

The Issue of Forming A Multicultural Personality in Republic of Kazakhstan: Reasons and Principles of Training

Abdrakhman Gulnar¹, Issabekova Gulnur², Alimbayeva Saule³, Almuratov Bakhyt⁴, Suleimen Madina⁵

¹candidate of philological sciences, Taraz State Pedagogical University, Taraz, Kazakhstan

²PhD, Taraz State Pedagogical University, Taraz, Kazakhstan

³sociological sciences, Taraz State Pedagogical University, Taraz, Kazakhstan

⁴master, Taraz State Pedagogical University, Taraz, Kazakhstan

⁵master, Taraz state University named after M.Kh.Dulaty, Taraz, Kazakhstan

¹gulnara.abdrakhman@mail.ru, ²gulnur_taraz@mail.ru, ³bapanova@inbox.ru, ⁴almuratov.b@mail.ru, ⁵suleimen@mail.ru

ABSTRACT

At present, the Republic of Kazakhstan is implementing a change of educational paradigms in the humanities, which pursues the crucial goal of ensuring the entry of citizens into the world educational space through the formation of a multilingual multicultural personality. The article considers the role of teachers of general educational institutions and teachers of higher educational institutions on the application of didactic foundations of teaching Kazakh, Russian and English as a foreign language in order to form a multicultural personality. The authors of the article after the results of the survey come to the conclusion that the system of secondary and higher education of the Republic of Kazakhstan requires specialists who know not only one or more languages, but have formed the main components of vocational training in multilingual intercultural communication

Keywords

language policy, multicultural personality, intercultural communication, multilingual education, trilingual education, dialogue of cultures, surveys.

Article Received: 10 August 2020, Revised: 25 October 2020, Accepted: 18 November 2020

Introduction

The current political and cultural situation in the Republic of Kazakhstan is characterized by a clear and strong formed position with regard to the main issues of politics, economics, culture and education. These fundamental components of society's life allow us to identify three clearly visible areas:

- The first direction has an external character and is related to the integration of Kazakhstan into world politics;
- The second direction is aimed at education and cultivation of tolerant attitude in interethnic relations;
- The third is aimed at preserving the Kazakh national heritage.

In this regard, there is an urgent need to teach the basics of intercultural communication in order to form a multicultural polylingual personality.

Recently, the problem of multicultural and linguistic-cultural education has become particularly topical in multi-ethnic multi-ethnic society.

Kazakhstan is a multi-ethnic multicultural State with more than 120 nationalities, so the education of a multicultural personality and a multilingual personality of a future specialist is one of the most important areas of education. It presupposes the development of the national system of education of students, which would combine the latest achievements of the world and national experience of education.

It should be noted that the Republic of Kazakhstan has accumulated a large amount of educational and methodological literature on teaching the second language

as a foreign language, including Kazakh and Russian languages, especially in the framework of the policy of trilingualism.

The country has developed many new methods and electronic textbooks on the study of the Kazakh language. These results speak eloquently about the fact that the Kazakh language is increasingly conquering the linguistic space of Kazakhstan. Citizens of the Republic of Kazakhstan are more motivated to study the Kazakh language and there is demand for and prestige of the use of the state language. Books on the study of the Kazakh language Kozhakhmetova Kh. "40 Kazakh language lessons", B. Murzalina and S. Nurkeyeva. "Kazakh language", Shakhmatova K. "Kazakh language", K. Tasibekova "Situative Kazakh"[1,2,3,4].

Kazakhstan is a large and developing country where the Kazakh language is becoming more and more important in education and business not only within the country, but also in Central Asia.

Nor does the role of the Russian language, which is used in all spheres of life, diminish. The number of teaching and research works on the methods of teaching English language has increased sharply [5].

A lot has been written about the importance of learning a foreign (second) language and its role in the formation of a personality. At present, the methodology of teaching foreign languages has created an impressive theoretical basis for works that develop in two directions: the way of integrating the knowledge of related sciences and methodical knowledge itself; in linguodidactics, various models and

methodological concepts are offered that contribute to the functioning of polylingual education in Kazakhstan.

The National Academy of Education named after A.A. Lomonosov is the National Academy of Education named after A.V. Lomonosov. Y. Altynsarin, Kazakh University of International Relations and World Languages named after Abylai Khan proposed the Concept of Foreign Language Education in Kazakhstan. It scientifically interprets the necessity of approximation of the content of the process of teaching foreign languages to the world standards, in particular, to the program and standards of "Common European competences of foreign language proficiency levels", unifying the requirements to the level of language learning for all European countries. First of all, it is a question of implementing the level of education. It is based on the idea of continuity and continuity of the educational process.

