Republic is on our long period history. Bravery and justice of our ancestors' decisions. So the wisdom is covered on constructing during the memory for eternity. Trilingual system will give us a different vision of life for creating our own success in global.

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#### **EFFECTIVE IMPLEMENTATION OF TRILINGUAL EDUCATION IN THE DIGITAL KAZAKHSTAN AND THE ANALYSIS OF OTHER COUNTRIES' EXPERIENCE**

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**Relevance.** Nowadays, learning three languages is a common phenomenon all over the world. However, it poses several questions specifically related to the characteristics of three

languages acquisition. Thus, this paper presents comparative analysis of the implementation of trilingual education in the digital Kazakhstan considering other countries' experience.

Kazakhstan is a landmark of multiethnic and multi-religious people, with representatives of more than 126 different ethnic groups. It is a big home that peacefully unites various religious traditions and cultures under one roof. Consequently, one of the most important strategic goals of the language policy in Kazakhstan is the **necessity** of speaking three languages: Kazakh, Russian and English. Kazakhstan is currently implementing overall **modernization** of the education system and embedding **a multilingualism policy** into the educational process. Today with the strategy of our president N.A. Nazarbayev we have almost started implementing trilingual education in many parts of Kazakhstan. There are dozens of programs to realize the task. However, there are many issues still to resolve.

The **goal** of the research is to prove the importance of learning languages, to define what kind of problems we can meet on this way and to find solutions.

According to the goal, some **tasks** are given as follows:

1. Necessity for the trilingual policy
2. Difficulties for the implementation of the trilingual policy
3. Implementation of the trilingual education in Kazakhstan
4. World experience in multilingual education

The **object** of the investigation is the implementation of the trilingual policy in Kazakhstan in comparison with other countries.

### **1. Introduction.**

Kazakhstan is the world's largest landlocked country and the ninth largest in the world. Kazakhstan is officially a democratic, secular, unitary, constitutional republic with a diverse cultural heritage. The aim of the **trilingual education**, which means education carried in three languages, is considered to be peaceful co-existence of many nations and nationalities, inhabiting our huge country on the one hand, and, on the other hand, it is believed to be one of the most significant clues for joining the list of the thirty most developed countries in the world. The President of the Republic of Kazakhstan N. A. Nazarbayev in his traditional speech, addressed to the people of Kazakhstan, said, that there is no end to education and he calls today's generation to learn three languages. About **the Kazakh language**, which is the state language in the country, it was said, that it is the language of the state-forming nation. Kazakh is the language, bringing together all the people of Kazakhstan, contributing to mutual understanding and love. Mastering **the Russian language** is said, to be a great wealth and **English** is the language of advancement and technology.

The purpose of our President is to ensure that the citizens of the country have the right to choose their place of living, multilingual and multicultural, who are able to demonstrate their knowledge and skills in science, equally with the citizens of other developed countries, to form a personality that can be traced back to knowledge. The reason is that only the person, having a command of several languages can become a competitive person. [1]

### **2. Identifying difficulties, that can be met, on the way of trilingual policy**

Some experts, however, oppose the idea of trilingual education. Director of KIMEP University's language center Zhuldyz Smagulova believes that the trilingual education system talks are premature, as the practice will be successful only if the teachers are fluent in the languages they teach and use proper study manuals. She adds that learning languages also requires individual skills set. "I have seen many children, who first studied in Kazakh and then in the Russian language, then they travelled abroad to learn a foreign language. As a result, these children can't speak any of these languages properly," she writes. "We need to conduct a detailed analysis of all the pros and cons of all interested parties. Educational policy and effective methodology must be based on scientific data and not personal experience." [2] But, even if we look at our past history, our well known compatriots, like Shokan Valikhanov, Shakarim Kudaibergenov, Abay Kunanbayev knew several languages, and they proved that languages have a great impact on our development and thinking way.

Current reforms in language policy are focused on the need of trilingual education. The



Kazakhstani trilingual policy was reflected in the Address of the President of the Republic of Kazakhstan N. Nazarbayev “New Kazakhstan in a new world”.[3] Moreover, the problem of trilingual policy is mentioned in the policy documents of the State program of education development in the Republic of Kazakhstan for 2011-2020, the State program of languages development and functioning for 2011-2020, the Roadmap of trilingual education for 2015-2020, the law “On languages of the Republic of Kazakhstan”.

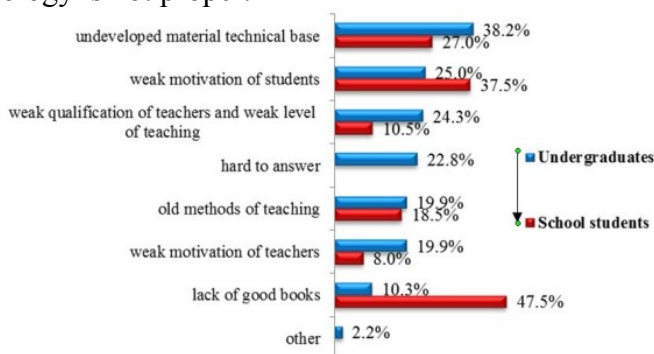
The educational issues of trilingual policy deserve a serious research due to a number of reasons and there are several problems, which need serious attention.

