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## Foreign language training of future teachers in the context of the modern paradigm of education

Currently, the education system under the conditions of globalization and internationalization, intercultural interaction and international collaboration, in the context of the latest trends in educational policy is undergoing significant changes. In the Kazakh education system, there is a need to train specialists who know several languages, are competitive in the labor market, and are able to adapt to changing requirements and trends of society. The need for trilingualism is conditioned by global competencies in the modern world, refracted through bilingual education, the use of productive methods and technology of teaching foreign languages. The current state of the updated content of secondary education is reflected in the paradigm of trilingual education, where the student has communication skills in Kazakh, Russian and English. All this is determined by the conceptual approach to multilingual education, the continuity of school and university programs of foreign language training of future teachers. Knowledge of languages is aimed at understanding and accepting another culture, forming a linguistic picture of the world. The authors conducted a theoretical review on the desired research topic: bilingual education, trilingual education, multilingual education. As a result of studying this problem, the need for foreign language training of future teachers is emphasized, which is due to the demands of society for a teacher who is competitive in the labor market, who speaks two or more languages. Based on the review of the works of domestic and Russian scientists on the designated topic, the authors conducted a survey of students regarding the study of foreign languages. The conducted survey of students indicates their increased motivation in learning a foreign language for the successful development of their future specialty. Foreign language is used as a tool for studying other subject areas, an opportunity for academic mobility and the study of foreign language culture.

**Keywords:** multilingualism, bilingual education, bilingualism, bicultural education, bilingual personality, linguistic personality, bilingual competence, trilingual education.

### Introduction

Modern innovative processes in the educational space are aimed at obtaining high-quality education in accordance with the requirements of society.

Kazakhstan is a multicultural society characterized by the use of three languages: Kazakh, Russian and foreign (mainly English). One of the priorities in the language policy is the formation of multilingualism, the study of several languages. A foreign language is a means of intercultural and professional communication, helps to stimulate the intellectual and emotional development of the student's personality. It should be noted that the English language acts as a means of obtaining progressive information in the scientific community, which contributes to obtaining new knowledge in the context of continuing education. It is quite obvious that the knowledge of languages contributes to the comprehensive development of personality and the formation of intercultural value orientations, the manifestation of tolerance in society.

In this regard, being deeply convinced that the main driving forces for learning languages are motivation, understanding of the importance and conscious necessity, we have identified the following as the purpose of this article: identification of theoretical and empirical prerequisites for the promotion of value attitudes in language learning among future teachers. To achieve this goal, the following tasks were set:

1) to determine methodological approaches and strategies for teaching students languages in the context of multilingual education;

2) to establish the degree of students' values in their language learning in the conditions of Kazakhstan's trilingual education.

*Experimental*

In accordance with the first of these tasks, we analyzed the works of a number of Kazakh and Russian scientists in the field of foreign language, multilingual education and linguodidactics.

Already at the first approximation, we can state that the theoretical provisions of bilingual education are actualized at the heart of the problem we are studying.

Thus, Russian scientists Maiorov A.P., Shirin A.G., Shubin S.V., Kulikov D.M., Bryksina I.E. and others consider the problems we study through the prism of bilingual education and the formation of bilingual competence.

Maiorov A.P. investigated the socio-structural approach in the bilingual communicative space. At the same time, he compares individual and social bilingualism. From the point of view of A.P. Maiorov, individual bilingualism is considered from the position of proficiency in two languages, while social bilingualism includes language identification through socialization. The scientist introduced the concept of “bilingual communicative space”, which is defined through the prism of the socio-cultural field of people's relationships, manifested in speech activity (speaking, understanding and comprehension) [1].

Shirin A.G., considering the methods and models of bilingual education, identified the main approaches to the definition of bilingualism: sociological and sociolinguistic, linguistic (cognitive and functional), psychological and psycholinguistic.

Sociological and sociolinguistic approaches represent the interaction of linguistic communities, a way of mastering languages. The linguistic approach implies the degree of language proficiency, the overlap of different linguistic systems. The psychological approach considers the correlation of bilingual language systems, the manifestation of analytical thinking in speech activity [2].

Shubin S.V. studied the motivation of mastering a foreign language in the context of bilingual education in higher school. At the same time, the author believes that the development of cognitive motivation for mastering a foreign language in the educational process in interaction with professional motivation leads to the formation of specific bilingual motivation [3].

