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Language training at school and university: systematization and generalization of the experience of using trilingualism

Modern society makes serious demands on language education in schools and universities, and issues of improving its quality are important both for a particular native language and for the state as a whole. This is due to a number of reasons. Today, language training in schools and universities is a prerequisite and requirement of the time. The article discusses methods of increasing linguistic competence when using the native language and more than two foreign languages, in the future this may be aimed at mastering one or more foreign languages. At the same time, the idea of expanding the pedagogical capabilities of this technology is emphasized, firstly, by combining various types of exercises that make up the complex in the form of training, and secondly, by highlighting new types of exercises (linguistic, conditional). Teaching a modern subject language must comply with the principles of effective communication in a trilingual program system.

Keywords: trilingualism, education, development, competence, students, multilingualism, language training, language competence.

Introduction

Trilingualism, which arose in connection with the rapid development of the economic, political, and educational spheres, requires multilingualism to be the main goal of interpersonal, social, intercultural, communicative, cognitive, and speech activities of the individual. This fact can be described as one of the most complex and unusual phenomena.

Trilingualism is an integral feature of historical memory, a form, a manifestation of a multinational spiritual culture that reflects the most important life tasks (educational, professional, etc.) in the conditions of modern civilization with characteristic trends of globalization and informatization. Kazakhstan's "trilingualism" is a unique formula for the expedient and effective use of natural language resources, considering its linguistic and cultural specifics, which are manifested at all three important levels [1].

The solution to the problem of trilingualism is subordinated to language training – a set of measures implemented in the aspect of the education system, aimed at the formation and improvement of the subject language competence as a component of the professional communicative competence of students, expressing the level of development of cognitive abilities and the content of the multicultural thesaurus.

The system of trilingual education is defined by the state policy as "the degree of language acquisition, which expresses, on the one hand, the degree of the practical application of a certain level of theoretical knowledge about the system organization of the interlanguage environment as multicategorical language characteristics, and on the other — as a system of using language resources in a specific communicative situation" [2].

Preparation for the three-language teaching system begins with the development of the norms, rules, grammatical structure of the oral and written language code, the formation of skills for expressing thoughts by means corresponding to the tasks of interlanguage communication.

The modern professional community makes serious demands on the subject-language knowledge implemented in schools and universities, asks questions related to the language base of a certain competence in the field of applying the acquired knowledge in educational and speech practice [3].

In connection with the above tasks, the study of pedagogical precedents associated with the development and testing of various technologies that optimize the results of trilingualism in school and university is determined by a set of pedagogical methods (approaches, techniques, operations) [4].

The study systematizes and summarizes the experience of using various types of technologies in educational institutions of the Republic of Kazakhstan, the pedagogical impact of which is aimed at improving the quality of subject language training in language areas and training profiles.

Scientists offer various typologies of technological methods of trilingual teaching in the modern pedagogical process as problem-based, contextual, modular design, software, computer, concentrated, active, and game-based learning technologies [5].

In this regard, it is relevant to study based on experience, contributing to optimization in the situation of multilingualism (V.V. Chigintseva, A.E. Avdyukova, L.N. Vavilova, T.N. Dobrynina, A.V. Khutorsky). Currently, we consider the possibility of studying accessible trilingualism on a national scale. This study is aimed at determining the possible prospects for the implementation of a trilingual program in Kazakhstan.

The authors of the article refer to such promising technologies as creative tasks, work in small groups, role-playing games, mini-lectures, project development, active warming up and training on block-modular forms of organizing the educational process [6].

Along with the widespread introduction of innovative technologies and forms of trilingual education in the educational space of general and higher education, technologies and traditional pedagogy will be in demand [7]. However, in most cases, they are changed under the requirements of the State Educational Standard.

At the same time, the idea of expanding the language capabilities of this technology is criticized, firstly, by combining various types of exercises that make up the complex into a form of training, and secondly, by highlighting new types of exercises (linguistic, conditionally).

