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## **FOUNDATION AND MODERNIZATION OF FOREIGN LANGUAGE EDUCATION IN KAZAKHSTAN**

*In the article was presented an analysis of modern trends in foreign language education. The purpose of this study is to trace the path from the initial steps to the modern methods used in education. The development of the processes was based on the development of information technologies and their integration into the spheres of human activity. The introduction of national standards, an international system for language education were touched upon in the article. It was made a comparative analysis of functions and trends stated at the beginning of FL education foundation and their further modernization.*

*Key words: teaching a foreign language, foreign language education, educational modernization, standardization of education, modern processes, multilingualism, teaching technologies, education trends.*

### **INTRODUCTION**

Today, global trends and such factors as intensive economic and social development processes, the growth of professional and academic international exchanges as well as access to the constantly developing information resources of the Internet are the reason for the ongoing changes in the content of the structure of education in our country and other countries of the world. In Kazakhstan today, due to the introduction of new educational standards and concepts in a foreign language, the issue of improving the quality of foreign language education becomes especially urgent. The policy priorities of independent Kazakhstan are determined by the desire to comply with international standards. To this end, over the past decade, Kazakhstan has established numerous relations in the field of education with various countries: this was done not only to improve the qualifications of teachers and students, but also for the noted compliance with international standards in practice.

The study of foreign languages in the educational system of Kazakhstan has an established historical and cultural tradition. At the beginning of the 90s of the XX century, fulfilling the designation of the President N.A. Nazarbayev set the task of integrating the country into the world economic community, the Kazakh educational system was faced with the need to significantly modernize.

This is how the term "foreign language education" appears. It should be noted that, as such, foreign language education was also in the USSR. But then the concept of "teaching a foreign language" did not fully reflect the process in which there is a huge educational potential, since not only the language and culture of another people are studied, but also the personality of the student himself develops. Knowledge of a foreign language was not an end in itself of the course, it was aimed at the moral, cultural development of pupils of lyceums and gymnasiums. E. Passov described foreign language education as a holistic, specially organized pedagogical process of teaching, upbringing and development of students by means and content of the "foreign language" subject [1, 32-34]. E.A. Pavlova understands the concept of foreign language education as a process, on the one hand, the transfer by the teacher, and on the other hand, the appropriation by students of a foreign language culture. Unlike teaching, where both the goal and the content are the knowledge, skills and abilities of students, in education the goal is the spiritual development of the student as an individual, preparation for an adequate perception of representatives of other cultures, and the content is culture [2, 178].

## MAIN PART

In our article the main research methodology is comparative analysis of the past and current situations in the studied areas; as well as the historical method where for improving the future, the past steps research is important. The acquisition of independence by Kazakhstan begins a new stage, marked by the emergence of new trends in foreign language education. So, the study of world trends in the field of engineering education, the context of globalization of all spheres of human life, population mobility and the integration of education, science and economics, knowledge of a foreign language is an extremely important condition for the success of professional activities of modern engineer.(4) One way or another, these trends have something in common with trends in other countries, since, first of all, there is a focus on international and intercultural cooperation.

Four trends inherent in the beginning of the introduction of foreign language education in Kazakhstan were identified by the authors.

- expansion of linguistic pluralism, which contributes to the process of continuous development of the linguistic personality. Currently, such foreign languages as Kazakh, Russian, Uzbek, Uyghur, Tajik, English, French, Spanish, German, and Chinese are being studied in universities and schools of Kazakhstan. All these languages are studied as the first foreign languages, and as the second, and the third. The most common European languages are by far English, German, Spanish and French.

- the trend of intercultural orientation in the study and teaching of a foreign language. International, interethnic differences are studied along with language to get a complete picture of the culture. In this regard, issues related to the development of a tolerant attitude towards representatives and phenomena of a different linguo-ethnoculture acquire particular relevance.

- formation of a single educational space of the language field. The creation of an integrated educational space laid the foundations for profile education and showed the mechanisms for the successful mass introduction of profile education in high schools of the country's universities.