Kulikov D.M. investigated the theoretical foundations of the interaction of languages in the conditions of natural and artificial bilingualism. The scientist investigated the nature and essence of bilingualism, how the processes of thinking and speech interact in bilinguals. He described the difference between the concepts of “foreign language” and “second language” in the situation of bilingualism. The linguistic personality was also studied through the prism of the personality of a native speaker of the first and second languages. According to Kulikov D.M., an individual is a person with a full set of psychological characteristics such as memory, will, reflection, experience and a picture of the world perceived through cognitive skills. The author studied the peculiarities of vocabulary building in a person who creates his own picture of the world and actively acts in a bilingual context [4].

Bryksina I.E. studied bilingual language education in higher school in the context of a competence-based approach. At the same time, bilingual competence was determined, which combines and synthesizes linguistic, cultural and subject components. It should be noted that bilingual competence, along with communicative competence, includes the following structural components: cognitive (represented by general knowledge of language and culture); value-based (focused on motivation and language acquisition needs); strategic (defines educational and research strategies through reflection on the adoption of native/non-native culture).

The classification of the principles of bicultural teaching of a foreign language is also proposed:

- the anthropocentric principle influences the development of the linguistic personality, where the language acts
  - as a product of the development of society, as a means of forming mentality;
  - the principle of cognitive orientation is focused on the effective organization of the cognitive process of mastering a foreign language among students;
  - the functional principle involves the selection, organization and presentation of language material;
  - the conscious-comparative principle acts when comparing languages in the educational process;
  - the principle of the dialogue of cultures determines the methodological conditions for the study of foreign and native culture [5].

Melnikova M.S. studied the issues of designing modular programs in the context of bilingual education, identified the didactic principles necessary for successful mastery of a foreign language. According to the proposed classification, the following principles are proposed:

- the principle of modularity — generalization of the content of the module at the level of leading ideas;

- the principle of conscious perspective — conscious development of bilingual competence among students;
- the principle of system structuring — differentiation by levels of complexity of the content of each module;
- the principle of flexibility — adaptation to different directions and profiles;
- the principle of development is the complication of the content of the program and the ways of its development;
- the principle of bilingualism — the implementation of partial and full immersion of the language;
- the principle of parity — providing productive learning tools for self-development of the program [6].

Sleptsova E.V. considered the bilingual personality in the context of pedagogical aspects of the formation of the bilingual culture of the future teacher. The author identified the main approaches that contribute to the formation of bilingual culture: a cross-cultural approach as a subject-subject interaction, understanding and acceptance of another culture; a communicative approach focused on differentiating the content of learning based on cooperation; a personality-oriented approach based on mastering a foreign language and culture through a partner position; competence-based approach aimed at practical activity, creativity and reflection [7].

In the foreign language training of teachers, a large role should be attributed to a multi-language educational environment. The main factors of the educational environment were determined, namely, ethno-pedagogical, linguistic and ethnolinguodidactic. Consider these factors in more detail.

At the heart of the ethnopedagogical factor are the principles of folk pedagogy, thanks to which the language picture of the world is built. Students are formed by tolerance, a dialogue between cultures occurs, the correct value orientations, the need for knowledge of other languages and cultures are developed, experience of professional communication and cooperation skills are acquired.

The linguistic factor is focused on identifying similar phenomena in grammar, vocabulary and phonetics of languages related to different language groups (Kazakh, Russian, English). At the same time, terminology is assigned a large role, methods of conceptualization, semantization and affixation of terms should be applied.

The ethnolinguodidactic factor is aimed at developing the necessary pedagogical support, the use of various methods, tools and technologies for the successful mastery of a foreign language [8].

In Kazakhstan, such scientists as Kunanbaeva S.S., Zhetpisbayeva B.A., Syrymbetova L.S., Suleimenova E.D., Maygeldinova Sh.B., Isabekova G.B., Turebaeva Sh.M. are engaged in the study of the problem of the introduction of multilingual and trilingual education [9-11].

Kunanbaeva S.S. developed a cognitive-linguistic-cultural methodology, which is the integration of a pan-European and national model of foreign language acquisition. This technique contributed to a deeper development of foreign language education in Kazakhstan [12].

A significant contribution to the development of Kazakhstan's multilingual education was made by Zhetpisbayeva B.A. The scientist is one of the developers of the Concept of the development of multilingual education, which presented the main strategies of multilingual education in the Republic of Kazakhstan.

According to Sarsembaeva A.A., when professionally-oriented teaching of foreign languages, attention should be paid to the pedagogical conditions for organizing independent work of students. The author highlighted the principles of personality-oriented teaching of a foreign language [13].