The corresponding component of the trilingual education of schoolchildren and students is the subject-oriented component, which is mandatory for teaching all types of speech activities.

To this end, certain technological methods and techniques are being introduced to use a set of exercises aimed at developing reading skills in a foreign language, presented in an electronic textbook on platforms focused on the development of foreign language speech [8, 9].

Experimental

An actual component of trilingual education for students of schools and universities is a mandatory subject-oriented component of teaching all types of speech activity. It is aimed at developing skills in teaching a foreign language.

The problem is defined by the technology of teaching a foreign language to read original texts in three languages, as a set of techniques and techniques organized in a certain sequence using forms of work that ensure the successful formation of a cultural and linguistic personality with the development of metalinguage, cognitive, and creative abilities.

The key to the implementation of this technology is the method of semanticizing lexical units. Makarova Yu. A. writes about the method of creative writing, based on the visualization of knowledge with the help of visual aids. In particular, the author believes that “in the process of creative writing, visual materials develop the cognitive activity of students and, as a result, creative abilities” [10].

Professionally oriented teaching of foreign languages at school and university contributes to the formation and improvement of discursive foreign language competence: “in this regard, when teaching foreign languages, students should get a clear idea of the most important characteristics of the discourse: connection with the task of communication; compositional design; integrity; completeness; belonging to a certain register, type, genre; extralinguistic context.

Educational technologies of trilingualism are aimed at forming a high level of discursive foreign language competencies and, of course, should be based on a modular-competence approach to the curricula of the disciplines “Kazakh language”, “Russian language”, “English language” in school and university”.

The discursive approach can be effective in teaching spontaneous interlanguage and foreign languages. For example, T.I. Bocharova offers the author’s model of teaching random communication in the conditions of natural conversational discourse. Within the framework of the discursive approach applied in various subject areas, it can be considered as an actual technology of contextual learning of trilingualism, based on the subjective-subjective interaction of participants in the educational process “through contextual learning that models the socio-subjective component”.

The advantage of trilingual education, according to modern researchers, is that it contributes to the development of a high level of functional literacy in reading, writing, speaking, and listening in the second and third languages.

The level of proficiency in the native language also increases. All this develops cross-cultural competence. The difference between traditional and trilingual education is that the language of instruction is not only a tool for new learning but also a goal. If there is an important and meaningful context, then language acquisition will be successful. This, in turn, means that to achieve the above goals, it is necessary to maintain a balance between studying the subject and acting based on the most specific subject — language orientation. In this phrase, “trilingual education” focuses on the second component — knowledge.

Today, there are several types and forms of training. Let us talk about some of them: separate education is a form of education in which some subjects are taught in one language, others — in the second, and still others — in the third language. For example, the history of Kazakhstan is taught in Kazakh, ecology-in Russian, and chemistry, physics, biology — in English.

At the same time, they use the first language to explain the new material. Its application will facilitate the acceptance and understanding of new material in other languages in the context of a process of repetition and approval. Some researchers call this method resistance or competition. In a number of Western schools where this teaching technology is actively used, high school graduates and university students study the degree of interchangeability of languages, often ignoring the language in which they are taught.

Kazakhstan for trilingual education, which is a component of their communicative competence, determines the effectiveness of such a form of education as educational migration, in which students get the opportunity to develop socio-cultural skills, learn to adapt to another socio-cultural environment, improve their communication skills, which are implemented through academic exchange within the framework of academic mobility programs.

Result and Discussion

Based on the review of the specified content of the articles, it can be concluded that the modern practice of subject-language training in the field of mastering trilingualism includes an interdisciplinary component, updating the comprehensive relations of a foreign language with the native language.

Educational technologies in the field of trilingual training are constantly updated; in general, there is a transition from “outdated forms of education to advanced technologies and models” [11].

Today, learning is, first of all, a willingness to perceive new things, to improve the acquired skills, to update them. Teachers must adapt to the challenges faced by an ever-changing education system. Even in an era of reality and uncertainty, teachers must be confident in their knowledge and skills and constantly improve them.

