

Language Situation in The Education System of Kazakhstan: Status, Problems, Prospects

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ABSTRACT

Our era is an era of positive change. Today we are witnessing a growing orientation towards personal development in the process of establishing a new educational system. This process is accompanied by significant changes in pedagogical theory and practice of the educational process. New content, new approaches, new law and other relations are proposed. The content of education is enriched with new procedural skills, the development of abilities to operate with information, creative solutions to problems of science and practice with an emphasis on the individualization of educational programs (the role of science in creating pedagogical technologies adequate to the level of public knowledge is increasing). Besides, in recent years there has been a significant growth of interest to the study of personality caused by the fact that in the conditions of global communications and freedoms, access to information, human capabilities have sharply expanded, there has been awareness that the personality is commensurate with the world, that the personal is the world of culture itself. This was a determining factor in the evolutionary leap of the personality, change of its "scientific weight", nomination of philosophy, culturology, linguistics, literature and other sciences as priority objects. Accordingly, the definition of the personality itself was supplemented with new content.

Keywords

education system, mother tongue, language situation, multilingualism, language education

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Introduction

The language situation usually reflects the existing social and economic conditions of society. Both it and the communicative relations connected with it are historically conditioned, they naturally derive from the situations and relations of the previous time and contain elements of future development. Each social and economic formation is characterized by special conditions of language contacts and interactions, its forms of language existence, bilingualism, multilingualism, as well as their social consequences.

In real life, multilingualism (multi-linguist, multilingualism) is a rather rare phenomenon. All the more so as a mass phenomenon it does not occur. The issue of bilingualism is more often covered in literature.

And the main aspects of the study of languages in the modern era in general are as follows:

The study of the native language. In all countries of the world native languages are studied in schools for the practical purpose - to master better the vocabulary, grammatical structure and phonetic system of a given language.

The study of mother tongues other than the mother tongue with the aim of practical mastering it, i.e. a second language, which leads to the development of bilingualism of varying degrees (the study of a language of international communication in a multinational state, the study of foreign languages in schools and higher education institutions, the use of bilingualism for scientific purposes, in international relations, etc.).

The study of languages for scientific purposes (development of a general theory of language, comparative-historical language study, etc.).

The main purpose of the second aspect of language learning is the development of bilingualism, training people who know another language besides their native language.

In the multinational state as Kazakhstan, the problem of bilingualism acquires extremely important importance. Normal cooperation of nations, nationalities in political, economic and cultural life could not be organized without a second language - the language of inter-ethnic communication [1].

Main part

Last decade studying at school of the Kazakh (native) language has essentially changed, in particular, personally developing function of language has strengthened, the communicative and developing orientation becomes more accurately expressed, realization of language education and speech development of the student merges into uniform process. Therefore, the category "language education" itself expands its content and requires clarification. There is every reason to consider it, on the one hand, as a linguistic-methodological category with inherent didactic features; on the other hand, to approach it in line with the modern interpretation and to consider language education from the point of view of a student's readiness for full speech activity. Both aspects not only do not contradict each other but, on the contrary, interact.

Linguistic education of a student as a linguistic methodical category is a process and result of cognitive activities aimed at learning the basics of language theory for communication purposes, for speech, mental and aesthetic development, for mastering the culture of the native people of the language.

Characterizing language education as a process, it traditionally takes into account learning objectives, content, teaching methods, organizational forms and methodological conditions.

1. If we characterize language education as the result of learning and cognitive activities, it is likely to be understood as a certain level of language proficiency, determined by a set of indicators and, in particular, the willingness of students to solve practical problems (grammar, spelling, lexicographical, stylistic, communicative) in learning situations of speech communication.

2. A certain level of education is also established for the type of educational institution: secondary school, humanitarian school, gymnasium, university. The programmes set "requirements for the level of language training" for each course ("language competence", "communicative competence").

3. Language education of a student is a process and result of cognitive activity aimed at mastering language and speech, at self-development and formation of a student as a personality.

4. Such a multifunctional understanding of language education, which includes language, speech, and personal development aspects, allows considering the language education of a schoolboy and his education as a "language personality" in interrelation. The starting point is the understanding of the LL "as a set of abilities and character of a person, conditioning the creation and perception of speech works..."[2].

The main structural components of a student's language education:

1. Linguistic system - a set of knowledge about language in the form of concepts, information, rules, presented in curricula in a certain scientifically isolated sequence and interrelation, as well as formed on the basis of knowledge of language skills, phonetic, word formation, grammar (morphological, syntactic), lexical and stylistic.

