

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ  
Ы.АЛТЫНСАРИН АТЫНДАҒЫ ҰЛТТЫҚ БІЛІМ АКАДЕМИЯСЫ

*«Заманауи лингводидактика және үштілді білім беруді  
дамыту»*

атты халықаралық ғылыми-практикалық конференция  
материалдары

Материалы международной научно-практической  
конференции

*«Современная лингводидактика и развитие  
трехязычного образования»*

Materials of the international scientific and practical  
conference

*«Modern linguodidactics and the development of trilingual  
education»*

г.Нур-Султан  
2022

ӘОЖ: 80/81:37.0

ҚБЖ 81.2/74.00

3-21

***Бас редактор***

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***«Заманауи лингводидактика және үштілді білім беруді дамыту»***  
атты Халықаралық ғылыми-практикалық конференция материалдары. Нұр-Сұлтан: Ы.Алтынсарин атындағы Ұлттық білім академиясы, 2022. - 419 б.

ISBN 978-601-7353-37-7

Жинақта ҚР БҒМ «Білім және ғылым жүйесін дамытудың ғылыми негіздері» (2021-2023), тіркеу нөмірі №OR 11465474 нысаналы-бағдарламалық қаржыландыру жобасы аясында ұйымдастырылған халықаралық ғылыми-практикалық конференция қатысушыларының баяндамалары ұсынылады. Конференцияның негізгі мақсаты Қазақстан Республикасындағы заманауи лингводидактика және үштілді білім беруді дамыту мақсатында педагогикалық әрекеттердің негізгі бағыттарын талқылау. Мақала мазмұны үшін авторлар жауап береді.

ISBN 978-601-7353-37-7

ӘОЖ: 80/81:37.0

ҚБЖ 81.2/74.00

3-21

@ Ы.Алтынсарин атындағы Ұлттық білім академиясы, 2022

Сегодня это обязательное условие собственного благополучия, ключ к мировым рынкам и знанию, важный фактор повышения конкурентоспособности наших людей в условиях глобализации.

Человек, способный вести диалог культур, должен быть не только лингвистически компетентным, но и, прежде всего, культурным, нравственным, духовным. В этом и заключается цель образования.

Таким образом, поликультурность является личностным ресурсом, лежащим в основе преобразования мира и самого себя в этом мире. И, несомненно, основой формирования поликультурной личности является полиязычное образование.

В НАО «Евразийский национальный университет им. Л. Н. Гумилева» активно внедряется языковая политика страны. На кафедре иностранной студенты с 1 курса изучают параллельно два иностранных языка. Если на первом курсе предметы ведутся на языке обучения, т.е. казахском или русском, то начиная со второго курса, согласно образовательной программе, вводятся предметы на английском и немецком языках обучения. Большинство студентов показывают хорошие результаты в овладении двумя иностранными языками, что позволяет им становиться востребованными на рынке труда. Многие выпускники бакалавриата продолжают обучение в зарубежных ВУЗах.

#### **Использованные литературы**

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## **THE ROLE OF MULTICULTURAL EDUCATION IN KAZAKHSTAN**

## **ҚАЗАҚСТАНДАҒЫ КӨПМӘДЕНИЕТТІ БІЛІМ БЕРУДІҢ ОРНЫ**

## **РОЛЬ ПОЛИКУЛЬТУРНОГО ОБРАЗОВАНИЯ В КАЗАХСТАНЕ**

*Tlepbergen D.N.*

**Abstract:** *This article discusses the issue of multicultural education in modern Kazakhstan in the context of modern integrative processes. It is argued that the development of a multicultural and comprehensively harmonious personality is one of the main goals of education in the country. The key qualities of a multicultural personality and the main tasks of this education are considered.*

**Аңдамна.** *Берілген мақалада әлемнің жаһандану жағдайындағы бүгінгі Қазақстанның көпмәдениетті білім беру мәселесі қарастырылған. Көпмәдениетті және жан-жақты үйлесімді тұлғаны дамыту еліміздегі білім берудің басты мақсаттарының бірі екені баяндалған. Мұндай тұлғаға қойылатын негізгі талаптар мен білім берудің басты міндеттері аталған.*

