

# Formation of A Multicultural Personality in the Context of the Renewal of the Educational Content of the Republic of Kazakhstan.

Issabekova Gulnur<sup>1</sup>, Abdrakhman Gulnar<sup>2</sup>, Turarova Aisulu<sup>3</sup>, Karimova Nargiza<sup>4</sup>, Ashirmukhamedov Abdrakhman<sup>5</sup>.

<sup>1</sup>PhD, Taraz Reginal University named after M.Kh. Dulaty, Taraz, Kazakhstan.

<sup>2,3</sup>candidate of philological sciences, Taraz Reginal University named after M.Kh. Dulaty, Taraz, Kazakhstan.

<sup>4</sup>master, Taraz Reginal University named after M.Kh. Dulaty, Taraz, Kazakhstan.

<sup>5</sup>senior teacher, Taraz Reginal University named after M.Kh. Dulaty, Taraz, Kazakhstan.

## ABSTRACT

The priority of modernization of the education system in the Republic of Kazakhstan is to ensure its integration into the world educational space. The content of secondary and higher education and the quality of training of specialists should be revised in accordance with modern requirements of socio-economic, political and educational trends. Over the past five years, the secondary and higher education system of the Republic of Kazakhstan has undergone significant changes in line with the renewal of the content of education and the introduction of multilingual education. The article considers the problem of formation of a multicultural personality in the conditions of updating the content of education in the Republic of Kazakhstan. The authors of the article come to the conclusion that in the system of secondary and higher education there are positive changes in the interests of personal development and its entry into the world community.

## Keywords

culture, updating of the content of education, multicultural personality, multilingual education, linguistic and cultural approach.

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

## Introduction

The current socio-cultural situation in the Republic of Kazakhstan in connection with the processes of globalization is characterized by the formation in the public consciousness of new types of understanding and ways to transform reality. Pedagogical science and practice choose a new strategy and tactics related to the development of properties and qualities of the individual, which should be successfully adapted in a multicultural world.

All civilized countries of the world are in the process of continuous improvement of national education systems. The Republic of Kazakhstan did not stand aside from reforming the education system. The primary task and necessary condition for modernization of the education system is to change and revise the requirements to the quality of education. In this regard, there is a need to design a new model of teacher of the XXI century - professional, competent, multicultural, creatively developed personality, which is dominated by spiritual, moral and business qualities [1].

In line with the strategy of modernization and renewal of content, both secondary and higher education, the role of the educator in the Republic of Kazakhstan has been significantly increased. The purpose of modern education is to develop a historically established pedagogical system based on the consciousness of the conditions for the formation of professional and pedagogical competence.

Higher education ceases to be only professional it becomes an element of common culture. A special place in the national educational system is occupied by pedagogical universities [2-10]. It is in them that future teachers are formed, who are called upon to provide inheritance and reproduction of the main cultural traditions, values and

ideals in the new generations, to create conditions and opportunities for creative formation and self-improvement of students' personality, - in other words, to reproduce the "cultural cells" of Kazakhstani society, nation, ethnos, region. Therefore, the vector of development of pedagogical science and education determines the perspective directions of development of the education system in Kazakhstan in the XXI century.

Modeling the integral image of the graduate of pedagogical higher education institution - the teacher of new formation, scientists are united in the fact that the graduate should be, first of all, the person of culture, i.e. free, humane, tolerant, spiritual personality, consciously carrying out the vital choice, comfortably co-existing with other people, capable to the joint decision of problems of the most different character.

All this is dictated by a new type of culture, which has developed at the turn of the XX - XXI centuries, and determines the search for a new type of education, the main meaning of which is to transform man into a subject of society and culture [11].

The strategy of development of multicultural education is built in accordance with the tasks of modernization of secondary and higher education and provides various directions of specialization: philosophical-cultural, philological-cultural, artistic-cultural, historical-cultural, socio-cultural, ethno-cultural, visual-cultural, etc.

Philosophical-cultural education promotes students' understanding of the phenomena and regularities of social life, including culture, integration of personal meanings into the image of the world of culture, provides a holistic perception of the various elements of culture and the relationships that a person enters into in the process of his

life (understanding of the world of existence and self in this world).

Philological and cultural education is a system that reveals the dialectical links between linguistic phenomena and extra-linguistic reality, reveals the peculiarities of national culture, national linguistic consciousness in the material of the literary text, which concentrates the interrelation of language and culture.