2. Speech activity as a language implementation, including the processes of reading, writing, listening, speaking. In practice, this component combines speech knowledge and the speech skills formed on its basis of varying degrees of complexity, in particular, the ability to perceive and create text (at the reproductive and productive level). This component also includes spelling and punctuation skills, skills of correct, conscious, expressive and fluent reading, orthoepic skills. Speech works (texts), which are used in the process of mastering language and speech as didactic material, and are texts - samples of a particular type and style of speech. Methods of activity that ensure mastering the language system and the formation of language, speech and general cognitive skills. Culture of speech behavior (culture of communication). The culture of the people - native speakers of Kazakh language (socioculture). It is impossible to learn Kazakh (as well as any other language) in isolation from the knowledge of all that is created by the people speaking this language. "The language of each developed nation sums up the results of life, feelings, thoughts of countless individuals, and all this huge inheritance of spiritual life... of people is passed on to the child in his native language" [3, p.89].

The ideas of the dialogue of cultures, based on the works of V. Bakhtin and J. Vygotsky, were formulated by V.S. Bibler back in 1975 in the book "Thinking as Creativity" and then developed in a number of other works. The books did not talk about "further improvement" of the school, but about a fundamental change in the content, methods of work, the very type of school. In it, the dialogue of cultures was seen as a conversation about the main issues of being, to the solution of which children went from the "points of surprise" of our mind [4, pp. 125-129].

Constant dialogue also took place in the consciousness of the pupil (and the teacher), and this became the basis for the development of humanitarian thinking.

The main task of such a university was not just to prepare a graduate for entering the magistracy, but to expand and elevate its inner meaning.

To solve these contradictions, in the author's opinion, it is possible to reorient the purposes of bilingual education. Priority should be given to socialization of people to full participation in society (and society is bilingual), development of competitive language knowledge, and preservation of ethnic identity. The model of "basic" bilingual education in this sense proves to be the most appropriate, as it is designed for representatives of the linguistic majority and aims to know two state languages. Its main features are as follows:

- 1) teaching starts in the mother tongue of the children;
- 2) the second language is taught as an educational subject, with a gradual transition to its use as a working language;
- 3) teachers are bilingual, i.e. they are fluent in two languages;
- 4) the curriculum assumes the use of two working languages alternately, depending on the days of the week or subjects of study;
- 5) representatives of the linguistic majority and minority in the classrooms are mixed;
- 6) the goal of such education is to ensure pluralism, preservation and enrichment of languages;
- 7) the result - bilingualism.

When the creation of a bilingual education system meets the needs of society, the education system not only aims to raise the level of language competence of citizens, but also aims to influence their language habits and at the same time improve understanding between different languages and different cultures, thus contributing to better social integration. The effectiveness of bilingual education can probably be assessed years after graduation by comparing the individuals who received it with respect to their behavior and attitudes towards available languages, the groups that speak them and the cultures expressed through those languages [5, p.41].

The first fundamental method is to learn the second language simultaneously with the first one or a little later than the first one, but still in early childhood. A small child learns languages much more easily and in some aspects of the language, such as pronunciation, it is difficult to improve it.

The second typical form of bilingualism is when a child who has grown up in a single language family and therefore speaks only one language, when entering school he or she discovers a second language, which is the language of instruction or the language of his or her environment. The

bilingualism thus learned can become quite profound, but there are still differences in the function and use of languages associated with the social situation that caused it. The child's first language will remain his or her personal and everyday language, and the language learned at school will remain the language of more formal contacts and higher-level social functions.

The third way to become bilingual is to acquire a second language spontaneously after childhood through direct and continuous contact with the society that speaks the language. The acquired competence in a second language under these conditions is necessarily very limited, although it may be sufficient to use it as a means of communication.

The fourth way of learning a second language is somewhat opposite to the previous one: it is learned in an individual's home country only at school. This is how people usually learn foreign languages. As in the previous case, the competence achieved in this way is in principle very limited, but if in the previous case the competence was most related to communication, then it is manifested in the language structures and, ultimately, in the understanding of the written language.

In modern psycholinguistics three types of bilingualism are usually distinguished: coordinated, subcoordinate, mixed, although the NL usually always balances between these three types depending on the specific speech environment. Coordination is ideal when a student is free to switch from one semantic base to another, i.e. speaks two languages fluently. Determining the degree of dominance and interaction between different semantic bases and one or the other learner is very important for the overall strategy of coordinated learning of two, three, four languages.