**Firstly**, the top-down approach should be changed into the bottom-up approach. The policy-makers do not think about the differences between the regional educational institutions in terms of qualified, well-trained teachers who are able to speak equally in three languages. There is deficiency in teachers, who are able to conduct classes in line with the trilingual policy. Moreover, there is a lack of training courses for teachers. This issue is reflected in the Roadmap of trilingual education in Kazakhstan.[4] The educational institutions cannot train teachers, who will be able to teach in two or three languages. This issue is raised in the State program of education development in the Republic of Kazakhstan for 2011-2020.

**Secondly**, lack of teaching materials in English, Kazakh languages. The quality of textbooks should be improved and reviewed by the entire stakeholder in education. The other side of the problem is that some of the educational institutions cannot afford buying good quality materials without financial support from the government.

**Thirdly**, some stakeholders do not want to implement the trilingual education programs. The administration of some educational institutions do not want to change their educational policy as it makes them change a curriculum, hire new staff, spend money. Some parents and students still are not willing to study in several languages. Finally, the majority of regional institutions are under-equipped (equipment, technology) to support the trilingual education programs.

We have to understand what skills and competencies a trilingual specialist should have on the completion of the education program. We cannot deny the importance of motivating people to learn languages, the necessity to form closer links with the world leading universities or provide professional development programs for teachers of English, however, many efforts may be in vain, if the methodology is not proper.



**Figure 1. Distribution of the respondents' answers to the question: "What do you connect the reason of the low level of their English skills?"**

Both groups of respondents explain their poor language proficiency by the following:

- \*old technical base;
- \*weak motivation of students;
- \*weak qualification of teachers;
- \*the usage of old methodology;
- \*the lack of good textbooks
- \*the low level of motivation.

Ministry of Education of the Republic of Kazakhstan is making attempts to change the situation for better. It is promoting a special program for professional development due to new challenges and demands of society. [5]

Various factors which influence the implementation of this reform within the Kazakhstan education context should be taken into consideration. This is significant because many stakeholders have a different approach in the implementation of this policy reform in Kazakhstan.

### 3. Implementation of trilingual education in Kazakhstan

Presently, children of Kazakhstan need to speak three languages to be able to earn good money for their families in future, President of Kazakhstan N. A. Nazarbayev said at the 24th session of the People's Assembly of Kazakhstan in Astana. "I am confident that children absorb information much better than adults. Thus, trilingual education is the necessity for our children." According to our president, introduction of the trilingual education system within the framework of the secondary school education is a form of preparation of children for the future. The education principles in the Kazakhstani trilingual system are as follows:

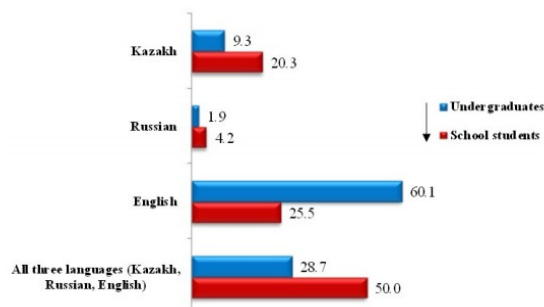
- \*Kazakh – Russian – English;
- \*Languages are learnt separately;
- \*Learning of the languages is based on the native language;
- \*Teaching a foreign language is teaching how to express thoughts in a foreign language, teaching its culture;
- \*Development of trilingual personality;
- \*Speech development algorithm: subvocalization – oral speech – written speech;
- \*Communicative ability

Thus, currently the most important objective of an education institution is teaching students global cultural values, enabling them to successfully communicate and interact with people of other cultures on the global level. When studying a foreign culture, history, geography, Literature:, arts and science students get better understanding of their own culture and language. Research and practice of interconnected teaching native and foreign languages prove its impact on the harmonious development of the personality.

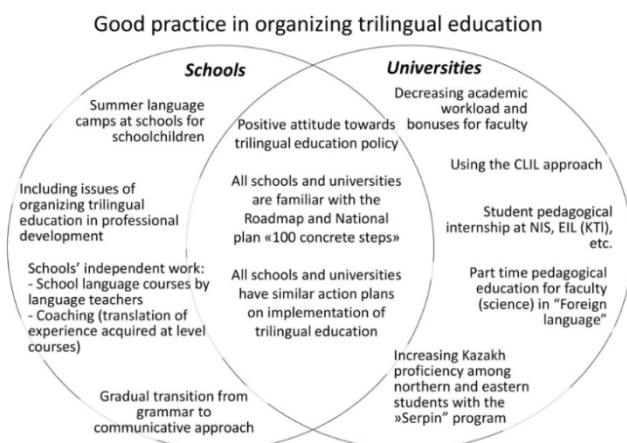
The tactics of implementing trilingual education in Kazakhstani higher education institutions include:

- \*development of regulations on implementation of trilingual education programs;
- \*training teachers for trilingual education programs;
- \*utilization of world experience, which can be adapted to trilingual education;
- \*review of level model of foreign language teaching and learning in order to develop similar models of teaching and learning the Russian and Kazakh languages, which will develop standards in teaching the languages;
- \*establishment of the national coordination center of trilingual education.