It is important to understand that no method can be considered absolutely effective. Everything depends on the goals and objectives of training, the needs of the subjects of the educational process since each method is based on a specific approach and understanding of the language.

The most universal method is a combination of several methods (Table 1).

Table 1

Teaching methods in the context of the introduction of trilingualism

| № | Methods | Content |
|----|---|---|
| 1. | Classical method — Grammar Translation | the study of grammatical rules and their use in the process of translation from the native language into a foreign language. |
| 2. | Direct method | success occurs in the native language, and the foreign language is used only in translations and grammar exercises. |
| 3. | Grammatical translation | the emphasis is on setting the pronunciation, speaking a foreign language without translation into the native language, and less time is given to grammar. |
| 4. | Audio-lingual Method | it is aimed at creating a mechanical habit by repeating the basic patterns of word and phrase formation. |
| 5. | Teaching Method Communicative Language | learning a foreign language occurs when it is used in real situations. the process performs two main functions: facilitating the communication process between participants and monitoring the training. |
| 6. | The CLIL method | various subjects from the school curriculum are taught in English. students see that with the help of English, you can learn new interesting information. |

The study of languages on the example of teaching methods in the context of the introduction of trilingualism becomes meaningful, speech acts are integrated. For example, in chemistry, school students and university students can make sketches about the discovery of chemical elements, tell biographies of scientists in English. The Dogme ELT method can be called the most non-standard, its feature is almost entirely related to improvisation, textbooks, and planning. Many learning topics and language structures are not prepared by the teacher in advance, but they arise during the learning process. The focus of the method is focused on the individual student, and the content is most often created by the students themselves.

The goal of the language policy in Kazakhstan is the integration of the country into the world community, increasing the scientific, economic, and socio-cultural levels of the country. The gradual introduction of trilingual education in secondary schools in Kazakhstan has been ongoing since 2015 and will enter into force in 2019. The gradual transition to trilingual education in schools began in 2017 when 500 classrooms were tested across the country. The increase in the salary of English-speaking teachers will be about 35 thousand tenge. The strategic goal of innovation is to create the necessary conditions for the residents of Kazakhstan to master three languages: Kazakh, Russian, and English. To do this, some school subjects will be taught in the state language, and some in Russian and English.

It is assumed that the trilingual training will be carried out in accordance with the CEFR model, as well as using the communicative and methodological approach described above. Thus, the most convenient method — CLIL — is the integration of integrated disciplines and languages.

To support trilingual education in schools in Kazakhstan, in February 2018, the British Council launched the project “English for Employment”, based on an assessment of the needs of English teachers. Two groups from Kazakhstan participated in the project: university teachers who train future English teachers, and trainers who train practical teachers.

The two-week training course was conducted with JSC “National Center for Professional Development” “Orleu”. At the end of the course, participants will undergo a cascade training on innovative methods of teaching English in Kazakhstan.

Thus, in the context of innovative transformation, trilingual education systems can be represented as a process of meeting the needs of schoolchildren and students in the practice of subject-language training. In our opinion, special attention should be paid to teaching foreign languages at the level of the native language, since the relationship between education and culture determines not only the growth vector of the Kazakh community but also the development of education and systemic trilingual policy. Through the study of foreign languages and the native language, students learn about self-creation, which is important for the development of modern humanity. Physics, chemistry, and biology lessons in foreign languages are designed to show future school graduates and university students the need for intercultural communication and professional development. In other words, to create a basic platform for contextual learning in a multilingual cultural environment, it is necessary to “restructure” the trilingual education system.

The innovative nature of the reorganization of teaching in three languages is reflected in the idea of pedagogical assistance to the self-realization of academic disciplines, based on the creation of promising ways of individual development of subject development.

The methodological basis of scientific research allows us to develop research strategies and tactics that allow us to identify the problem, determine the main directions and methods of research development.