The global spread of English in the world has significantly changed the sphere of education in the Republic of Kazakhstan, subordinating it to the inevitable world and integration processes. The development of the English language in the country is a part of the state policy, which is dictated by the strategic task, namely, further integration of the Republic of Kazakhstan into the world community. Kazakhstan's entry into the list of 50 competitive countries of the world is connected with the formation of the English-speaking generation of highly qualified specialists. Therefore, training of teaching staff in the field of English language is of paramount importance. The implementation of the new concept of foreign-language education in Kazakhstan allows us to hope that other languages will take their rightful place along with English.

In order to implement trilingual education in the Republic of Kazakhstan, multilingual education in priority pedagogical and natural science areas (biology, chemistry, computer science, physics, mathematics, history and preschool education and upbringing, pedagogy and methods of primary education) is gradually introduced.

Therefore, in pedagogical science, the methodology of teaching language as a foreign language and didactics have outlined significant changes in the processes related to learning.

There are similarities in the teaching of languages as a foreign (second) language, particularly in the field of methods, techniques and means of instruction. However, knowing that each language has its own intra-structural specificity, methodologists understand that it is not always advisable to transfer the teaching methods of one language to another without taking this specificity into account.

Despite the linguistic and water-educational boom associated with language teaching methods, the country's secondary and higher education system is currently facing serious theoretical and practical challenges related to the concepts of professional training of teachers of multilingualism.

Today, one of the important and unresolved issues is the impact of the methodology of language teaching as a foreign language and the theory of pedagogy on modern educational practice.

The entire pedagogical community notes the process of formation of the linguistic multilingual personality, which is one of the priorities of education in the country [6].

Thus, all conditions for the functioning of polylingual education and the formation of a multicultural personality have been created in Kazakhstan:

- A policy of interrelated teaching of three languages has been approved by law;
- A trilingual education programme has been introduced and is being gradually implemented;
- Favorable conditions have been created for the creation of material and technical, educational and methodical literature on the formation of new models of functioning of polylingual education in the Republic of Kazakhstan;
- Special scientific and methodical research is carried out to develop scientific approaches for the effective interrelated teaching of languages, etc.

The modern paradigm of education in a new way represents the place and role of the teacher and teacher, student and student in the educational process. Previously, the education system was oriented, first of all, on a social order, but now it must adapt not only to the needs of the state, but also to the growing educational, socio-cultural and spiritual needs of the individual.

Therefore, modern education is characterized by a high degree of cultural intensity, as the educational process is saturated with various elements of culture. Organization of the educational process is based on the principle of cultural expediency.

The education system, on the one hand, should adequately respond and correspond to modern culture, its features and requirements, on the other hand - to adapt to social changes in society, manifested in new cultural forms (norms and values).

The experience of those higher education teachers who raise the problems of teaching pedagogical culturology, linguoculturology, linguoculturology, country studies, intercultural communication, local history and homeland studies is interesting.

Kazakhstan is actively searching for new approaches and innovative methods of teaching academic disciplines that contribute to the discovery of the creative, humanitarian, cultural and attitudinal potential of individuals. One of the most intensively developing directions of education is its cultural component in the system of higher pedagogical education. This component represents the essence of culture in its entirety, diversity as one of the most important factors of human existence and the main basis of education [7].

Multicultural education is considered as a new direction of general pedagogical theory and practice, designed to ensure the formation of a self-sufficient spiritual personality through the introduction to the values of culture, both human and regional-ethnic, through the awareness of themselves in culture. Upbringing of a multicultural personality contributes to the formation of such important qualities of a future specialist, including a teacher, as tolerance, a comprehensive vision of the world, etc. It is necessary to emphasize that tolerance as a quality of personality and a phenomenon of social being belongs to the number of higher, basic values of culture, and multicultural educational space that exists in multinational Kazakhstan, inevitably presupposes the multiplicity of ethnic cultures and, in connection with this, the solution of problems of development of tolerant consciousness of pupils and students. The modern educational process cannot but accept