- the trend of creating special education programs. One of them is the innovative and unique idea of creating an international educational scholarship of the President of the Republic of Kazakhstan "Bolashak" in 1993, the purpose of which is to train personnel and specialists for priority sectors of the country's economy (obtaining a scientific degree and scientific / industrial internships at leading universities in the world).

Thus, foreign language education is an integral pedagogical learning process, which is responsible not only for the provision of language knowledge, but also for the upbringing and development of students by the content and means of the "foreign language" subject. Based on the trends, the following functions of this process can be identified by the authors:

- cognitive,
- value-orientational,
- communicative,
- converting,
- culture-orientational.

Foreign language education is a means of development and upbringing, impact on a forming and developing personality as a subject of labor, cognition and communication. The prospective development of foreign language education consists in a thoughtful analysis of the retrospective, identifying the positive aspects and significant shortcomings of the past, focusing on the requirements of the present day and understanding the role of learning foreign languages. Modern foreign language education, as an important component of education in general, reflects the complex essence of the process and the result of teaching foreign languages, as well as the upbringing and development of the student's personality by means of the educational discipline "Foreign language". All this allows you to go into the field of linguistic values and meanings, touch on the sphere of acquisition of socially significant qualities by students, trace the systemic connections of all social institutions and all subjects of such complex processes and phenomena as

intercultural and interpersonal communication, cognitive, professional activities at home and in the studied language.

Speaking about foreign language education in Kazakhstan, one cannot fail to note the first President of the Republic of Kazakhstan Nursultan Nazarbayev and Professor Salima Kunanbaeva. As president, N. Nazarbayev was the initiator of many strategies and programs for the development of education, in particular, foreign language education. He noted the special role of the education system in the implementation of political, economic and social reforms in the country.

N. Nazarbayev raised the issue of multilingual education back in the early 2000s, when a foreign language was included in the list of compulsory school subjects. This involved the use of at least three languages in education: native, regional or national, and international. Officially, the concept of multilingualism was first expressed by N. Nazarbayev in 2004, and in 2006, at the Assembly of the People of Kazakhstan's XII session, our president again noted that knowledge of three languages is very important for the future of our children.

At the same time, in 2006, under the leadership of Professor Salima Kunanbayeva, the Concept for the Development of Foreign Language Education in the Republic of Kazakhstan was developed, the main idea of which "... is expressed in the form of a tiered model that ensures the unity, continuity and continuity of all stages of the general educational system. The system-level approach contributes to entering the world educational and informational space" [3, 14-16]. The main issue of this concept, in addition to the modernization of foreign language education, was the objective need for the collective of the KazUIR & WL University to create a "Level Model of Foreign Language Education" that meets the requirements of the 21st century.

Many linguists-teachers believe that the basis of trilingual (multilingual) education should be a properly structured system of teaching target (three) languages, corresponding to the real situation of development of the scientific, methodological and methodological base of the Kazakh, Russian and English languages.

Strengthening the social significance of foreign languages, increasing migration processes, expanding the range of international cooperation stimulated the development of the processes of teaching foreign languages. S. Kunanbaeva notes significant positive changes taking place in this area:

- 1) variable educational services are becoming widespread;
- 2) a network of innovative schools with the priority of foreign language teaching has been formed;
- 3) the number and variety of gymnasiums of lyceums of special and specialized schools has increased, again with the teaching of most subjects in a foreign language;
- 4) changes are made in teaching technologies, most of which represent the transfer of systems of reception of foreign complexes to our classrooms [4, 34-35]. As, for example, the adoption of the credit education system in the country's universities and the experience of international education. This can be noted as the first prerequisites for the current trend in foreign language education.

Summarizing the work done in 2007, in the Address to the Kazakhstan people "New Kazakhstan in a new world", a phased realization of the culture project "Trinity of languages" was proposed. This gave the development of 3 languages: Kazakh (native), Russian (interethnic communication), English (world). The essence of this project is that every citizen of Kazakhstan is imbued with the idea of mastering three languages, and the education system - school and university - creates real conditions for this.