To solve the second problem, we conducted a survey among students of 1-4 courses of various educational programs of Sh. Ualikhanov Kokshetau University using the capabilities of the Google Forms platform. The questionnaire consisted of 9 questions aimed at identifying the understanding of significance, motivation, satisfaction, difficulties in learning a foreign language at a university:

1. Do you consider it is necessary to master a foreign language for your future professional activity?
2. In your opinion, what is the benefit of learning a foreign language for future work as a teacher?
3. What are the difficulties that arise when mastering a foreign language for your future professional activity?
4. What types of tasks seem to you the most interesting on?
5. What motivates you when learning foreign languages?
6. Are you satisfied with your level of readiness to teach according to your educational program in a foreign language?
7. Do you use digital exercises in your classes?
8. What Internet resources do you use when learning a foreign language?
9. For what purposes do you study the state/ Russian language?

120 students (respondents) of the 1st, 2nd, 3rd and 4th courses took part in the study (Fig. 1).

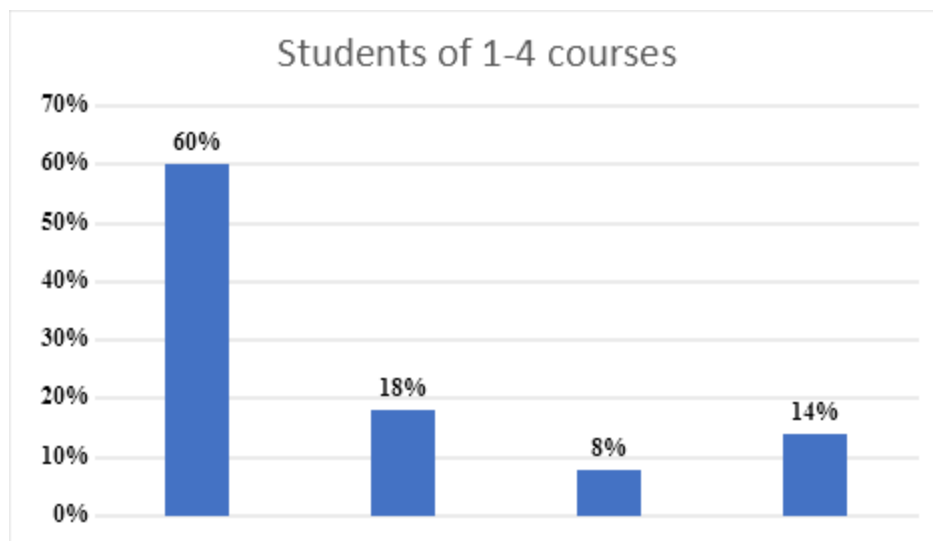


Figure 1. Information about respondents in the context of training courses

As it turned out, in the survey, the most active students of the first year basin of the undergraduate were most active. In the context of educational programs (hereinafter referred to as the EP), the contingent of respondents is more represented by students EP 6B01403 Physical culture and sports — 23 % and in the smaller — EP 6B01405 Artistic labor and design graphics — 1 % (Fig. 2).