as a basic pedagogical strategy the awareness of the importance of tolerant models of behavior and interpersonal communication. Appeal to world values, cultures, religions allows us to understand not only the difference, but also the commonality of moral aspirations, spiritual quest, aesthetic norms of different peoples living on the territory of one state. Therefore, it seems to us that the meaning of the phenomenon of multicultural education is revealed through its classification in such fundamental categories of the philosophy of culture as “culture of monism” and “cultural pluralism”. These categories reflect two fundamental aspects of the existence of culture - its unity and diversity. As far as Kazakhstan is concerned, monocultural educational strategies were prolonged during the Soviet period. The idea of gradual erasure of national differences formed the basis of educational strategies of the Soviet school, in which ethnic cultures were presented in a strictly dosed norm. Multicultural education, on the other hand, has many positive aspects: it expands the horizons of educational activity, contributes to the formation of a polyphonic vision of the world, aims to educate a “non-uniform” person, and cultivates tolerance as a moral ideal and a norm of behavior. Multicultural education is based on the principles of epistemological pluralism, inadmissibility of authoritarianism in scientific judgments, and democratization of the educational process [8].

The education of a multicultural personality is accompanied by the formation of all types of cultures: moral, political, communicative, aesthetic, ecological, valueological, physical, etc. The level of professional and pedagogical competence of a future specialist depends on the development of the whole complex of cultures.

In order to solve the educational issues of polylingual and multicultural education, a system is being created that provides equal opportunities to obtain the most popular amount of competencies.

Methods of investigation

The article deals with the implementation of the concept of professional training of teachers of multilingualism, taking into account the experience of formation of a multicultural poly-linguistic personality in a long-term linguistic and water-educational experiment, which is carried out in Taraz State Pedagogical University on the formation of students' multicultural communicative intercultural competence.

In the course of the research the reasons and degree of mastering of Kazakh, Russian and English languages by pupils, students, motives of their studying and possible spheres of application are analyzed. Emphasis is also placed on identifying strengths and weaknesses in language teaching.

The relevance of such research is due to the importance of studying, on the one hand, the process of formation of multicultural identity in multi-ethnic regions, which is necessary for the stable and harmonious functioning of society, the development of national languages and cultures, on the other hand, the comfortable entry into the world community.

The results of the empirical base of the long-term regional research since 2018 are presented: expert survey, interviews and questionnaires of pupils, students, teachers and teachers

of Zhambyl and Turkestan regions on formation of a multicultural personality in the conditions of renewal of the education content and trilingual education.

Surveys were conducted in written form (questionnaires) with 50% use of open questions, when pupils, students, teachers of general education institutions and university teachers could formulate and write answers to the questions. Long-term research is carried out within the framework of projects on the basis of grant financing of the Ministry of Education and Science of the Republic of Kazakhstan: “Improvement of higher pedagogical education system in the conditions of the third modernization of Kazakhstan: ways of introduction and realization of dual training at preparation of competitive trilingual pedagogical personnel of the Republic of Kazakhstan” and “Introduction of technology of the integrated training in English language in school education system in the conditions of trilingualism in the Republic of Kazakhstan”.

We've done some research before, namely: “Introduction of the technology of integrative teaching of English language in the school system in the conditions of realization of the policy of trilingualism in the Republic of Kazakhstan”. [9], “Formation of a multicultural personality in the context of the renewal of the educational content of the Republic of Kazakhstan” [10], where research has shown that in higher and secondary education institutions of the Republic of Kazakhstan with the introduction of updated content of education, the process of formation of a multicultural personality through the introduction of a new policy of multilingual education is intensive.

The problem of the present study is the presentation of intermediate results obtained in the course of the experimental and diagnostic part of the study of the fundamentals of inter-cultural didactics and methods of teaching languages as a foreign (second), principles and techniques of teaching speech activity, etc.

This sociological survey was conducted in order to familiarize the scientific and teaching community with the intermediate results obtained in the course of the study, on the methodology of teaching foreign (second) languages, the study of the process of multilingual development and multicultural education of young people at different ages, in order to successfully exert appropriate and timely pedagogical influence on this process.

Results of investigation

The collected material made it possible to determine the attitude of the participants of the educational process (students, students, teachers and lecturers) to the problem of formation of the multilingual personality by means of didactic support and to reveal the real picture of formation of the multicultural personality in the Republic of Kazakhstan.

Figure 1 shows the results of the survey of teachers and students with regard to the language policy implemented in previous times in the Republic of Kazakhstan.

The results of the survey show that a significant proportion of teachers (76.5 per cent) and teachers (89.9 per cent) believe that the previous language policy (Soviet period) was politicized.