Art-cultural education promotes the development of the entire system of aesthetic components of artistic heritage, which reflects the centuries-old experience, thoughts and aspirations of many generations, the emergence in the minds of students more or less holistic picture of the world (including the artistic picture of the world), which includes the pictures of the world, which are characteristic of individual national cultures at different stages of their development [12].

Historical-cultural education presupposes the presentation of historical material in its entirety, which means the recognition of the unity of human history in the diversity of its ethical and cultural forms.

Socio-cultural education presupposes the education of students to the "detached" view on the cultural life of the society, revealing the social significance of cultural phenomena in their correlation with other spheres of social life, first of all, economy, social relations and politics.

Ethnocultural education is focused on the formation of students' knowledge of historical and cultural values of ethnicities and ethnic groups of different countries.

Visual-cultural education contributes to the formation of understanding of visual component of metalanguage of modern culture, intercultural and interethnic dialogue.

The above specializations of scientific knowledge, which have arisen at the intersection of sciences, contribute to the formation of students' tolerant attitude to different cultures, the ability to synthesize theoretical and practical knowledge, to develop analytical skills, including understanding of the manifestation of modern culture phenomena.

Kazakhstani scientists define the directions of specialization in multicultural education as alternatives to international education. It is in the process of multicultural education that the younger generation of ethnic, national and world culture assimilates. All this contributes to the readiness and ability to live in a multicultural multi-ethnic environment [13].

Thus, the organization of multicultural learning is a means of differentiation and individualization of education, allowing more or less clearly take into account the interests in the field of culture, priorities and propensities of students. Modern education should provide a holistic understanding of culture as a form of being, the formation of ideological and behavioral priorities of the individual. At the individual level, multicultural education should provide knowledge creation:

- the ontological status of culture;
- about the structure of culture in the whole variety of its modalities, forms, types and levels;
- about the functioning of culture as a self-developing system in all its diversity;
- about culture as a polysemantic space for human life;
- about the value of diverse forms of culture as derivatives of human value;

- about the diversity of cultural languages as semiotic systems;

- about the human being as a creator and creator of culture;
- about the process of cultural creative activity as a specific form of being a human being in his human dimension;

- the diversity of historical and regional types of culture characterized by the multilateral systemic integrity of certain forms of culture;

- about dialogue of cultures as a methodical basis of understanding and explanation of regularities of historical development, estimation of the phenomena of domestic and world culture in its modern condition and forecasting of a possible vector of development of culture in the near future;
- about communication as the main method of mastering cultural heritage and the way of interaction of subjects of pedagogical process[14].

It is necessary to emphasize that tolerance as a quality of personality and a phenomenon of social being belongs to the highest, basic values of culture, and the multicultural educational space existing 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, and 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, monoculture 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.

The education of a multicultural personality is accompanied by the formation of all types of cultures: moral, political, communicative, aesthetic, ecological, valeological, physical, etc.

In order to address the educational issues of poly-linguistic and multi-ethnic education, a system is being set up that provides equal opportunities for each student to pursue his or her studies regardless of their ethnic background or linguistic, ethnic or cultural characteristics.

Thus, in the context of the socio-economic and political reforms under way in the country, a new educational

situation is taking shape, characterized by the growing role of the multicultural complex in education.

One of the most pressing tasks of modern Kazakhstani education is the formation of a multilingual personality.

Polylingual education is regarded as a purposeful process of introducing several languages to the world culture, with the help of which a certain amount of knowledge in the field of cultural, historical and social experience of different countries and peoples is comprehended. In the process of implementation of this program, serious theoretical and practical tasks related to the creation of a new model of teaching mother tongue, second and foreign languages, both in the system of secondary general education and in the system of higher education, are being solved.

Understanding the importance of proper language development tactics and strategies, the Government of the Republic of Kazakhstan has adopted a number of laws: the Law "On Languages in the Republic of Kazakhstan", the State Program for the Functioning and Development of Languages and the Cultural Program "Trinity of Languages".

Kazakhstan's language legislation is primarily aimed at supporting the development of the Kazakh language and its vitality, and the formation of a multilingual personality.