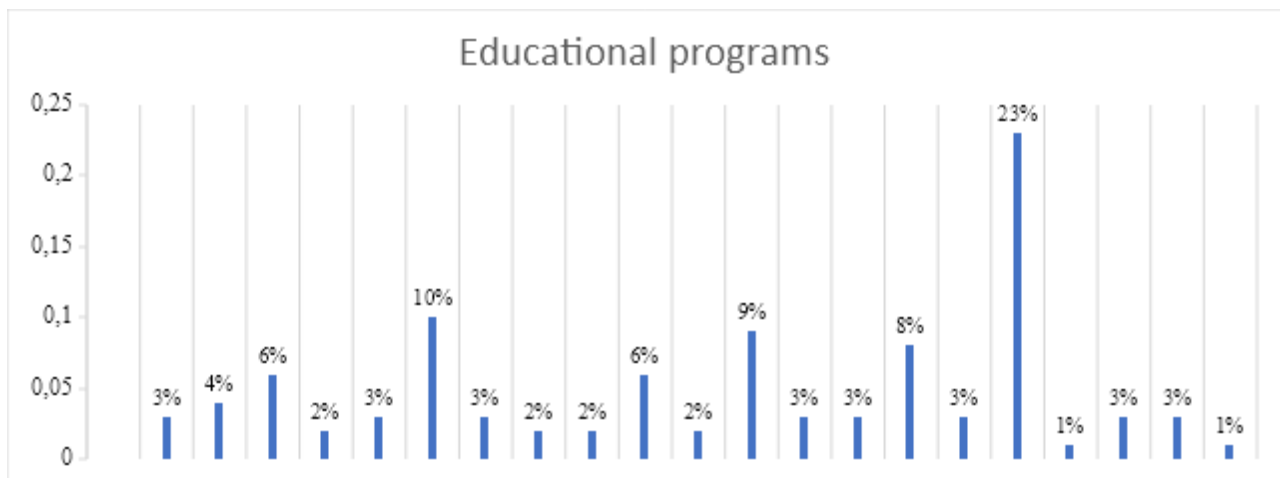


Figure 2. The contingent of respondents in the context of the EP

### *Results and Discussions*

In the course of solving the first task, we were confirmed in the opinion that the basis of multilingual/trilingual education are the concepts and strategies of bilingual education, the success of which is largely due to the values of students, namely: interests, motivations, conscious necessity, understanding of the importance and usefulness of learning languages, including foreign ones, for future professional activity, from the direction of university training.

In the course of solving the second problem, we have established the empirical prerequisites of the phenomenon under study, which are described in detail below.

The answers of students to the first question about the need to master a foreign language for professional purposes indicate that the overwhelming majority of respondents recognize this need (Fig. 3).

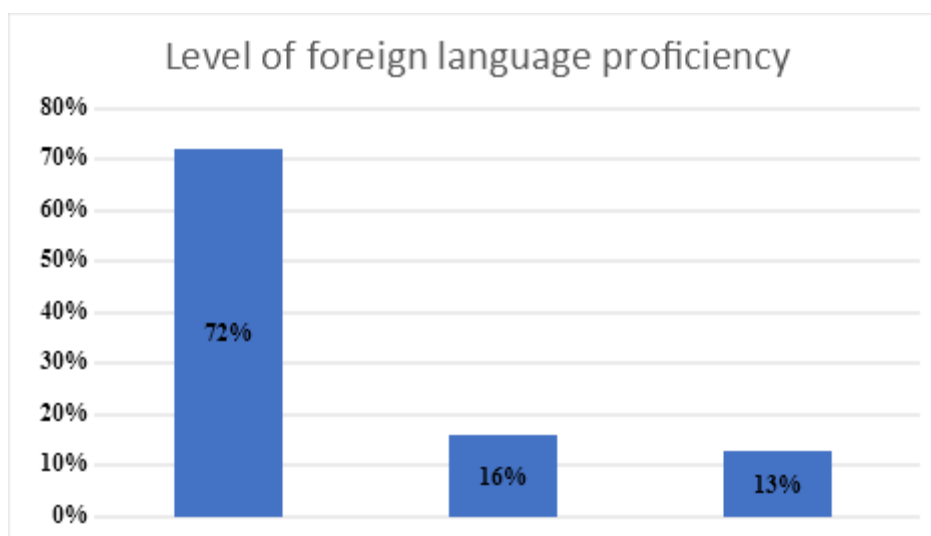


Figure 3. Results of mastering the knowledge of a foreign language for future professional activity

It is somewhat alarming that a certain proportion of students (16 %) do not see the need for this. Nevertheless, based on the results obtained, it can be concluded that mastering foreign languages becomes a necessary and significant stage in the formation of a future specialist.

The answers to the second part of the questionnaire indicate that respondents understand the significance and importance of learning a foreign language for professional purposes (Fig. 4)

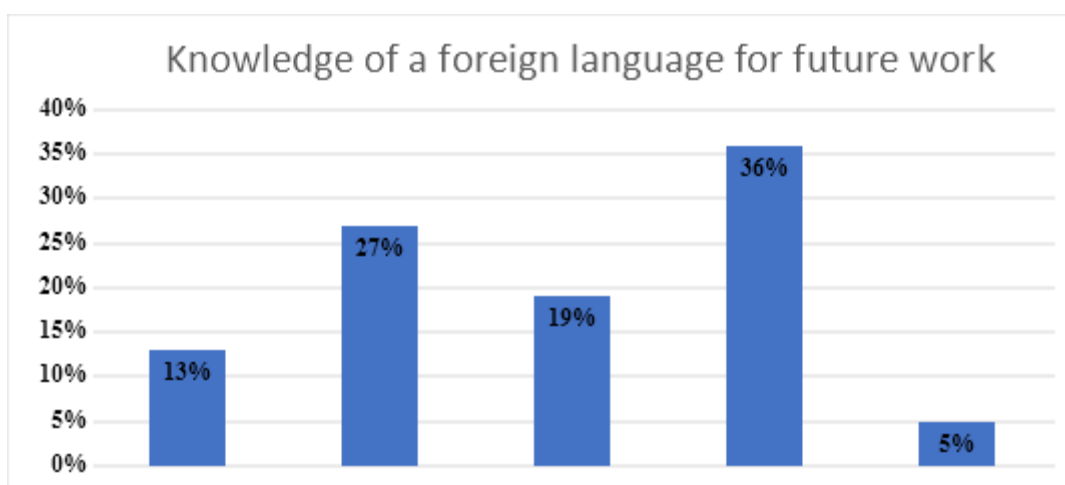


Figure 4. The benefits of knowledge of a foreign language for future work as a teacher