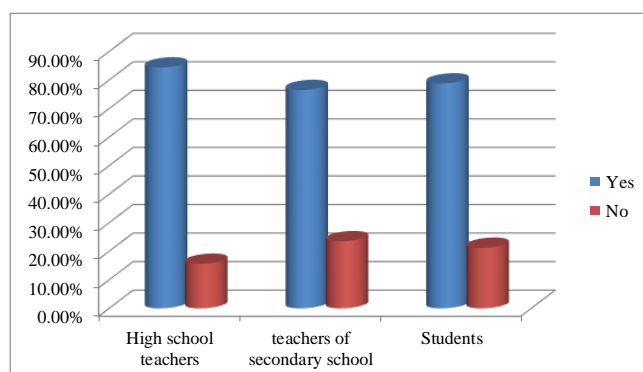


Figure 1 - Evaluation of respondents to the language policy before the independence of the Republic of Kazakhstan

The results are due to the fact that the older generation of teachers remembers the time when Kazakh and Russian were highly politicized with the acquisition of Kazakhstan's independence. A large number of ethnic Kazakhs were mostly proficient in Russian, the language most in demand during the Soviet period. Students are aware of pre-existing contradictions, so 78.9 per cent responded positively, but now most believe that Kazakhstan is the land of Kazakh-speaking Kazakhs (89.3 per cent).

The time for the creation of a strong monolingual ideology in the formation of the new state has passed. With the approval of the Constitution of the Republic of Kazakhstan, where Kazakh is proclaimed the only state language, this ideological contradiction was resolved, Kazakhstani identity was formed and Kazakhstan was defined as a home for Kazakhs and a biethnic society.

Everyone is aware of the fact that Kazakhstan is historically and actually a bilingual and multinational country that maintains good relations with all neighboring countries.

The main factor in understanding the causes of education and upbringing lies in the sphere of cultural dialogue, which is represented by a system of codes defining people's behavior and attitudes.

Students' answers to the question about the reasons for learning languages (Kazakh, Russian and English - by choice) showed that the majority of students (75.2%) tend to become bilinguals and (24.8%) polylinguals. These results allow us to note that students really assess their language capabilities, most of them already now all young generation of Kazakhstan bilinguals, who speak, know and understand Kazakh and Russian (or other native language) languages.

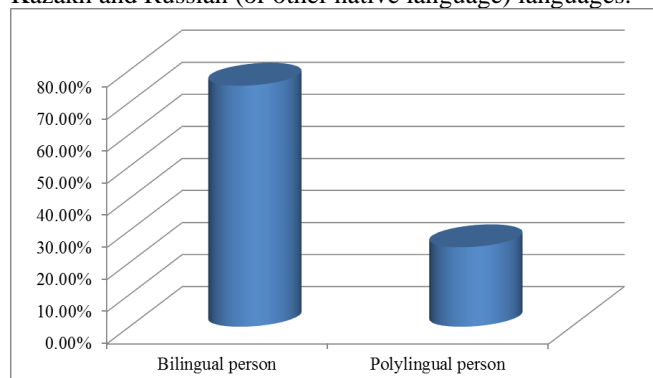


Figure 2 - Respondent capacity ratio in becoming a bilingual and multilingual personality

A comparative analysis of the reasons for studying languages has shown that for students the reasons for studying Kazakh and Russian languages are first of all: 37.9% - general history of the peoples of Kazakhstan and Russia, 62.1% - interest in the identity, culture and languages of the peoples of Kazakhstan and Russia.

When studying English, students chose the answer that points to the fact that it is not a common history of the peoples of Kazakhstan and Russia, and 62.1% - interest in the identity, culture and languages of the peoples of Kazakhstan and Russia: 61.3% - the process of globalization, the dictate of time; 11.6% - participation in international exchange programs, study abroad; 4.4% - listening to music and watching movies without translation; 22.7% - increasing the "cost" of the person in the labor market.