With the development of multiculturalism in education, the linguistic and cultural approach is updated, which is conditioned by the return of education to the cultural context of a country. The analysis of the history of education and pedagogical thought shows that the problem of interaction between culture and education (as a socio-cultural phenomenon), culture and pedagogy (as one of the fields of culture) are the most discussed in the European pedagogical thought. The solution of a number of pedagogical problems through the prism of analysis of the interrelation of culture (as a whole) and education (as an organic part of the whole) can be realized through the linguistic-cultural approach.

In modern conditions in pedagogical higher education institutions of the country the systematic work on preparation of students for work in the conditions of renewal of secondary education is carried out. In this regard, students form a new view of the role of teachers in the educational process in general education institutions and their attitude to students.

Currently, the didactics has a large amount of literature, methodological developments, and presentations on the presentation of new educational technologies, approaches to learning and teaching methods in the field of multicultural education of personality [15].

In addition, didactics are Hoops D., Gwendolyn S. - The main criteria for the formation of a multicultural personality of a student depending on the level of learning [16, 17] are defined.

Nazarbayev's intellectual schools play an important advocacy role in promoting the idea of renewing the content of education within the framework of multicultural education and the methodology of the system of criterion assessment in the Republic of Kazakhstan.

Teacher-training institutions in Kazakhstan are training future teachers to take into account the new student-centered approach to education and teaching methods within the framework of updated educational content.

The advantage of modern didactics, in our opinion, is the preservation of purposeful actions of teachers in the use of interactive pedagogical technologies that organize cognitive and practical activities of students

## Methods of investigation

A study on the formation of a multicultural personality in the context of the renewal of the educational content of the Republics of Kazakhstan involved 2,589 students: 43,2% of students of Taraz State Pedagogical University, 26% of Taraz State University named after Khaydar Dulati, 18,9% of South Kazakhstan State Pedagogical University and 11,9% of students of secondary schools № 5, 40 of Taraz and № 10, 12 of Shymkent.

This sociological survey was conducted to determine the degree of formation of a new system of education in the country on multicultural education of students. The abovementioned universities train specialists for various branches of the national economy, including education, who promote tolerant attitude to representatives of different nationalities and carry knowledge about the rich traditions of the peoples of the world, value attitude to the linguistic and cultural diversity.

These tasks - the formation of a multicultural personality - are a priority for a number of academic schools and international university centers. The research project "Introduction of CLIL technology through the subject in the school system in the conditions of implementation of the trilingualism policy in the Republic of Kazakhstan" is carried out in Taraz State Pedagogical University.

Traditional methods of diagnostics were used in the study, as: questionnaires, testing, ranking, observation, conversation, self-diagnostics and self-reflection, expert opinion [18].

## Results

The collected material made it possible to determine the attitude of participants of the educational process (students and students) to the ongoing reforms within the framework of the updated content of education in Kazakhstan and to reveal the real picture of the formation of multicultural competence among students.

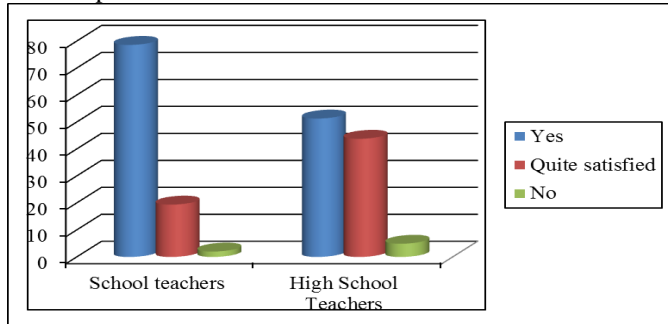
One of the tasks of multicultural education is the creation of various cultural environments in which there is self-identification and self-realization of creative abilities and personalities.

The basis of the education system of Kazakhstan is the revival of cultural and educational tradition, the return of education in the context of culture.