In particular, students noted the importance of learning a foreign language for the development of independent work skills in the context of lifelong learning (36 %), approximately the same proportion of respondents (27 %) recognize the possibility of participating in trilingual education programs, equal to. Respondents also note the importance of learning a foreign language for deepening knowledge in the specialty (19 %) and recognize the expansion of access to scientific information (13 %).

The answers to the third question clarify the situation with the difficulties that students face when learning a foreign language at a university (Fig. 5).

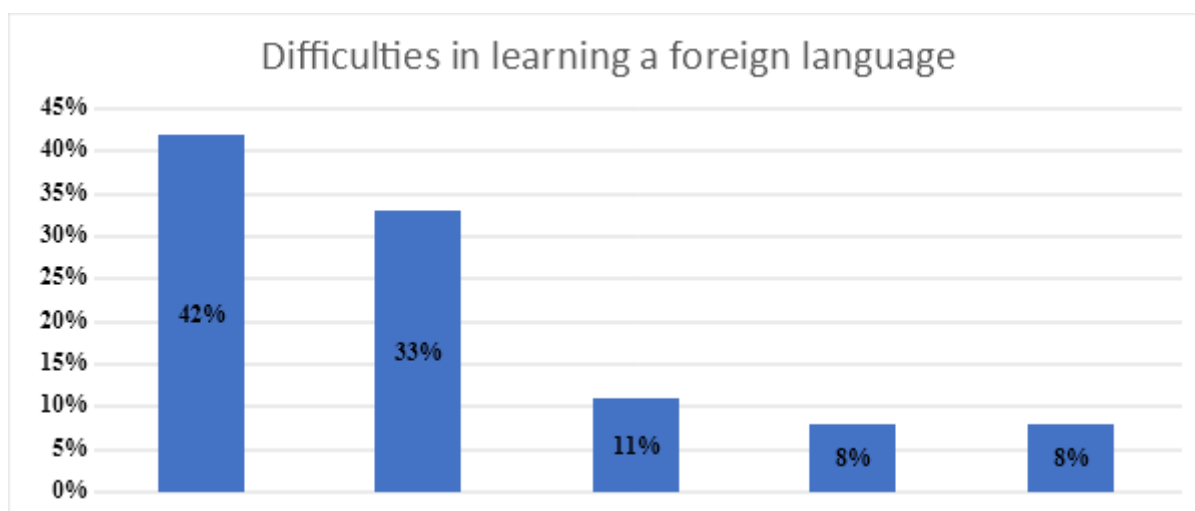


Figure 5. Difficulties in learning a foreign language

Thus, the majority of students (42 %) experience difficulties in insufficiency and inability to optimally allocate time resources. Also, students (33 %) recognize as barriers to the successful development of a university foreign language program an insufficient level of knowledge of the language acquired in school, a large academic load in preparation for the lesson (11 %). A small proportion of respondents (8 %) indicate the insufficiency and/or absence of educational and methodological materials in a foreign language corresponding to the profile of their training. This, in our opinion, indicates that from the huge flow of information sources on learning a foreign language, it is not always possible to choose (both teachers and students) the most effective or adapted to the specifics of the areas of professional training.

This conclusion is to some extent confirmed by the respondents' answers to the fourth question of the questionnaire, which was aimed at finding out what educational resources are used in foreign language classes (Fig. 6).