And referring to the modern messages of the President, one can note his speech-strategy "Kazakhstan - 2050". It is generally accepted that the future belongs to youth. And every country that thinks about its future, first of all, develops education. Especially in our rapid age of scientific and technological achievements. Therefore, our youth must learn, master new knowledge, skillfully and effectively use the latest knowledge and technologies in everyday life. The Head of State is tirelessly calling for creating all the opportunities for this, providing the most favorable conditions [5].

Then, at the initial stage of integration, the process of teaching a foreign language in educational institutions (mainly schools) was based on the following fundamental principles:

- 1) the creative nature of teaching;
- 2) the activity-based nature of training;
- 3) development of the student's autonomy in learning activities;
- 4) the communicative nature of training;
- 5) teaching the culture of native speakers and reliance on speech, educational and cultural experience.

Today, these principles and trends in the development of foreign language education have been preserved in practice and in theory, but have been significantly improved and modernized. As before, it was believed that the prestige and quality of education has always depended on teachers, their qualifications, scientific path, experience. But now new priorities have been added to this list: in the age of information technology, students and teachers should enjoy the corresponding benefits. This is considered the modernization of education. The above principles can now be understood in the aspect of informatization as:

1) the creative nature of training can be presented in the form of using various programs for making presentations, videos, interactive games, and entertaining designs;

2) the activity-based nature of training was also modernized to improve the educational material used for teachers and for students;

3) the development of the student's autonomy in educational activities has acquired great importance in education during a pandemic, where learning through zoom, google conferences, skype, whatsapp gave students and schoolchildren 90% autonomous work, and made it possible not to stop the learning process;

4) the communicative nature of education has also improved thanks to the development of messengers, video messengers, serving as a bridge between countries in the field of foreign language education;

5) teaching the culture of native speakers and relying on speech, educational and cultural experience - can also be studied using the example of video material, where local life and culture is perceived much more vividly than from the pages of books.

A variety of technological possibilities helps to make the presentation of educational material colorful and exciting, which arouses great interest among students, and in turn contributes to the formation and development of the communicative culture of schoolchildren, teaching practical knowledge of a foreign language. The role of the computer technologies in teaching, learning foreign languages is quite wide. For almost every section of the textbook, you can pick up material from computer training programs and use its fragment in the lesson as an aid for various types of work. Multimedia tools allow the teacher to adjust the curriculum based on the interests and capabilities of individual students. The possibilities of using the Internet should be noted separately. The resources of the global network are huge, it creates conditions, abilities for getting information needed for students and teachers, located anywhere around the world: articles of magazines and newspapers, geographic regional material, young people lives' news, necessary literature. Students can participate in testing, quizzes, competitions, distance olympiads, correspond with peers from other countries.

The relevance of the use of information technology in teaching a foreign language cannot be overestimated, because it is due to many factors, among which, first of all, it should be noted the peculiarities of perception of modern children, ubiquitous computerization, a variety of technological capabilities, the effectiveness of using multimedia teaching aids and the requirements of the State Educational Standard.

Basing on the state policy and global intercultural processes, these trends may be determined: 1) an increase in the number of languages taught in mass schools; 2) studying by students of two or more foreign languages; 3) overcoming the cultural neo-colonialism of one language, increased interest in the study of ancient languages; 4) improving the quality of language education through

the dissemination of innovative technologies; 5) growth of educational and professional mobility of subjects of the educational process.

But in connection with the modernization and integration of information technologies, the issue of improving the quality of educational services provided in the whole education system has become important. Any technology or program requires testing and adaptation to the conditions of Kazakhstani reality, mentality, culture, lifestyle. Teachers and teachers need not only to "establish" the necessary programs, but also to "adjust" to the educational process, master them, and interest the students. During the pandemic, no special problematic issue was identified in this area, but on the other hand, to ensure the above modernized principles, first of all, not programs, but telecommunications and the possibility of using Internet networks are needed. As the current president Kassym-Jomart Tokayev noted, "the effect of distance learning in the pandemic time points the insufficient competence of Kazakhstan telecommunication networks. There was also one problem arisen, a problem – schoolchildren started to drop out their study because they see that there is no need of it in their future. "With this statement, the President of Kazakhstan instructed the government to more seriously take into account this issue. The goal will be in improving the technical side, information systems quality for all the stages of learning and teaching. The Kazakhstan education need to be inclusive and accessible, the president added [6]. However, the problem of informatization and modernization of the training system exists not only in Kazakhstan. Throughout the world, the problem of informatization of education is a fundamental and most important global problem of the 21st century.