**Аннотация.** *В данной статье рассматривается вопрос поликультурного образования в современном Казахстане в условиях глобализации. Утверждается, что развитие поликультурной и всесторонне развитой личности является одной из основных целей образования в стране. Называются главные качества поликультурной личности и основные задачи данного образования.*

**Key words:** *multicultural education, multicultural personality, multilingualism, language policy, qualities of a multicultural personality, tasks of multicultural education.*

**Түйін сөздер:** *көпмәдениетті білім, көпмәдениетті тұлға, көптілділік, тіл саясаты, көпмәдениетті тұлғаның қасиеттері, көпмәдениетті білім берудің міндеттері.*

**Ключевые слова:** *поликультурное образование, поликультурная личность, полиязычие, языковая политика, качества поликультурной личности, задачи поликультурного образования.*

The modern educational situation in Kazakhstan requires not only fundamentally new models of describing culture, but also the introduction of innovative paradigms into the practice of education. In this regard, the problem of multicultural education today is becoming more than relevant.

Today, multilingualism and multicultural education are determined by the state national-linguistic educational policy. Its principles are reflected in the Constitution of the Republic of Kazakhstan, laws "On languages in the Republic of Kazakhstan" and "On education", "State program for the functioning and development of languages for 2020 - 2025".

Article 6 of the "Law on Languages" states: "Every citizen of the Republic of Kazakhstan has the right to free choice of the language of education and training" [1].

Article 8 of the "Law on Education" emphasizes the importance of "fostering citizenship and patriotism, love for one's Motherland - the Republic of Kazakhstan, respect for national traditions ...; introduction to the achievements of world and national culture, study of the history of customs and traditions of the Kazakh and other peoples of the republic " [2].

Let's take a look at the very concept of "multicultural education". The first definition of the term was given in the "International Dictionary of Pedagogy" in

1977 as "education, including the organization and content of the pedagogical process, in which two or more cultures are represented, differing in terms of linguistic, ethnic, national or racial characteristics."

Many scientists understand multicultural education as an interdisciplinary process, and not as a separate program. A multicultural educational space, according to Sh. K. Zharkynbekova, is an educational cross-culture; it is a space that includes a set of heterogeneous information and pedagogical environments that are in a state of interaction in the form of educational communication and educational activities [3, 82].

B. Goodman considers multicultural education as a system of the educational process, tuned to immerse the student in a multinational environment. The main goal of which is to instill respect for various cultures and nationalities and to develop the ability of building communication links with people of various worldviews, religions and living standards [4, 321].

Multicultural education in Kazakhstan is based on the ideas of ethnographers (Zh. Artykbaev, A.Zh. Aubakirova), historians (M. Kozybaev, M. Mukanov), social philosophers (Zh.M. Abdildin, Z. Mukashev, A.N. Nysanbaev), ethnopolitologists (I. Kuserbayev), ethnoculturologists (Zh.K. Karakozova, A. Seidimbekov), ethnopsychologists (N. Dzhandildin, K.B. Zharykbaev. Zh.I. Namazbaeva, V.K. Shabelnikov), ethnopedagogues and social educators (J. Asanova, K.B. Moreev, S.K. Kaliev, K.Zh. Kozhakhmetova) and others.

The idea of forming a multicultural personality has always taken place in Kazakhstani pedagogy. Multilingualism, as noted by E.D. Suleimenova, is an indisputable and essential characteristic of the language situation in Kazakhstan. Kazakh, Russian and English language competencies are a natural reflection of the need for practical and professional knowledge of several languages in order to obtain real chances to occupy a more prestigious social and professional position in society [5, 64].