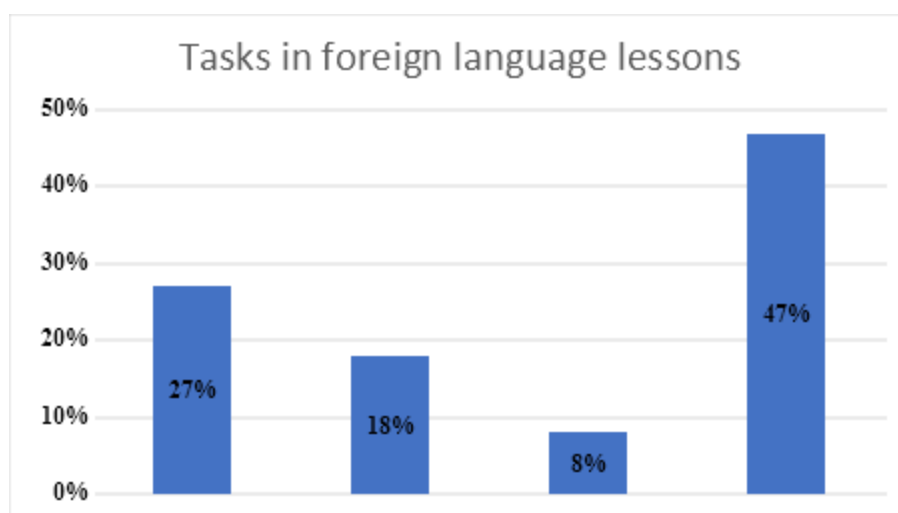


Figure 6. Tasks in foreign language lessons

According to the results of the survey of respondents, it is clear that tasks related to the participation in discussions, role-playing games, debates and discussions of components (47 %) aimed at revealing creative potential (27 %) are most often used in the classroom, tasks related to viewing and discussion using video content by specialty. We note as a positive trend that very few (8 %) tasks related to the abstracting of literature are used, since in modern conditions the Kazakh system of foreign language education is switching to a communicative approach with reasonable preservation of the traditional grammatical approach in the study of languages (not only foreign).

The next question was related to finding out the nature of motivation in learning a foreign language at a university (Fig. 7)

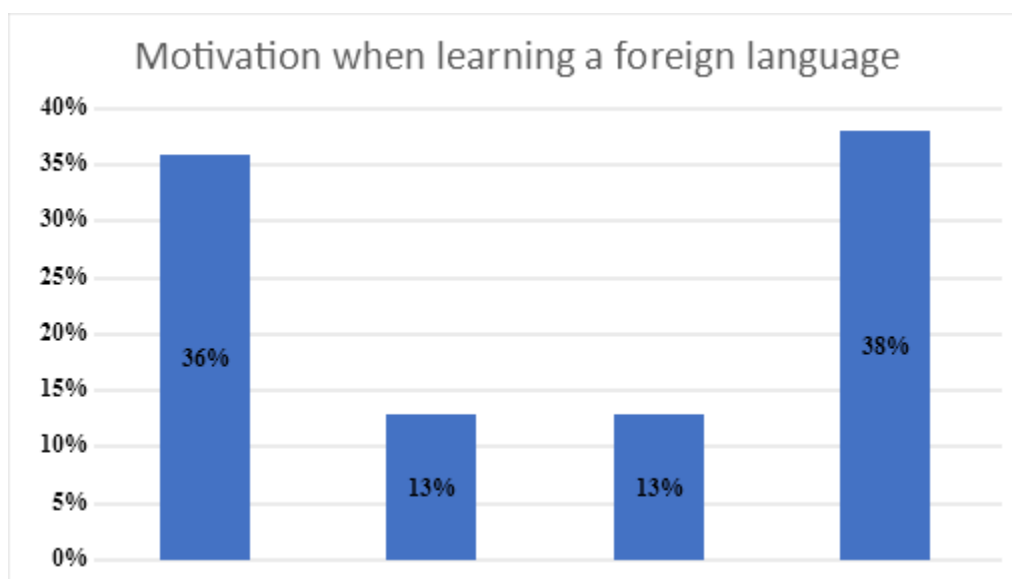


Figure 7. Motivation when learning a foreign language

The respondents' answers to this question show that the main motivation is understanding and seeing the prospects for successful employment (38 %), wide access to authentic educational and scientific information (36 %), as well as expanding opportunities for participation in academic mobility programs and acquaintance with a different culture (13 %).

It is known that today digital technologies are an important tool for the development and study of new disciplines, including the study of foreign languages. The next question of the questionnaire was related to this trend: the use of digital technologies in learning a foreign language (Fig. 8).