To the question "What do you think about the changes taking place in the system of higher and secondary education?" the majority of secondary school teachers (78.6%) and higher education teachers (51.3%) replied that the reforms are being carried out successfully to update the content of education. 19.4% of teachers and 43.8% of teachers are quite satisfied with the processes of modernization of the education system. However, 6.9% of secondary school teachers and teachers believe otherwise. This is probably due to the fact that 4.9% of higher education teachers were concerned about the current

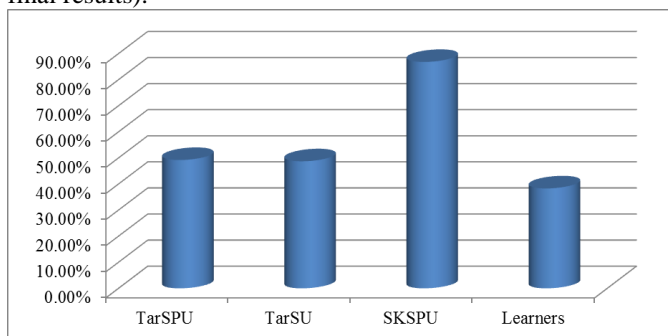
situation in the country: initially, refresher courses on the updated education content were covered mainly by secondary school teachers. University teachers had to look for ways to independently master the material.

Figure 1 presents the results of the survey of teachers and educators on the level of education reform process in the context of education content renewal and introduction of modern interactive technologies of education and ideas of cultural pluralism.



**Figure 1:** Satisfaction of respondents with changes in the system of higher and secondary education (% of the total number of respondents)

The general survey of respondents, namely: students of Taraz State Pedagogical University (Taraz State Pedagogical University - 49.2%), Taraz State University named after Khaydar Dulati (Taraz State University - 48.7%), South Kazakhstan State Pedagogical University (South Kazakhstan State Pedagogical University - 86.8%) and secondary schools and universities (38.3%) shows that Kazakhstan is successfully undergoing the process of reforming its education system in the context of educational content renewal, modern interactive technologies of education and ideas of cultural pluralism are being introduced. The low result of the survey of students (38.3%), apparently, is associated with a low degree of awareness of the process of reform (goals, objectives and final results).



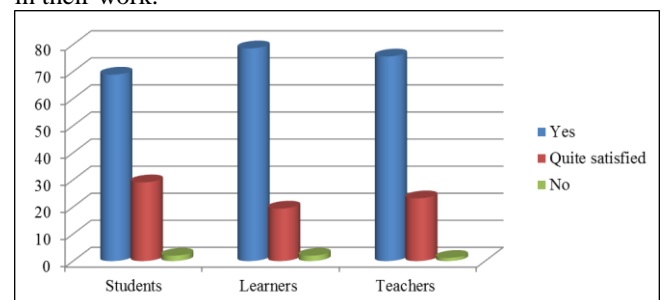
**Figure 2:** Satisfaction of respondents with the process of education reform in the context of education content renewal (% of the total number of respondents)

The main purpose of updating the content of education is to introduce interactive learning technologies in order to improve the quality of education. In this regard, a large half of students (68.9%) and students (79.2%) stated that the majority of teachers are involved in the process of interactive learning they have changed the teaching methods and widely used innovations in the educational process. It should be noted that 48.5% of the surveyed students and pupils are quite satisfied with the changes in teaching

methods, while 4% are not (students - 2%, students - 2%). The given percentage of satisfaction of the surveyed students (29.1%) and students (19.4%) indicates that the instrument of practice-oriented component may be even higher.

Teachers of higher education institutions (75.6%) currently note that the teaching methods are brought into the system author's methods are being developed and promoted by others. A quarter of teachers (23.2%), having carried out self-reflection of their activity, are quite satisfied with their student-centered and practice-oriented component, while 1.2% - are not.

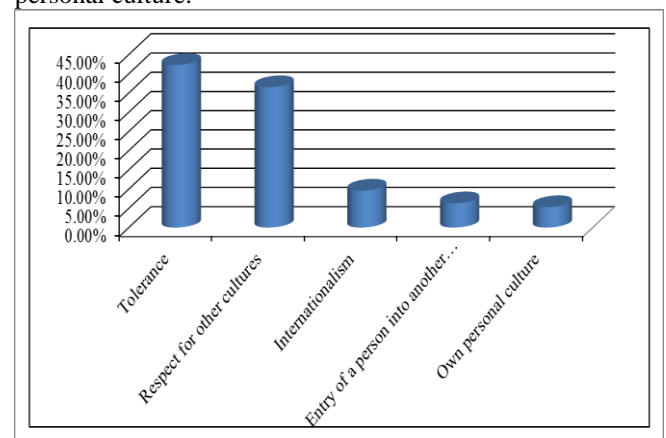
In addition, a small percentage (34.1%) of students at Taraz State Pedagogical University observe slight changes in the work of those teachers who received their education during the Soviet era, and it is difficult for them to change anything in their work.