Disjointed learning of different languages (Kazakh, Russian, German, French, English and others), according to the authors, leads to the development of mixed bilingualism, which hinders not only the reproduction of the native language, but also the intellectual development in general. In order to form good language coordination (free communication in two or three languages), integration is necessary in the methods of teaching language disciplines, which is associated with the phenomena of transposition (positive transfer of similar linguistic phenomena) and interference (negative impact on speech of "divergent" linguistic phenomena). The development of mixed bilingualism (polylingualism) may lead to the appearance of a language that will experience speech difficulties in any language (both in the mother tongue and in the languages studied).

The main idea of the concept of modern educational institutions is to teach a graduate to speak freely in 2-3 languages (first of all, English, although there are more and more objections to the priority of the latter, as in this case the rights of all other languages of the world are violated) and to provide a graduate with the opportunity to live and work in any country of the world. The second task is to form a person who is ready to solve urgent problems and has a developed planetary thinking [6].

The task of modern education is to create a European-type curriculum, while maintaining all the advantages of Kazakhstani education, so that the Kazakhstani component is present in the Euro educational model.

The content and organization of language training in a modern university are becoming different from what it has been up to now.

Firstly, the use of foreign languages is not limited to the domestic and literary sphere, but extends to the economic sphere, where it is necessary to master the language both on the receptive and productive level.

Secondly, the number of foreign languages offered for learning has increased and there are changes in the sequence of their learning.

Thirdly, the study of foreign languages is becoming even more closely connected with the study of the culture of this or that country's language and is seen as a process of social integration of the individual in a particular culture, as a process of intercultural education of a resident of united Europe.

The life purpose and role of education is to create conditions for changes of a person as a carrier of society and an active converter. That is why, formulating a paradigm, theoretical model of education, we have placed development and education of the child as a person of culture in the center of this model.

These tasks are to be solved by universities, all the more so by specialized ones, in which tomorrow's intellectual potential of society is being formed. The state necessity for the existence of higher education institutions where good language training is provided is on the agenda. Integration into the world community is first and foremost mutual understanding and cooperation in implementing a wide range of joint actions, projects and programmes. And for this, an appropriate language base must be provided.

The paradigm of modern European language education is defined by a block of languages with a minimum set of two European languages. One of these languages is world-dominant and the other is widespread, sub-regional. The importance of English is well known and ensured by the power of English-speaking countries, and primarily the USA.

The way to build a free, open and democratic society is to integrate the developed countries of the West and East into the world economic and political system.

Along with English, integrated Europe has two dominant languages: German and French. In the group of countries that set the tone in world politics and economics, approximately 120 million people speak German (for whom German is the mother tongue and whether it is the language of communication). A slightly smaller number of the population covers French [7, p.56].

Of particular importance is the fact that Kazakhstan already has special partner economic and political relations with Germany, and has economic, political, scientific and cultural ties with England and Kazakhstan. In addition, English is the second state language or language of communication in several major Arab countries with which Kazakhstan also has special relations. Thus, German and English, being above regional European languages, are of significant interest to Kazakhstan in light of the above and should be part of the language block studied in linguistic high schools and schools with advanced foreign language studies.

Summarizing the above, it should be noted that the growing role of the modern polylingual situation in the world also has its impact on the educational space. Since each social

and economic formation is characterized by special conditions of language contacts and linguistic situations, forms of language existence, bilingualism, multilingualism, and their social consequences, the changes in the content of the category “language education” that we see today in our society, which has declared the principles of democracy, humanism and pluralism to be the priority, are quite logical and understandable.

In accordance with the requirements of the time, the social order of the population, and the desire of the students themselves, there are higher education institutions with additional language training (in-depth language study, second foreign language study based on the first language, linguistic schools, gymnasiums and higher education institutions).

During the educational process, modern humanitarian education aims to form a strong linguistic personality. The concept of “strong language” includes the mandatory mastery of speech culture and implies the realization of the following educational goals:

- education of spiritually rich and high moral personality, true citizen and patriot of Kazakhstan, loving the big and small native land, the people, language and culture and respecting traditions and cultures of other peoples;
- integration of the personality into national and world art culture;
- education of the sense of responsibility in relation to native word, sensitivity to beauty and expressiveness of native speech;
- Formation of speech readiness of a graduate for further education, self-education and active participation in industrial, cultural and social life of the State;
- development of language understanding, outlook, intellect and creative abilities of students;

instruction in the norms of intercultural communication in a foreign language; education of the individual as a native language speaker capable of perceiving the language as a special national and universal value, and at the same time as a person who respects other national cultures.