The concept of ethnocultural education in the Republic of Kazakhstan states that "a multicultural personality is an individual with a developed linguistic consciousness. Knowledge of the native and state languages, study of a foreign language broaden the horizons of the individual, contribute to its multifaceted development, facilitate the formation of an attitude towards tolerance and a large-scale vision of the world. Along with the definition of a "multicultural personality", this document also reflects the qualities that a multicultural personality should possess. These are:

- developed linguistic consciousness (implies that the individual has knowledge of the native, state and foreign languages, which broadens the horizons of this individual and is a fruitful basis for the development of the multicultural diversity of the individual);
- a holistic worldview (an individual should form a unified picture of the relationship between such concepts as the world, society and culture);

- developed historical consciousness (knowledge of history refers to knowledge of myths, symbols, images, which also play an important role in the formation of a multicultural personality);
- developed geographical consciousness (implies the formation of a multicultural personality through the prism of regional and ethnographic aspects);
- developed artistic and aesthetic consciousness (introduction of the individual to the cultural diversity of the whole world through the cultivation of a sense of beauty by means of great art works).

Multilingualism is the basis for the formation of a multicultural personality. A multilingual person can be called a person who speaks, understands and knows how to use foreign languages in various communication situations. Learning a foreign language does not mean getting an education yet. We can talk about multilingual education in cases where other academic disciplines are taught in the foreign language being studied, for example, literature of the target language, regional studies, etc. Doctor of Pedagogical Sciences, Professor Zhetpisbaeva B.A. understands multilingual education as a purposefully organized process of forming a multilingual personality based on the parallel mastery of three or more languages. [6, 14]

It follows that a polylingual person is a multicultural person. That is why a multicultural personality is understood as “an individual with a developed linguistic consciousness”. The formation of a polylingual personality is one of the main directions of the development of a polycultural educational space.

With reference to the tasks of multicultural education, we can highlight the following:

- formation of ideas about culture and cultural diversity;
- familiarization with the cultural values of the peoples living in Kazakhstan;
- formation of a positive attitude towards cultural differences, overcoming negative ethno-social stereotypes;
- development of skills and abilities of productive interaction with different cultures speakers;
- formation of an interethnic communication culture.

To the best of our knowledge, multilingual education is also inextricably linked with the implementation of the basic parameters of the Bologna process, the correlation and unification of curricula with European educational standards.

The inclusion of Kazakhstan in the Bologna process presupposes direct participation in the integration processes for the formation and further development of the European Higher Education Area. As is well known, the Bologna Process creates favorable conditions for the most facilitated movement of students and diploma holders within the common educational space, promotes interaction between individual universities in educational and research activities, further expands cultural and humanitarian ties between countries, and strengthens

economic cooperation on the European continent. On the example of the modern education system of the Republic of Kazakhstan, one can see all the changes carried out in the framework of the implementation of an innovative educational policy. Reforming the national education system based on the Bologna principles has already proven its effectiveness. University education today is becoming more and more successful, meeting the needs of a modern technological device and striving for continuous development and self-improvement. Higher educational institutions of Kazakhstan are actively involved in the process of modernization of educational activities using the positive experience of a number of leading foreign countries and achieved noticeable results in this direction.

All things considered, the new stage in education is marked, first of all, by the development of multicultural education in line with globalization, when the strengthening of integration processes reveals a contradiction between the broad prospects for cultural and economic interaction and the danger of losing national identity. Each ethnic group strives to preserve its unique original culture and language, tries to resist assimilation and standardization in other national or global communities. In multi-ethnic states ethnic groups are looking for ways that allow them to maintain their demographic composition and cultural identity. Nevertheless, the development of a multicultural and comprehensively harmonious personality remains one of the main goals of education in the Republic of Kazakhstan. Since such education values different student cultures and prepares them to thrive in a diverse world. At its core, multicultural education fosters equality, justice, and equity.

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**ПОЛИЛИНГВАЛДЫҚ МӘДЕНИЕТ**

**ПОЛИЛИНГВАЛЬНАЯ КУЛЬТУРА**