**Figure 3:** Satisfaction of respondents with the introduction of interactive learning technologies in the educational process (% of the total number of respondents)

Multicultural education, based on the formation of a cultural component of the individual, is a crucial component of the policy of renewing the content of education.

Pupils' and students' answers about their knowledge of the basic qualities of a multicultural person have shown the following dynamics. The results of respondents' answers focused on identifying the leading pedagogical principles of multicultural education are as follows: 42.3% - tolerance; 36.5% - respect for other cultures; 9.6% - internationalism; 6.3% - a person's entry into another culture; 5.3% - his own personal culture.



**Figure 4:** Assessment of respondents on identification of leading pedagogical principles of multicultural education (% of the total number of respondents)



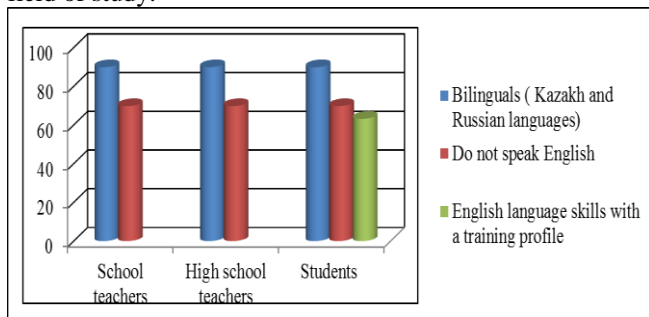
87.6% of respondents note the interrelation of the national and the national in pedagogy; 12.4% - national wealth should be combined with the universal wealth.

Thus, pedagogical activity is carried out on the basis of national values inherent in the language, religion, life and universal ideals.

Introduction of bilingual and multilingual education is a condition for successful adaptation of students to other living conditions. A way out of the problems of language barriers in multicultural education is the education system, which has in its content as a national component based on the ideas of the dialogue of cultures, modern value orientations of individuals and society, allowing developing their culture and understanding the ideas of representatives of different peoples.

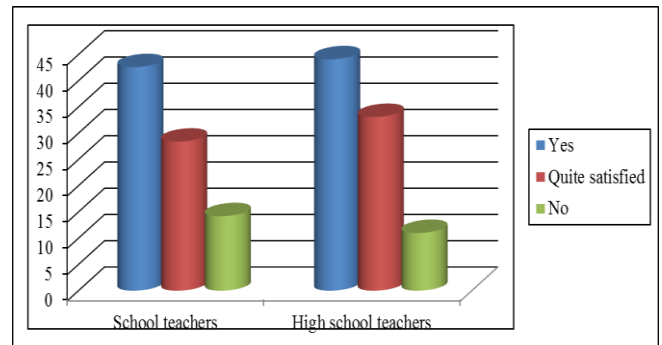
Figure 5 shows the results of the level of knowledge of linguistic and cultural competence in Kazakh, Russian and English languages.

The analysis of the results of the formation of linguistic and cultural competence at the level of general secondary and higher education (level B) allowed making some remarks. 89.9% of teachers, teachers and students believe that at present they have the skills to use Kazakh and Russian languages in everyday, educational, cultural and specialized fields of activity. 69.8% admit that they still do not know how to use English in everyday communication. Only 63.2 percent of students are proficient in English due to their field of study.



**Figure 5:** Respondents' assessment of the formation of linguistic and cultural competence (% of the total number of respondents)

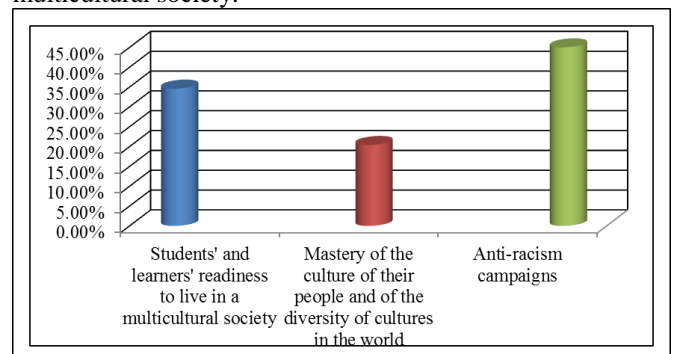
86.7 per cent of secondary school and university teachers note that language learners are involved in the dialogue of cultures, which forms the basis of multilingual and multicultural education programs and the methodological and methodological basis for the study of languages and cultures. The above analysis of the results of the survey of secondary school teachers ("yes" - 42.6%, "quite satisfied" - 28.4%, "no" - 14.2%) and higher education teachers ("yes" - 44.1%, "quite satisfied" - 33.1%, "no" - 11%) indicate positive dynamics in the promotion of the ideas of trilingualism, the creation of polylingual groups in the educational programs of the natural science cycle, in the general mood of students to master three languages (Kazakh, Russian and English). The formed policy of trilingualism in the Republic of Kazakhstan is based, first of all, on the dialogue of cultures.