With changes in the purpose, content and organization of language teaching at school, the programmes of the humanitarian cycle are being revised: they are filled with communicative, developing and culturological content.

In order to confirm or disprove the theoretical conclusions obtained, it was extremely important to conduct empirical research, which would show that the process of NL formation is possible in the conditions of polylinguism of higher education institutions.

It is quite obvious that the pedagogical practice realizing the most important social function of education and upbringing should be scientifically grounded, and the theoretical work in connection with this practice should receive in modern conditions more and more development. Pedagogical science should develop methods for predicting and forecasting the consequences of the introduction of new methods, new teaching materials and programmes in the educational process. In order to predict the development of the educational phenomenon scientifically, it is necessary to diagnose the present and to have a clear idea of the internal and external influences and effects that to some extent determine the changes in the present.

In order to improve the effectiveness of pedagogical science in its relation to pedagogical practice, it is necessary to define the very nature of this relationship, to present the relationship between pedagogical science and pedagogical practice in a certain system. The pedagogical science shall invariably lag behind if theoretical and practical activities are not developed in a single system and scientific pedagogical knowledge remains a useless scheme if it is not applied in practical pedagogical activities.

The process of obtaining pedagogical knowledge is subject to the general laws of scientific cognition, and the introduction of accurate, rigorous methods of scientific research in this process is an urgent necessity. However, the very choice of the object of pedagogical research and the methods of its implementation, as well as its nature and results are largely determined by the social position of the researcher and the attitudes corresponding to this position.

Not all pedagogical research is possible and necessary to conduct the experiment as it is practiced in the natural sciences. Attempts to introduce an experiment into pedagogical research at all costs often lead to formalism, to empty hypotheses and conclusions.

In order to measure and formalize the relations existing between pedagogical phenomena, it is necessary to know exactly what can and should be measured and formalized. In other words, quantitative processing must be inextricably linked to the qualitative development of pedagogical issues.

The formulated goal of the empirical stage of scientific research logically follows from the general goal and consists in experimental testing of our hypothesis and, in particular, its stipulation that the formation of a student's NL in a modern university will be successful if the educational process is based on the principles of humanism, if the teacher is a language personality, if it is possible for students to study language disciplines in depth, if the teacher can use integration in the methods of teaching language.[8, p.75-81]. Based on all this, the tasks of the empirical part of the study were defined:

- the practical study of the educational process in a modern school;
- specification of the main factors of efficiency of the process of forming NL;
- specification of preconditions and conditions of increase of productivity of overcoming of contradictions of process of training and education at school.

Experimental work is guided by a number of methodological ideas put forward by scientists whose work is related to the development of pedagogical science methodology (Yu.K.Babansky, N.I.Boldyrev, G.V.Vorobiev, M.A.Danilov, V.I.Zhuravlov, A.Ya.Nain, V.K.Rozov and others). In particular, according to Yu.K.Babansky, the pedagogical experiment is the method that provides scientific, objective and evidentiary verification of the correctness of the hypothesis justified at the beginning of the study. From M.A. Danilov's point of view, a pedagogical experiment “is a peculiar (according to the research task) designed and implemented pedagogical process that includes fundamentally new elements and is set in such a way that it makes it possible to see deeper, than usual, the links between its various parties and to take into account the results of the introduced changes” [9, p.93].

On the basis of these methodological grounds, in our experimental work we sought to test the effectiveness of certain innovations (in particular, the integration of language disciplines within one lesson, the study of four or five languages) that take place in the process under study.

It is important to note that at the same time the empirical research is based on methodological aspects of the correlation between pedagogical theory and practice (V.V.Kraevsky). In addition, the experimental work also takes into account the fact that the application of the experimental method in a scientific study gives an opportunity to study the relations of certain sides of the process and to discover the reasons that make this phenomenon necessary (M.A.Danilov). It was also taken into account that the most important essence of the pedagogical experiment is (in the opinion of scientists whose names we refer to above) a deep qualitative analysis and more precise quantitative measurement of the introduced components and process results.

As the facts show and have been repeatedly mentioned in the pedagogical literature, the pedagogical experiment produces more positive results in the study of learning than education (I.T.Ogorodnikov, T.E.Konnikova).