The general methodology of any study of dialectics and logic is the theory of knowledge. The unity of dialectics, epistemology and logic in solving the main problem of philosophy involves the study of the relationship between the subject and the object of knowledge and the measurement of the problem of reality, since “this theory reveals the essence of the object under study”. Therefore, one of the tasks that determine the relationship between practice and pedagogical science in its development is the principles of improving the quality of education, including the definition of the logic of scientific research.

Based on this, the development of the methodological foundations of trilingualism includes not only the definition of approaches and methods of trilingual education, but also their possibilities and application in solving the problem, as well as determining their role and place in the process of language integration.

In the process of integrating languages into pedagogical practice, the methodology of scientific knowledge can be transferred to theory as an organizational form and the development of relevant knowledge.

The logical-epistemological justification of the terms of the subject area and the methodology of their practical implementation are based on the general scientific methodology and, according to

V.I. Zagvyazinsky, “on the doctrine of the principles of regulation, as well as on the epistemological justification of the terminology and the conceptual orientation of the logical-linguistic apparatus” [12] (Table 2):

Table 2

Systems of teaching foreign language vocabulary

| № | Practical applications | Content of the methods |
|----|------------------------|--|
| 1. | Appendix 1 | development of teaching methods in accordance with reality, methods of its transformation and interpretation |
| 2. | Appendix 2 | study of the structure, methods of development and research of the theory of foreign language receptive vocabulary |
| 3. | Appendix 3 | determination of the principles, methods and conditions of access to foreign information resources based on deeper concepts. |

The approach to the methodological substantiation of the concept of self-knowledge in the learning process in a trilingual system allows us to use the following approaches:

- characterizing a certain system of positively proven methods of teaching foreign languages to students of non-linguistic specialties;
- the presence of a set of methods and means of implementing the didactic system of forming the lexical side of foreign languages in the learning process;
- compliance with the research objectives.

Within the framework of the research, we understand the process of transformation of students' self-realization when studying foreign-language subjects in the system of trilingual education and the level of realization of their potential, the creation of an independent, multicultural educational space that allows self-determination of the individual. The subject of self-knowledge is the development of subject-oriented language competence as the basis for the formation of a language personality. Given the complex nature of the study of students' self-improvement in the conditions of trilingual education, a single methodological approach cannot guarantee the completeness and universality of teaching. Therefore, for the reliability of the results obtained, it is necessary to use a set of methodological approaches that cannot be reduced to a set of the simplest methods of trilingual integration.

Considering the multidimensional nature of self-knowledge, especially for university students, when studying a subject in a foreign language, a practice-oriented tactic is introduced, which requires considering the semiotic approach from different points of view.

It is this approach that can reflect a practical solution to the problem, the essence of which is to consider the object as an element of communication in language systems, and then it can be argued that the process of self-knowledge of students in professional orientation to a foreign language, like any process of psychological and pedagogical orientation, is informational in nature. It enables working with symbolic information.

N.M. Mechkovskaya, the effectiveness of communication depends on its semiotic support, which helps to find effective communication channels, ways to study information [13]. In addition, all procedures related to the collection, processing, and dissemination of information are carried out using various systems of fixing the vocabulary of a foreign language for a specific semantic purpose.

Semiotics is a modeling system through which the subject of communication forms a part of knowledge and integrates information components that help to understand the true meaning of a word. Therefore, we consider this approach to be effective in studying the receptive vocabulary of a foreign language.

From the point of view of scientific methodology, the semiotic approach involves the creation and study of the semiotic unity of information processes in nature and society [14], since communicative processes require the creation of many signaling systems in the form of signals capable of sending and organizing various information signals and thus organizing their activities.