**Figure 6:** Assessing teachers and teachers of learning processes within the framework of the dialogue of cultures (% of the total number of respondents)

The renewal of the management of secondary and higher education institutions in the context of globalization presupposes a change in the nature of education towards the multicultural education of a free man. Therefore, it was interesting to know the following results of the answers: how well students and students are prepared to live in a multicultural society, the level of mastery of their people's culture and ideas about the diversity of cultures in the world, the level of resistance to racism, prejudice, ethnocentrism and hatred based on cultural differences.

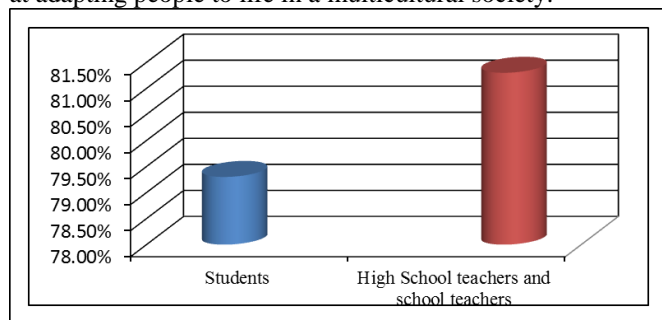
The readiness of students and pupils to live in a multicultural society is 34.6 per cent; the level of mastery of the culture of their people and their understanding of the diversity of cultures in the world is 20.4 per cent; the level of resistance to racism, prejudice, ethnocentrism and hatred based on cultural differences is 45 per cent. The low percentage of respondents in terms of the level of mastery of the culture of their people and the perception of cultural diversity in the world (20.4%) is due to the fact that the respondents did not make a difference with the first question about the readiness of students and students to live in a multicultural society.



**Figure 7:** Respondents' assessment of readiness to live in a multicultural society (% of the total number of respondents)

After passing pedagogical practice, the overwhelming majority of students of Taraz State Pedagogical University and South-Kazakhstan State Pedagogical University (79.3%) observe the changes in teaching methods, both for teachers of higher education institutions and for teachers of secondary schools. 81.3% of respondents note that teachers and teachers use modern approaches and criteria to assess the learning achievements of students. Comparisons of traditional Soviet education system and updated education content demonstrate sympathy for the latter, which is

demonstrated by the survey results. In addition, 94.5% of respondents noted a wide format of training sessions aimed at adapting people to life in a multicultural society.



**Figure 8:** Student assessment of teacher and teacher professionalism in the context of educational content renewal.

### Conclusion

This study examined the interaction between students and students in the educational process in the context of the renewal of the content of education, aimed at the adaptation of people in a multicultural world.

Reforming secondary and higher education is an urgent need. On the one hand, the results of the questionnaires show that education in the Republic of Kazakhstan is becoming more effective and significant, as, on the one hand, universal humanitarian values are preserved, and on the other hand, the process of formation of a multicultural personality formation is noted.

The results of the study make it possible to note the effectiveness of the process of updating the content of education in the country, aimed at forming a multicultural personality.

The analysis of the respondents' answers makes it possible to draw the following conclusions:

- The Republic of Kazakhstan has created favorable internal and inter-State conditions for the renewal of the content of education, which is oriented towards the processes of globalization, better assimilation of the achievements of other peoples and presentation of the uniqueness of their culture;

- Introduction of updated education content requires teachers and teachers to strive to meet the new requirements when the status of the teacher, his educational and upbringing functions, ability to adapt to the new conditions of social and cultural environment have changed radically;

- A multicultural approach, widely used by educators, involves cultural education for the younger generation in a spirit of reciprocity and acceptance of cultural differences;

- Multicultural education activates the creative and linguistic possibilities of the individual;

- There has been a dramatic change in the number of pupils and students who speak Kazakh, Russian and English;

- As a result of changes in the number of languages used and their proportion in communication practice, a new situation is emerging in the field of multicultural education and the upbringing of students in Kazakhstan.

