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ТРИЕДИНСТВО ЯЗЫКОВ МИФ ИЛИ РЕАЛЬНОСТЬ

Аннотация: Эффективный способ обучения и изучения доминирующих языков в Казахстане. В статье также отмечается текущая языковая ситуация в двух регионах (северных и южных) Казахстана, а также благодаря опыту европейских стран делается попытка и реализация внедрения многоязычия в Республике Казахстан.

Ключевые слова: Политика, многоязычие, государственный язык, стратегия развития, языковая ситуация.

A rapid development of modern technologies let the science go further even though the number of educated people is growing every day thus, making the world to change the scope of the requirements.

Kazakhstan as a member of the United Nations, Organization for Security and Cooperation in Europe (OSCE), and North Atlantic Cooperation Council engaged in 2010 the championship of the OSCE became one of the representatives applying Bologna Process in science and education.

Kazakhstanis are in need to research trilingualism as well as examining because the knowledge of one of the dominated languages in the world would open new horizons for Kazakh citizens as well as opportunities for further development.

Multilingualism or trilingualism is the use of two, three or more languages in active or passive ways of communication.

The question is how to teach multilingual society that is Kazakhstan an “additional language”- English. The importance of this issue deals with the implementation of three languages, which is not the obligation, but the necessity of time.

Paying attention to report of the Minister of Education and Science of the Republic of Kazakhstan from the 27th of April, 2016 concerning the development of three languages (trilingualism) waiting for young generation of Kazakhstan is an urgent requirement as the future students should gain knowledge by themselves taking into an account their creativities, logical skills and the ways of using critical thinking [1].

The children are not passive participants of educational process but active partners of studying activity.

The probation of educational process of course will be observed this year when the children go to school and the integrated methods of implementing trilingualism will be set up.

Kazakhstan is a multinational country where a great number of people are bilingual as Kazakh is an official and State language Russian language is widely dominated in the North part of Kazakhstan whereas in the South - Kazakh.

Thus, the problem is that the north and the south part of Kazakhstan are maintaining one language and it is the first language which also can be as a mother tongue as it does not need any formal education it is as "...a matter of imitation" said H.H. Stern in his common arguments of first language acquisition.

As English language is the language of international communication and development of modern society trilingualism in Kazakhstan has to be obvious because of the dynamic integration and cooperation of people with foreign countries.

Thus, a great number of students and young generation are rapidly starting to learn and study English as a foreign (Second language), but the question is why English in Kazakhstan is taught under the base of Russian not under Kazakh?

For the North part of Kazakhstan the situation is clear whereas for the South it is difficult. On the other hand, while you are learning a new language one should not use any language bases as Stern said,

“...you did not have to translate when you were small. If you were able to learn your own language without translation, you should be able to learn a foreign language in the same way.”[2, 57-58]

The impulse of implementing three languages altogether will rapidly represent a new challenge to solve a puzzle of how to teach and prepare specialists of the new formation who are being bilingual prepare and teach people Mathematics or Biology in English. The subject teachers - bilingual in fact should be able to overcome the barrier of learning English, because this is not a myth but the real matter of fact.

Therefore, a special program for current teachers of Physics, Chemistry, Biology, and Computer Science has to be prepared for a number of courses. English language specialists are in need to work under a standard syllabus in order to teach subject-teachers' disciplines in English. Thus, such assistance-work should be well developed and correctly organized in Kazakhstan.

Let us look to the example of the Basque Country where the problem of bilingualism society is presenting and because of a well-thought techniques and challenging work in education a number of good and brilliant approaches (David Lasagabaster and Yolanda Ruiz de Zarobe, 2010) [3, 12-30] are obvious now.

In order to organize a competitive and a well-prepared society the method of CLIL (Content and Language Integrated Learning) is now using in several Secondary and High schools in Kazakhstan such as Kazakh-Turkish lyceum for gifted children (boys and girls), Nazarbayev Intellectual Schools, IT University, Kazakh and British Technical University, Nazarbayev University.

Therefore, in conclusion, we should say that trilingualism in Kazakhstan is not a myth but the challenging reality that is implementing in education.

Kazakh State should be a means of acquiring new skills.

Exploring the conceptual principles of state language policy in terms of “Trinity of languages” an effective technique of teaching and learning state language further has to be developed. Comparative analysis aimed at identifying the similarities and differences of different systems of languages (Kazakh, Russian

and English), will help to create an optimal language area of the state with a clear functional definition of each language.

Global experience of language teaching and learning will create a new model based on a cultural project “Trinity of languages”.

This could be possible to implement in case of effective methods of learning and teaching three languages, but the problem is that all citizens of the Republic of Kazakhstan are bilingual only partly. This means that as mentioned above the North part of Kazakhstan is 70 per cent are “*native like*” Russian speakers and only 30 per cent are able to “communicate” pure Kazakh language whereas in the South part it is oppositely the same. And the problem is that citizens of both parts are learning and teaching foreign language i.e. English as a second language acquisition.

Therefore, the proposed method of comparison and cross-language comprehensive study of the problem of mastering the official language would fully implement national status of Kazakh language and ensure its global learning and usage in the multilingual society.

The study found that the introduction of modern techniques of teaching the three languages in educational process at high schools and programs, through the establishment of the language environment, effectively influences the acquisition of language and allows for a better understanding of grammatical structure required in communication [4].

A detailed analysis of the language situation among students, by identifying similarities and differences existing between the means of source and target languages should be taken into account as significant issues of communication in multilingual environment.

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TRINITY OF LANGUAGES IS A MYTH OR REALITY

Abstract: An efficient way of teaching and learning the dominated languages in Kazakhstan. The article also observes a current language situation in two parts of Kazakhstan (North and South) and with the help of European experience trying to find out the ways of implementing multilingualism in the Republic of Kazakhstan.

Key words: Policy, multilingualism, state language, development strategy, language situation.