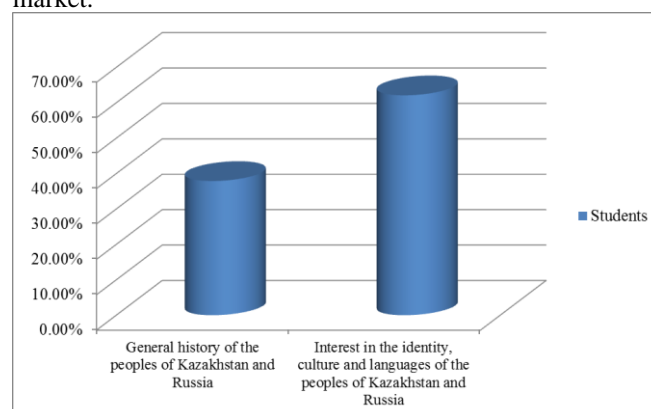


Figure 3 – Respondents' assessment of the reasons for learning languages (Kazakh and Russian)

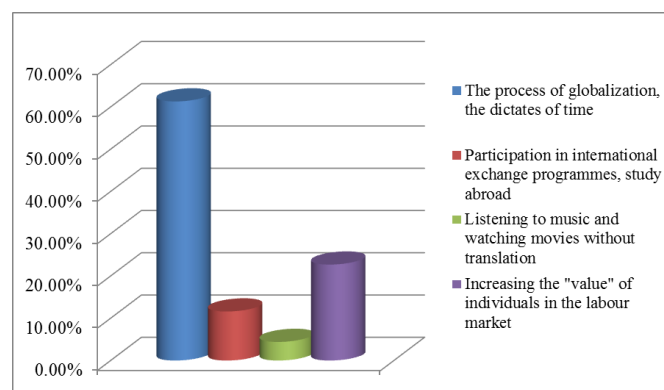


Figure 4 – Respondents' assessment of the reasons for learning English

The ranking of reasons, which helps to determine the preferences of respondents in learning languages, allows us to conclude that the study of Kazakh and Russian language gives preference to the common history of the two countries and their future development as neighboring countries, close proximity and development of cultural and trade relations between our countries.

One of the main reasons for learning English is the opportunity to discover a new world and new opportunities. Another area of analysis is the issue of determining students' satisfaction with the trilingualism policy implemented in the country to study languages (Kazakh, Russian and English). The results will demonstrate a positive component of students' and students' awareness of

the knowledge of several languages in close connection with the study of the values of different cultures.

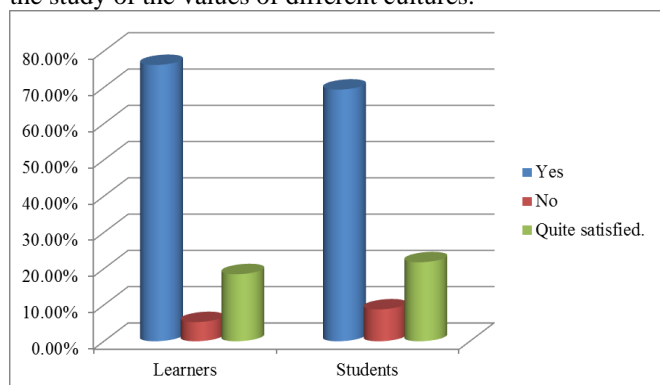


Figure 5 – Respondents' satisfaction with learning opportunities Kazakh, Russian and English languages in Kazakhstan

Having analyzed the results of the respondents' survey, we moved on to monitoring the didactic components of teaching three languages: Kazakh, Russian and English. We considered didactic principles of intercultural communication competence development (Elizarova G.V.), which are used by teachers when teaching a second foreign language, the results are presented in Figure 6 [11; p. 352].

To the question "What didactic principles do you follow for the development of intercultural communicative competence of students in the classroom", the majority of secondary school teachers (78.6%) and university professors (51.3%) answered that they are communicative. And only 19.5% of higher education teachers mentioned the principle of cultural expediency, 20.9% - the principle of cognition and consideration of the values of cultural universals, 8.3% - the principle of culturally related learning of foreign and native languages. These principles were given by the group of teachers who teach country studies, intercultural communication, country studies and linguoculturology.

21.4 per cent of secondary school teachers indicated the principle of empathy, which is widely disseminated both in the legal documents on updating the content of secondary education in the country and in the practice of teaching students.

The obtained results demonstrate low theoretical training of general education teachers and a quarter of higher education teachers, who believe that knowledge about the nature of culture and cultural universalism is not so important for teaching a second foreign language to students.

Unfortunately, neither teachers of general education schools nor teachers of higher education institutions specified the principle of speech behavioral strategies and the principle of awareness and "experience".