This research is based on both the definition of the results of the new education policy in Kazakhstan and the identification of the mechanism for influencing the

trilingualism (multilingualism) of multicultural education. We believe that this is the topic of future research.

### References

- [1] Strategy "Kazakhstan-2050" is a new political course of the established state. Address of the President of the Republic of Kazakhstan N.A. Nazarbayev to the people of Kazakhstan. - 2012, December - 14.
- [2] Dzhurinsky A.N. Multicultural Education in the modern world. - Moscow: Prometheus, 2002. - P. 212.
- [3] Dmitriev G.D. Multicultural Education. - M., 1999.-208 p.
- [4] Bondarevskaya E.V. Theory and Practice of Personally Focused Education.-Rostov-on-Don: Izd v RSPU, 2000.-221 p.
- [5] Malkova Z.A. Polycultural education - an actual problem of modern school // Pedagogy.-1999.-No. 4. - P.3-10.
- [6] Abramova E. A. Polycultural education of the university students on the basis of the system approach (on the example of foreign language teaching): dis. ...Candidate of Pedagogical Sciences. - M. 2011. - 154 p.
- [7] Suprunova L. L. Priority directions of the multicultural education in the modern Russian school (in Russian) // Pedagogy.-2011.-No.4.-P.16-28.
- [8] Khalyapina L.P. Methodological system of formation of the multicultural language personality by means of the Internet communication in the process of teaching foreign languages: dis. ...Doctor of Pedagogical Sciences. - St. Petersburg, 2006. - 418 p.
- [9] Agranat Yu. V. Formation of a multicultural personality of future specialists of the social sphere when teaching a foreign language at a university: Cand: 13.00.08 / Yu. Khabarovsk, 2009.-186 p.
- [10] Demissenova S.S. Polycultural environment as a means of self-

- development of students of pedagogical university // Management in education. - 2009. - №3. - P. 100-107.
- [11] Kabyzbekova Z.B. Education of multicultural personality of students in the university: ped. science: 13.00.01. - Astana, 2003. - 31 p.
- [12] Absatova M.A. Theoretical-methodological bases of formation of multicultural competence of senior pupils: Pedagogical Doctor ... autoref.: 13.00.01. - Almaty, 2009. - P. 44.
- [13] Burmistrova B. Features of the formation of a multicultural personality of a future specialist in the conditions of global informatization): autoreferencing. ... Candidate of Pedagogical Sciences...: 13.00.01. - Karaganda, 2010. - P. 27.
- [14] Yunusova Theory and Practice of Multicultural Education for Schoolchildren: ped. the science the ... author: 13.00.01. - Karaganda, 2010.
- [15] Banks J. Cultural Diversity and Education: Foundations. Curriculum and Teaching. - Boston, 2001.
- [16] Hoopes D. Intercultural Education. - Phi Delta Kappa, 1980.
- [17] Gwendolyn C. Baker. Planning and Organizing for Multicultural Instruction. - Addison-Wasley Publishing Company, 1994.
- [18] Kozhamzharova D.P., Issabekova G.B., Duisenova N.T., Akhmetova A., Eskermesova G., "The main results of research on the CLIL project in Taraz State Pedagogical University", 2019 Journal of Advanced Pharmacy Education & Research | Published by SPER Publication 9(1):38-43
- [19] Issabekova G.B., Begaliev S., Saudabayeva G., Aksakalova Zh., Abildaev A. "Organization diagnosis multicultural personality of high school students", International Journal of Environmental and Science – 2016.Vol.11, Iss.8, 15, P.2185-2195. DOI: 10.12973/ijese.2016.589a .
- [20] Issabekova G.B., Abillaev A., Kassymbekov Zh, Altynbek A, Duisenov O. "Multicultural Education as a Factor of Formation of a Multicultural Personality", The Social Sciences 11(22): 5360-5364, 2016, ISSN: 1818-5800, Medwell Journals, 2016.