## CONCLUSION

Further economic well-being, social development of modern society depends on the decision. At the present stage, we can observe a number of contradictions in the development of the world educational process. First, education, traditionally viewed as the transmission of knowledge and culture from generation to generation, has proven unable to meet the needs of modern life. Secondly, the modern educational process has entered into a cardinal contradiction not only with the present, but also with the future. By failing to provide social needs in the present, the educational system actually ignores the future. Education should, in its modern development, anticipate and in a certain advanced way meet the needs of future generations, serve as a factor in the adaptation of the younger generation to the future. The resolution of the indicated contradictions is closely related to the process of informatization, without which a "breakthrough into the future", so necessary for education in the 21st century, is impossible.

Summarizing all the study made, the following trends in foreign language education of the Republic of Kazakhstan can be highlighted:

- early teaching of foreign languages at the preschool and school level;
- the popularity of the Chinese language and the gradual shift of European languages into the background;
- active development of additional (voluntary) education for all age groups and opportunities;
- successful economic integration reveals the need to learn heavyweight languages;
- widespread use of blended (blended learning) forms of education using all the possibilities of information technology;
- multilingualism of young specialists and natural bilingualism of the new generation of Kazakhstanis.

Summing up, we note that modern trends in the development of foreign language education largely reflect the plans conceived by the Concept and, in turn, serve as prerequisites for further development. I would also like to note that the general trends and problems of foreign language education we have considered are finding their solutions at the regional level. The key figure in this process is a foreign language teacher, the effectiveness of whose professional activity depends on the level of linguistic, methodological and intercultural competence. And in the era of information

technology also from his technical literacy, and the ability to develop and navigate in the modern world.

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#### **Қазақстандағы шет тілін оқытуды ұйымдастыру және жаңғырту**

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*Жаһандық интеграциялық үдерістері, адам өмірінің көптеген салаларындағы халықаралық қатынастардың үздіксіз кеңеюі шет тілін оқытуды тұлғалық маңызды бағытқа айналдырады. Мақалада авторлар шет тілін оқытудың кейбір заманауи тенденцияларына талдау жасайды. Бұл зерттеудің мақсаты – алғашқы қадамдардан білім беруде қолданылатын заманауи әдістерді енгізуге дейінгі жолды анықтау. Даму ақпараттық технологияларды дамытуға және оларды адам қызметінің салаларына біріктіруге негізделген. Зерттеуде еліміздегі білім беруді жаңғыртуда тек шет тілдерін оқыту ғана емес, сонымен қатар шет тілін оқыту да басым бағыт болып табылады. Сондай-ақ, шет тілдік білім беруді құрудың бастауында белгіленген функциялар мен тенденцияларға және оларды одан әрі жаңғыртуға салыстырмалы талдау жасалды.*

*Кілт сөздер: шет тілін оқыту, шет тілдік білім беру, білім беруді жаңғырту, білім беруді стандарттау, заманауи үдерістер, көптілдік, оқыту технологиялары, білім беру үрдістері.*

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#### **Организация и модернизация иноязычного образования в казахстане**

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*Глобальные интеграционные процессы, постоянно расширяющиеся международные связи во многих сферах жизни человека, делают иноязычное образование лично значимым направлением. В статье представлен анализ некоторых современных тенденций в иноязычном образовании. Цель данного исследования – проследить путь с начальных шагов до введения современных методов, используемых в образовании. Основой развития образования послужили информационные технологии и их интеграция в сферы жизнедеятельности человека. В статье затронуты вопросы внедрения национальных стандартов, международной системы языкового образования, модернизации и повышения технической квалификации учителей. Также был проведен сравнительный анализ функций и тенденций, заложенных в начале создания системы образования и ее дальнейшей модернизации.*

*Ключевые слова: обучение иностранному языку, иноязычное образование, модернизация образования, стандартизация образования, современные процессы, полиязычие, технологии обучения, тренды образования.*

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