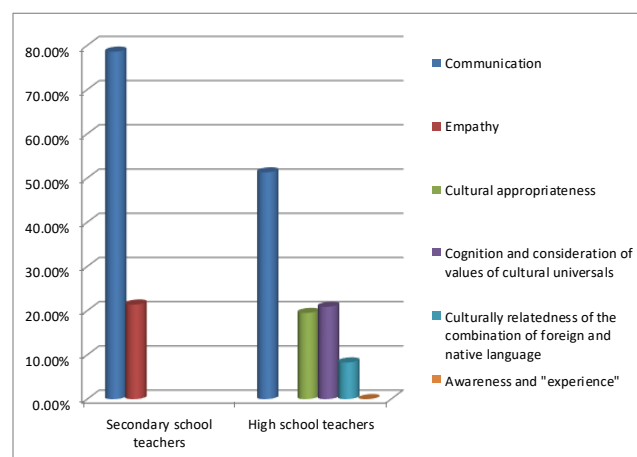


Figure 6 - Assessing the level of use by respondents' didactic principles

Comparing the results of the survey of students participating in the program "Academic mobility", we note the fact that it is the latter principle (the principle of awareness and "experience") that Kazakhstani students face when going to study in European countries. They arrive in an emotional state of uncertainty and anxiety while waiting for contact with other culture. Therefore, 52.6% of students believe that teachers need to strengthen the work on various types of imitative activities that involve immersion in an unfamiliar language environment.

More than half of the students of the "Two Foreign Languages: English – German", "Two Foreign Languages: English – French", "Kazakh and Russian Languages and Literature in Non-Kazakh Schools", "Russian and Kazakh Languages and Literature in Non-Russian Schools", who had undergone courses in intercultural communication, country studies and linguoculturology, were better adapted to participate in the intercultural exchange program, managed to cope with stress and demonstrate significant progress in their studies and behavior.

These results confirm the studies of Zimmerman [12], Carell [13], which note the importance of the principle of awareness and "experience" in the formation of intercultural communication competence.

One of the most important problems of the language teaching method is the development of the communication method.

The analysis of the answers of general education teachers and university professors shows that language certification is often crucial for language skills. The role of obtaining a certificate confirming the knowledge of a certain level of language is high, but the main object of our research is, first of all, the success of students' communication, knowledge of the values of both mother tongue and foreign culture.

In addition, teachers, conducting self-assessment of their professional activities in the application of a communicative approach to learning, conclude that often the majority (64.8%) of respondents in the selection of language and speech materials prefer language exercises. This fact once again confirms that teachers and teachers are keen to learn vocabulary and necessary grammar rules and select material to a lesser extent from the point of view of its communicative importance.

In defining the global principles that govern the entire learning process, the results presented in Table 1 were obtained.

Table 1: Interrelation of respondents' self-assessment of their professional readiness when choosing training principles

Self-assessment of respondents' professional training	Determine your level of training					
	Yes		Partly		No	
	Learn ers	Teach ers	Learn ers	Teach ers	Learn ers	Teach ers
The principle of communicativeness	47,6	56,3	50,9	41	1,5	2,7
Principle of language consistency	49,7	34,6	32,8	49,5	17,5	15,9
Country focus principle	31,7	84,4	33,3	13,2	35	2,4
Principle of mother tongue and culture	48,1	57,8	49,8	40,5	2,1	1,7

Comparative analysis of the answers to the question "What didactic principles do you follow for the development of intercultural communicative competence of students in the classroom?" and the results of self-assessment of their professional activities in the application of a communicative approach demonstrate their inconsistency. In the first case, 78.6% of teachers and 51.3% of teachers indicated the communicative principle when answering the question, and in the self-assessment of their activities (47.6% of teachers and 56.3% of teachers) honestly noted that they often replace it with the principle of linguistic consistency, emphasizing the study of vocabulary and grammar.

High percentage of teachers applying the principles of communication (teachers 47.6%, teachers 56.3%), country-orientation (teachers 31.7%, teachers 84.4%) and mother tongue and culture mainstreaming (teachers 48.1%, teachers 57.8%) in the teaching process by secondary school and higher education teachers are actively using the communication principle of teaching, country-orientation and mother tongue and culture mainstreaming. Thus, all teachers consider the study of a particular language as a process of penetration into the psychology and culture of different peoples.

Teachers of Taraz State Pedagogical University emphasize that in the educational and methodological process they want to graduate from the university personalities, brought up in the field of cultural traditions.

The next direction of the research was the educational process of polylingual departments in the natural sciences. Collected and processed data of the students studying at the polylingual departments of natural sciences showed that more than half of the students (50.8%) noted the insufficient level of English language proficiency of teachers working and leading classes in biology, chemistry, information science, physics in English.