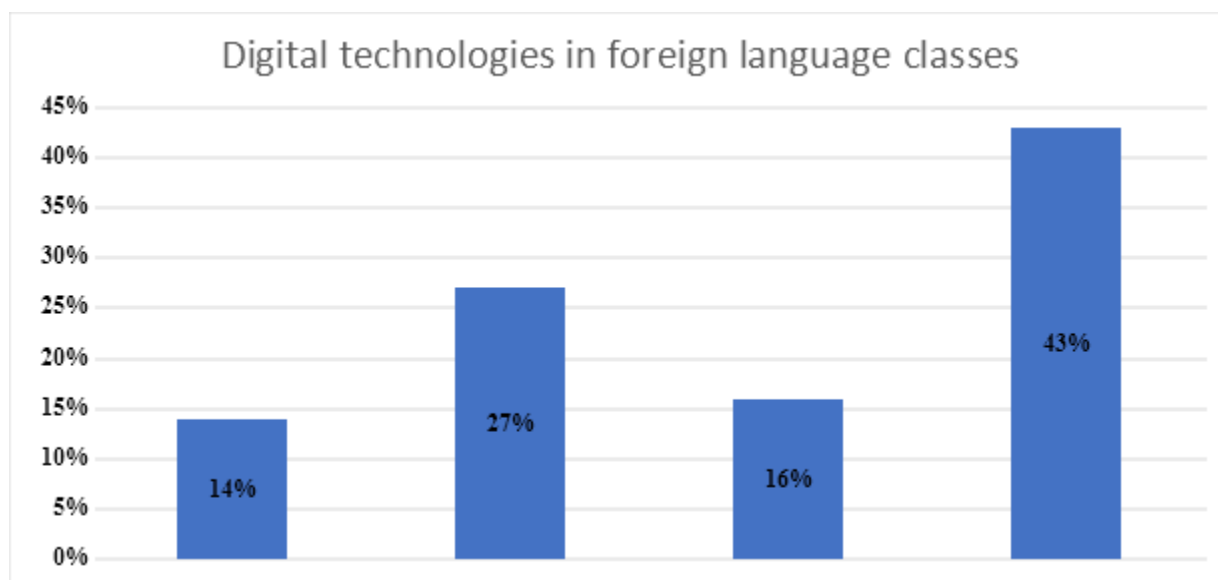


Figure 8. Digital technologies in foreign language classes

Respondents' answers indicate that many of them (43 %) use various digital resources in accordance with the topic of the lesson, a third of respondents (27 %) admit that digital resources make it possible to understand the material already studied more deeply and fully and apply it in practice, there are students (16 %) for whom the use of digital technologies contribute to increasing their motivation and interests in the topic being studied. It was somewhat unexpected that a certain proportion (14 %) of students never complete tasks using digital

technologies. Next, we clarified which digital resources help students learn a foreign language faster and more efficiently (Fig. 9).

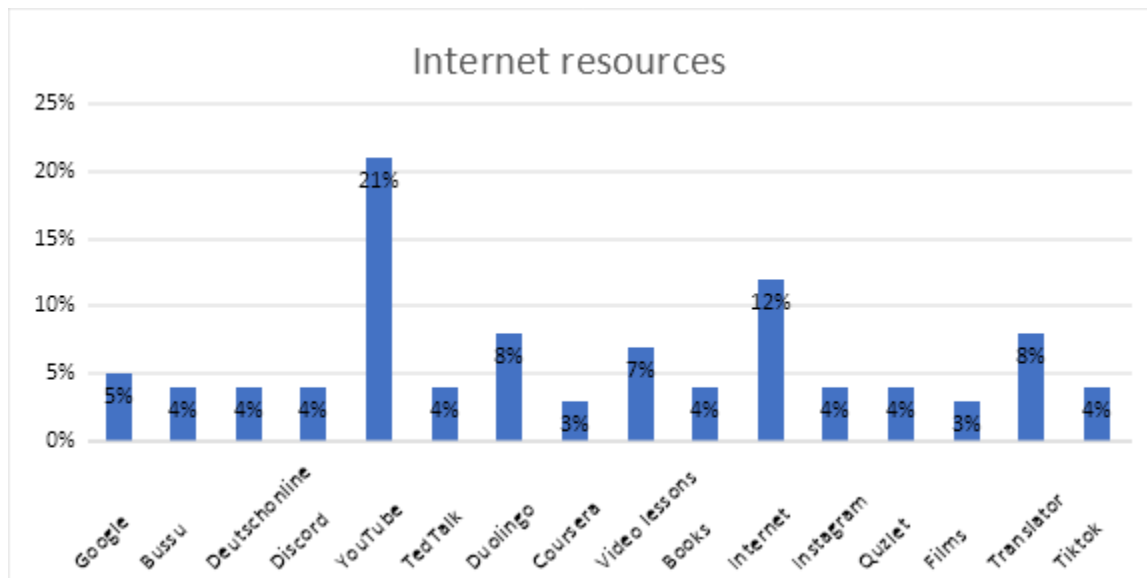


Figure 9. Internet resources

It turned out that the most popular Internet resource for learning a foreign language is Youtube — 21 %, the World Wide Web is in second place — 12 %, the Duolingo application and translators are in third place by 8 %. It can be concluded that learning a foreign language includes a wide range of tools for effectively improving the level of knowledge: Bussu, Deutschonline, Discord, Tedtalk, Coursera, Quizlet, Tiktok, video lessons, movies, etc.