Meanwhile, the experimental work in the field of education is of great interest. It is doubly effective: bringing up a personality, helping it "to find itself", we contribute to the emergence of a child conscious attitude to any field of activity, including educational. Knowledge itself is very important, but if it is not saturated with nobility, purity and love, if it is detached from the moral core, in the end it can become destructive, says N.G.Ryabkova [10, p.154]. Experimental work in the field of education is immeasurably more complicated than the experiment in the field of education, and its logic is always more subtle and difficult to grasp. Experimental work in the field of upbringing requires teachers to enter a new educational paradigm, which sees the child as a holistic personality with a natural potential for self-development. The main difficulty, however, is that the pedagogical process cannot be stopped in order to determine its results.

Thus it is considered that studying of the child as the integral phenomenon becomes the only possible way of cognition of the processes defining its formation, and the task of pedagogical diagnostics consists that it is necessary to define a degree of coincidence of necessary development of the person with the real, as the more the level of development of the person of pupils corresponds to the given pedagogical situation, the more correctly, more expedient the educational process is organized.

Given that modern society needs people with an increased sense of self-esteem, a high level of self-consciousness, with the ability to understand, feel the world around them, to build humane relations with them; that it needs a person capable of loving themselves and others, able to empathize, rejoice, a person who is competitive and speaks several languages, the pedagogical science and school are reviewing the theory and practice of school education.

Every year, the theoretical and methodological arsenal of psychological and pedagogical diagnostics is enriched. This has prompted us to start looking for new approaches to studying the effectiveness of the educational process. Experimental work was based on the following provisions:

The methodological basis for the diagnosis is the paradigm of humanistic personal-oriented education and upbringing, in which the student is seen as the goal, subject and result of the educational process;

- a systematic approach is used in the selection of criteria, indicators and methods of studying the effectiveness of the system of education and upbringing. There is a refusal to study the effectiveness of the educational process by random selection of diagnostic tools;

- Diagnostics of the results of the formation of the student's NL is the main content of the study of the effectiveness of the educational system;

- it is reasonable to carry out long-term diagnostics with invariable criteria throughout the study period;

- diagnostic tools for performance research should not be cumbersome, require a lot of time and effort to prepare and conduct the study, processing the results obtained;

- the diagnosis should serve as a condition for the pedagogical staff to sharpen their skills.

After the diagnosis, didactic materials were prepared and discussed at meetings of methodological associations, councils and meetings. This made it possible to have objective information about the effectiveness of the educational process, which facilitated timely correction of teachers' activities.

In accordance with the logic of experimental work, the following stages were considered as the main ones: preparatory, diagnostic, search, creative and final.

Let us consider the criterion of improving the quality of knowledge based on the results of the study of the educational process.

The given stage of diagnostics was carried out by means of the questionnaire of pupils, parents, teachers, purposeful observations at lessons, the analysis of oral and written answers of pupils, carrying out of special diagnostic works, then all was considered in dynamics by years of training.

The analysis of learning outcomes shows that in the course of the experiment, all the subjects indicated in the table were subject to an increase in indicators. The indicator of progress remained unchanged, while the indicator of quality of knowledge increased.

Results of language training of students in the process of experimental work

Academic year of experiment	Overall figures (%)		Language training (%)		
	Progress	Quality	Kazakh language	Russian language	Foreign language
2016/2017	100	96,5	96,7	76,5	97,4
2017/2018	100	96,7	98,8	76,7	97,9
2018/2019	100	98,3	100	77,2	98,5

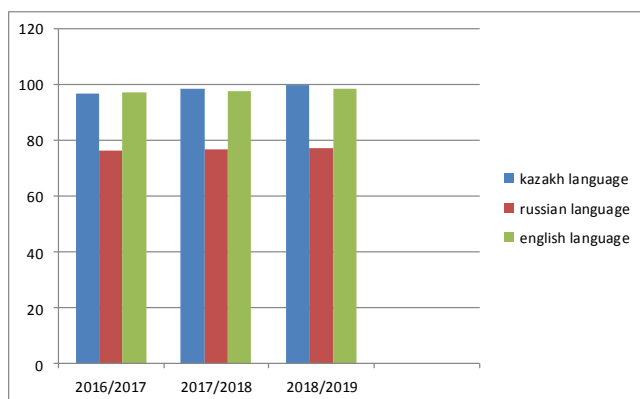


Chart 1 Results of language training of students in the process of experimental work

Thus, among the pedagogical conditions that contribute to the formation of the linguistic personality of the student in the process of polylingual education, we propose to include the following:

I. In terms of humanizing the educational process:

- Strengthening of the humanistic orientation of the entire educational process that contributes to the full spiritual and physical development of the students' personality.
- Development of a system of additional language training for intellectually advanced students wishing to improve their mastery of foreign language speech.