The Ministry of Education and Science of the Republic of Kazakhstan has organized 10-month courses for this category of teachers to study English in the leading national universities of the country. Teachers passed English language tests. However, in our opinion, this was not enough. These one-off events, which were held, were aimed

primarily at subject teaching in English, but cannot form a multilingual teacher with the sum of knowledge on multicultural education. Monitoring of attendance of training sessions, student surveys and the results of current and final controls demonstrates the decline in the quality of teaching of these groups of students. Students are not sufficiently familiar with English language subjects. The survey has shown that the majority of students (61.5%) have used the subject material first in their native language (Kazakh or Russian) and then in English (38.5%).

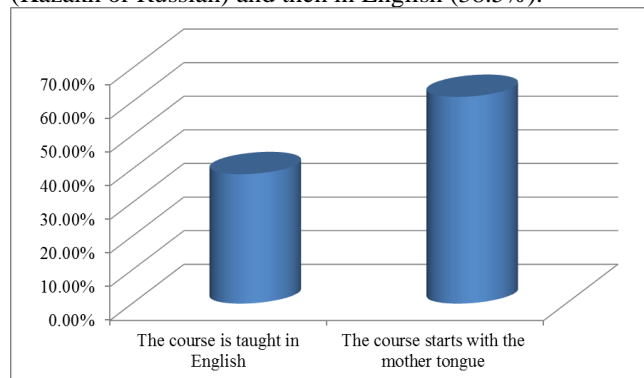


Figure 7 - Evaluation of respondents' opinions on the role of language in mastering the content of the subject material

Due to the fact that in 2018 the first graduation of bachelors in the educational programs "Biology", "Chemistry", "Physics", "Informatics" interest arouses a survey of teachers and educators to determine the satisfaction with the quality of trained graduates and the need for specialists in these program areas. The survey of the teaching staff included not only teachers working in polylingual groups, but also employees of administrative departments. A high percentage of teachers' satisfaction with the outputs of TarSPU polylingual departments (54.7%) is associated with high demand for this group of specialists in secondary schools.

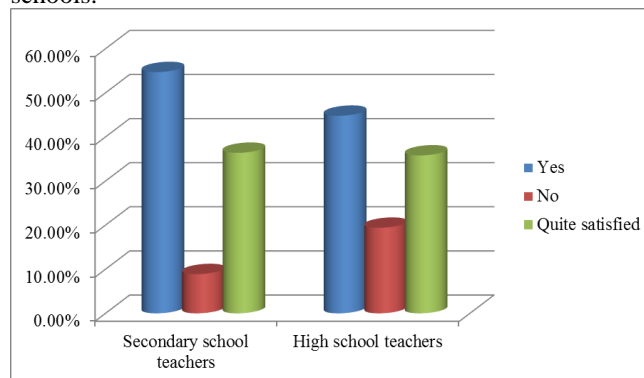


Figure 8 – Respondents' satisfaction with the quality of training of graduates of polylingual groups

Our identification of problems indicates that, on the one hand, the entire teaching community understands the great need for multilingual professionals to work in schools and provide trilingual training to students in biology, chemistry, physics and computer science, but, on the other hand, they note a lack of knowledge of English. In addition, the analysis of the results of the survey of teachers working in polylingual groups shows that this group of teachers is working independently to develop and realize themselves as

a multilingual person who knows the basics of linguistic and pedagogical competences.

All didacticians understand that a breakthrough in the humanities cannot be realized in the context of language isolation. There is a strong need for professionals who are proficient in not only one but several languages, but who are able to communicate across cultures in order to form a new generation of multicultural, multilingual learners.

Thus, modern Kazakhstani society has special requirements for the level and preparation of multicultural and communicative competence of a person.

Conclusion

Thus, our survey, conducted in the form of a survey and questionnaires, using a sampling frame with related parameters (status - students, student, teacher and teacher) shows the complexity of the process of poly-linguistic and multicultural formation of school and student youth in a multi-ethnic region. This is largely due to the huge changes that have occurred in the world as a whole (high rates of competitiveness and the effects of globalization) and in our country to establish a new education policy with a change of values and criteria in the spiritual and ethno-cultural spheres. The results of the study allow us to state the effectiveness of the introduction of the trilingual education policy in the Republic of Kazakhstan, which contributes to the formation of a multilingual multicultural personality.