In this sense, it became the object of research in the middle of the twentieth century, when the unity of the use of symbols was discovered. Semiotics is still developing as a strategy for teaching science: its essence is revealed, its capabilities, applications, and prospects are evaluated. However, currently, its use is effective in solving problems related to teaching a foreign language. The semiotic approach makes it possible to study languages that characterize a specific region and the process of information exchange, as well as to use special system names (official and semi-official languages) to describe the local picture of the world from the point of view of the region being studied and, consequently, the context. A comparative analysis of

the communication system and its semiotic model allows us to identify and understand as many different signal systems as possible in the learning process if we want to understand the culture of individual peoples.

Conclusions

In our study, we believe that the study of the information aspect of the functioning of complex systems that reflect the order of textual content in communicative processes creates new symbolic signs that allow us to understand the essence of the activity.

Information in other languages, which is understood as information about the state of the environment, is important for the behavior (learning) of systems, the study, and organization of which is a further study of the problems of continuity of multilingual education at various levels of education; the education system; comparative aspects of teaching Kazakh, English, and Russian languages; linguodidactic aspects of the development and compilation of teaching materials complexes of not only linguistic but also non-linguistic disciplines.; foreign experience of teaching multilingualism.

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Мектептегі және университеттегі тілдік дайындық: үштілділікті қолдану тәжірибесін жүйелеу және қорыту

Қазіргі қоғам мектептер мен жоғары оқу орындарында тілдік білім беруге тиісті талаптар қояды, тұтастай алғанда оның сапасын арттыру мәселелері жеке сөйлеушілер үшін де, жалпы мемлекет үшін де маңызды. Және бұл бірқатар себептерге байланысты. Бүгінгі таңда Қазақстан Республикасының мектептері мен университеттерінде тілдерді оқыту уақыттың алғышарты және талабы болып табылады. Мақалада пәндік тілдік құзыреттілікті қалыптастыру мен жетілдірудің тиімділігін арттыру мақсатында тілдерді оқыту тәжірибесінде қолданылатын қазіргі заманғы метатілдік технологиялар

карастырылған. Ана тілі мен екіден астам шет тілін қолданудағы тілдік құзыреттілікті арттырумен қатар, болашақта ол бір немесе бірнеше шетел тілін меңгеруге бағытталуы мүмкін. Осы технологияның педагогикалық мүмкіндіктерін кеңейту идеясына, біріншіден, жаттығу түрінде кешенді құрайтын жаттығулардың әр түрлі түрлерін біріктіру, екіншіден, жаттығулардың жана түрлерін бөліп көрсету арқылы баса назар аударылады (лингвистикалық, шартты). Қазіргі заманғы пәндік тілді оқыту үштілділік бағдарламасының жүйесінде тиімді қарым-қатынас принциптеріне сәйкес келуі керек.

Кілт сөздер: үштілділік, білім беру, даму, құзыреттілік, студенттер, көптілділік, тілдік дайындық, тілдік құзыреттілік.

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Языковая подготовка в школе и вузе: систематизация и обобщение опыта использования трехязычия

Современное общество предъявляет серьезные требования к языковому образованию в школах и вузах, и вопросы повышения его качества важны как для отдельного носителя, так и для государства, в целом. И это зависит от ряда причин. Сегодня преподавание языков в школе и университетах РК является обязательным условием и требованием времени. В статье исследованы современные метаязыковые технологии, применяемые в практике языковой подготовки с целью повышения эффективности формирования и совершенствования предметной языковой компетенции. Помимо повышения языковой компетенции в использовании родного языка и более 2-х иностранных языков, в будущем может быть направлена на овладение одним или несколькими иностранными языками. При этом подчеркивается идея расширения педагогических возможностей данной технологии, во-первых, за счет объединения разных видов упражнений, составляющих комплекс в форму тренировки, а во-вторых, за счет выделения новых видов упражнений (лингвистических, условных). Современная предметная языковая подготовка должна удовлетворять принципам эффективной коммуникации в системе программы трехязычия.

Ключевые слова: трехязычие, образование, развитие, компетентность, студенты, многоязычие, языковая подготовка, языковая компетенция.

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