II. In terms of the integration of linguistic education:

Revising the curricula in order to give them new content, expanding the palette of methods and techniques in class.

Integration of both academic subjects in general and language disciplines in particular: philology, country studies, literature studies.

Development and use of a range of integrated language teaching methods.

Creation of a single language complex based on the communicative principle of learning:

- thematic and situational principle of organization of the material under study; -parallel introduction of the same conceptual categories in language learning;
- creation of a common terminological apparatus;
- organization of special courses "Country Studies", "Technical Translation" and others;
- "self-study" of the language in the conditions of the created teaching speech environment; - creative tasks.

III. In terms of interaction of spheres of communication, speech behavior and learning activities:

Organization of extracurricular activities ("Correspondence Friends Club", "Russian Literature Lovers Club", participation in linguistic Olympiads and competitions).

Research and development work.

Use of educational resources provided by the Internet.

Wide use of "precedent texts", linguistically meaningful analysis of fiction text in lessons.

Conclusion

As one of the most effective means of inter-ethnic communication, language has a special place in the sphere of national culture. The correct and timely resolution of the language issue in multi-ethnic States (adoption of the Languages Act) is a guarantee of stable and humane relations among the population.

The issue of education in the two State languages must be treated with particular sensitivity. However, a modern school in Tajikistan faces the need to teach several languages (two state languages, Tatar and Russian, English and other European and Eastern languages). As a consequence, there are changes in the organization of the language education process, attempts to create new programs, creation of new types of schools...

In a republic where the state languages are two, the two cultures are in close contact and are mutually enriched. The study of foreign languages leads to the expansion and enrichment of the sphere of communication, interests and cultures of different peoples.

Taking advantage of the fact that the very way languages exist naturally leads to their comparison with each other, it is only necessary to "rationalize this comparison by placing it on scientific grounds" [11, p.318].

Intensive language classes (native and foreign) and study of country studies material undoubtedly contribute more actively to progress in the acquisition of international culture.

Thanks to learning several languages, students learn to distinguish one from another more precisely, which in turn leads to the growth of intellectual potential ("divergent thinking"); the attitude towards the culture of another people becomes more tolerant.

The modern concept of language learning is developing in a humanistic direction, whose general trends:

- individual approach to students, which has become one of the strategic directions;
 - the independent work of schoolchildren, elevated to the rank of the dominant principle;
- Renewal of the content of school subjects through the introduction of a variety of textbooks, teaching aids and special courses;
- Maximum realization of the creative idea of the teacher.

All this ultimately allows the teacher to focus on the personality of the pupil and more fully contributes to the development of his personal potential.

The language of a person is not only a guide between the personality of a speaker and his culture. Knowledge of languages contributes to the spiritual growth of the speaker, develops his intellect. The role of language in forming a harmoniously developed personality is generally recognized. Our observations prove the need to improve the technology of the educational process, which is primarily due to changes in the content of education in schools with advanced language learning. The professional core of such a school is subjects that develop linguistic culture. The linguistic essence of such an educational institution is multilingualism, the development of students' horizons through special courses, optional classes, and the dialogue of cultures through international communication.

Moreover, the modern understanding of a person is inextricably linked to the perception of him or her as a linguistic personality, i.e. a person who develops and understands himself or herself in the field of language, who thinks, learns the world and communicates with others through language. The concept of a "linguistic personality", as mentioned above, is not primarily a linguistic term: there is an increasing attention to the language field of philosophers, psychologists, sociologists, educators and other specialists concerning issues of consciousness, thinking, interpersonal understanding and social communication. In this regard, the need to look at many pedagogical problems through the prism of language is quite natural. In particular, the problem of modeling the image of a graduate of an educational institution.

Language learning contributes to the development of a versatile personality of the student, giving him the opportunity to better understand the world around him.

The conducted research has shown that the offered pedagogical conditions of formation of the linguistic personality of the schoolboy in the conditions of multilingualism are productive. Experimental work confirms the basic provisions of theoretical research.

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