The long-term study of the process of formation of a multicultural personality confirms the statement that without knowledge of the base and culture of a certain language it is impossible to successfully complete the process. The analysis of the surveys of respondents makes it possible to draw the following conclusions:- Successfully increasing the implementation of the trilingual education policy with the aim of forming a national identity, increasing the number of bilinguals among the younger generation of the country with a shift in emphasis on the development of a multilingual personality;

- We note an increase in the number of multilingual personalities with increased interest in the study of cultures of different peoples;

- Analysis of the didactic provision of modern foreign-language (second language) and intercultural education in the country allows us to note that there is a positive experience of training a multicultural personality. Negative aspects of the professional training of multicultural personalities, which are available in the educational and methodological aspect, are identified by didacticians, administrative workers and employers, and analyzed in order to eliminate them;

- the most vulnerable places in the study of natural science subjects were identified by students of polylingual groups. Polylingual groups of students are taught by professionally untrained teachers who do not know the didactics of multilingualism, and they have not developed a fully sociocultural and substantive component of multilingual communication competence. In addition, we note that there are separate educational and methodical articles in the country that contain the experience of working in multilingual departments, but educational and methodical

manuals and developments are only in the development stage.

The Taraz State Pedagogical University is planning to publish a teaching aid "Methodology and Didactics of PolyLinguistic Education".

- In the departments of "Foreign languages", "Kazakh philology" and "Russian philology" materials on the cycle "Linguistic Studies" are created and tested, which collected a wide range of materials of conducted sociological surveys on intercultural didactics;

- In the course of our work with the respondents we identified several more groups (foreign citizens of the Republic of Kazakhstan, preschoolers, adults, including pensioners or people of "third age") studying the Kazakh language and English languages, who are waiting for further research and generalizations. At the initial stages, we note a sharp increase in the number of foreign citizens studying Kazakh, and adults, "third age" people - English. In addition, teachers of pre-school education and upbringing of Taraz State Pedagogical University separately started to study ontogenesis of speech of Kazakh and Russian-speaking children with typical speech development and various speech deviations, definition of methods and ways of cultural education of this group of children.

References

- [1] "Formation of a multicultural personality in the context of the renewal of the educational content of the Republic of Kazakhstan" scientific and scientific technical projects on the main grantific finance of the Ministry Education RK for 2018-2020.
- [2] Carrell P. L. . SLA and classroom instruction: Reading. Annual Review of Applied Linguistics, 9, 1998, p. 223-242.
- [3] CLIL: An Interview with Professor David Marsh, International House: Journal of Education and Development; <http://ihjournal.com/content-and-language-integrated-learning>.
- [4] Coyle, D., Hood, P., Marsh, D. CLIL: Content and Language Integrated Learning. – 2010. Cambridge: Cambridge University Press.
- [5] Dalton-Puffer C. Discourse in Content and Language. – 2008. Integrated Learning, John Benjamin Publishing Company.
- [6] Deller, S, and Price, C (2007) Teaching Other Subjects Through English (CLIL). - 2007. Oxford: Oxford University Press.

- [7] Dr. P. Suresh, Suman Rajest S (2019), "An Analysis of Psychological Aspects in Student-Centered Learning Activities and Different Methods" in Journal of International Pharmaceutical Research , Volume: 46,Page No.: 165-172
- [8] Elizarova G.V. Culture and teaching of foreign languages. - St. Petersburg: Karo, 2005. - 352 c.
- [9] Kazakh Language. Manual for intensive teaching of Kazakh language, kz en.ru/publ/kazakhskij_jazyk/uchebniki_samouchiteli
- [10] Kozhakhmetova X. 40 lessons of Kazakh language (self-study).
- [11] kz-en.ru/publ/kazakhskij_jazyk/uchebniki_samouchiteli/40_urokov
- [12] Marsh D. CLIL/EMILE – The European Dimension: Actions, Trends and Foresights Potential. Jyväskylä: University of Jyväskylä, Finland, 2002.
- [13] Murzalina B., Nurkeyeva S., Nurgazina G., Sagyndykova M., Baitasova S.
- [14] Shakhmatova K. Kazakh language. Self-taught teacher. - M.: Living language, 2017. - 224 p.
- [15] Suman Rajest S, Dr. P. Suresh, "The "Four Cs" Education For 21st Century's Learners" in Research Guru Online Journal of Multidisciplinary Subjects (RGOJMS), Volume: XII, Issue I, June 2018, Page No.: 888-900.
- [16] Tasibekov K. Situative Kazakh. - Almaty: Securities, 2012. - 262 c.
- [17] Zimmerman B. (1989). A social cognitive view of self-regulated learning. Journal of Educational Psychology, 81(3), 329-39.