E-Learning is a system of learning by means of electronic and information technologies. E-learning offers a great opportunity for gaining sufficient knowledge. Kazakhstani young generation, as their peers around the world, live in the world of highly developed technology. That is why 83% of undergraduates and 59% of secondary school students would like to learn English, Kazakh and Russian by means of electronic technologies.



Undergraduates have chosen English as the most preferable among Kazakh and Russian to study by means of e-learning. As for school students, they have chosen two languages to study with the help of e-learning: English –25.5% and Kazakh – 20.3%.



Trilinguals learn that different cultures differently interpret the exact same things and events. They understand at an early age that there is more than one way to accept something. They are more likely to see the creative possibilities of language and explore that we live in an ever smaller world where languages are the only barrier. Another advantage is flexible thinking skills. Trilinguals know from the start that there is more than one word to one concept. Trilinguals seem to think more freely and more creatively. One's self-identity will be affected as well. It increases the self-esteem and the self-confidence. Their self esteem is boosted making them more successful in other parts of their life. They become motivated to learn new things. Communication advantages are apparent with trilinguals communicating with international links. [6]

#### **4. World Experience in Multilingual Education**

In the USA multiethnic education was developed in response to demands to end racial discrimination, inequality and violence in the 1960s-1970s. Over time, this trend in education was transformed into multicultural education. It developed intensively during the so-called "Black Revolution" in the 1960s, which was accompanied by the civil rights movement and supported by the state laws to merge public schools for white and black students. Several American scholars supported multicultural and multilingual education as one of the fundamental principles of democratic society in the 1980s-2000s. On the other hand, in some countries like Australia the concept of multilingualism is slowly losing its ground, although in the 1990s, it was on top of governmental agenda.

Multilingualism plays an essential role in socio-economic development. Duchene and Heller believe that multilingualism not only facilitates economic growth but also is a product of "new" economy, which is based on competitive production in a global system and economic organization on a global scale. Transformation of economic systems from extracting raw materials to information and services is essential for many countries, as well as for Kazakhstan. Recent policies on higher education system in Kazakhstan aim to contribute to economic innovations, raise quality of education and improve staff training. Speaking two, three or four languages is not uncommon for many Europeans. Speaking several languages not only increases opportunities for work and education within European Union, but also improves trade within Europe, and between Europe and the rest of the world. A recent survey across small and medium enterprises in European countries illustrated that many business opportunities were lost due to shortage of language skills, for example, 11% of respondents lost a contract due to a shortage of language competence, with an average business loss of €325,000 per enterprise over a three years period. English language was extensively used in small and medium enterprises, however, demand for other languages, such as Spanish, was greater than demand for English language skills. In addition, companies employing several languages improved their export sales by 45%.

Currently, multilingualism is gaining support at all levels in ethnically heterogeneous countries of Europe (e.g. Belgium and Switzerland), Asia (e.g. Singapore and Malaysia), South Africa and the Commonwealth of the independent states (CIS). For example, multilingual education in the mother tongue (Russian) and foreign languages has been historically developed in many



regions of Russia, such as Crimea and Republic of Sakha (Yakutia). Multilingualism issues were widely explored by a number of Russian scholars, who acknowledged the importance of cultural and linguistic diversity in a multicultural environment.

### **5. Conclusion**

The topical issue of State Education Program of the Republic of Kazakhstan for 2011-2020 is to gain fluent mastery of three languages: Kazakh as the state language, Russian as the official and English as the language of International communication. As the result of the state program 100% of the population should speak Kazakh, 95% – Russian, 25% – English.

The data of sociolinguistic research proved that Kazakhstani undergraduates and secondary school students would like to be taught in three languages: Kazakh, Russian and English and master these languages fluently. However, the opinion on language preference among undergraduates and school students is divided. Undergraduates outlined English as the most preferable language for education, while secondary school students gave their choice in favor of Kazakh and English. To have a complete understanding of the objective situation it is important to conduct a deep sociolinguistic research. Study of the real situation with regard to trilingual education in Kazakhstan reveals that there are questions to be concerned and solved.

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## **ARABIC MANUSCRIPTS IN THE STREAM OF ANTIQUITY**

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The Arabic language is one of the most beautiful languages in the world, which has a rich history, rich vocabulary and incredibly beautiful dialects in all Arab countries. Along with Chinese and Japanese languages, it is considered as the most difficult in the world, according to the Institute of the Diplomatic Service of the U.S. Department of State.

Alexander Savelievich Mikheev, a military interpreter of the USSR, confessed in his speech, “I will die admitting the fact that I don’t know this language at all!” [1] A. S. Mikheev is a true admirer of the Arabic language. His speech reflects the whole essence of the Arabic language. Without knowledge about the Arabic language, it is hard for the reader (learner) to imagine how extensive, rich and beautiful this Oriental language is. To clarify this fact, we have to remind that in Arabic there are over 12 million words, while the English dictionary in 2009 contained 1 million