The next question of the questionnaire was related to the identification of students' satisfaction with the level of their readiness to teach subjects in a foreign language (English — in Kazakhstan) language (Fig. 10).

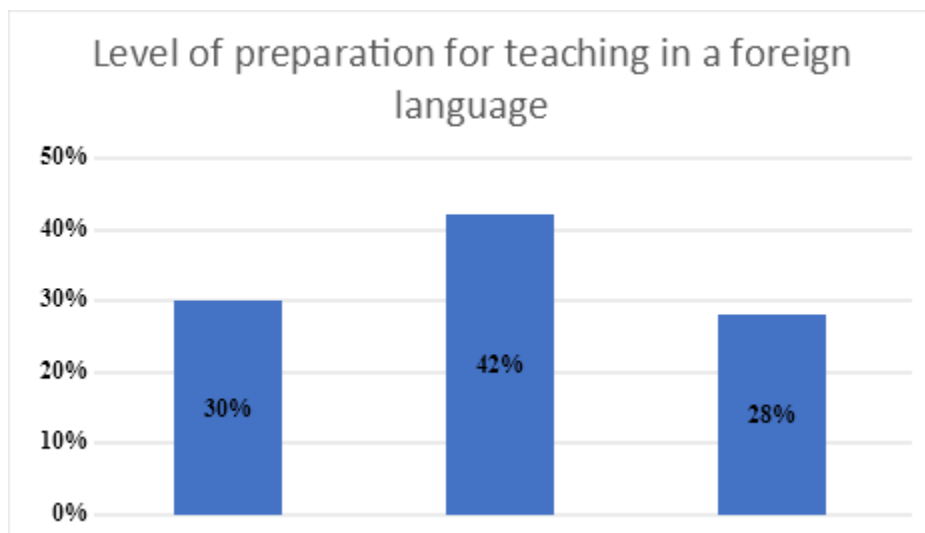


Figure 10. The level of preparation for teaching in a foreign language

Students turned out to be very self-critical in this matter: 42 % of respondents are not satisfied with the level of readiness to teach in a foreign language, about a third of respondents (28 %) did not think about this question.

The main issue of the study was to clarify the main goals of learning a foreign language by respondents (Fig. 11).



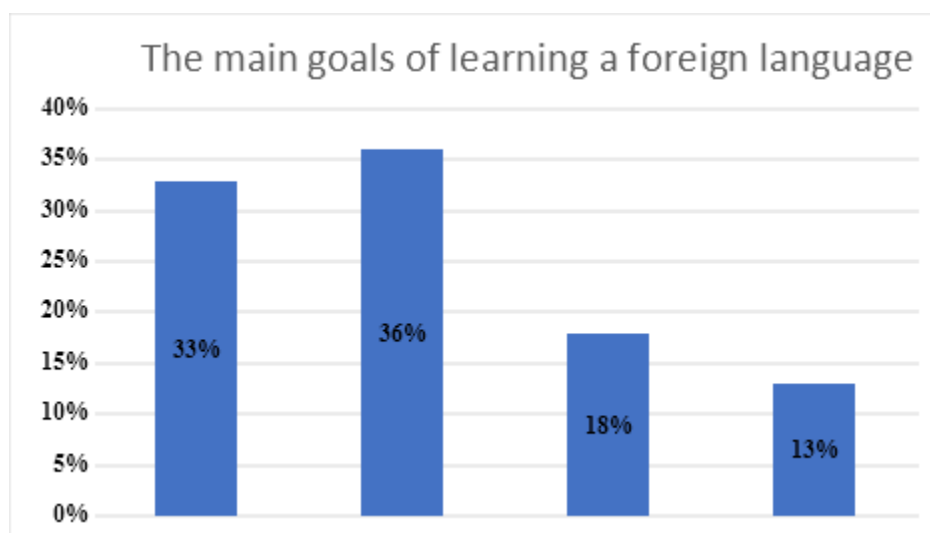


Figure 11. The main goals of learning a foreign language

According to the obtained results, it can be seen that when studying a foreign language, students set goals such as: communication with people around them — 36 %, improving their professional competencies — 33 %, expanding their horizons — 18 %, as well as meeting the qualification requirements that are put forward by the state — 13 %.

### Conclusions

In accordance with the purpose of this article, we have revealed that the modern training of future teachers is considered in the scientific literature through the prism of bilingual education, which is due to internal and external motivation and aspirations of future teachers to conduct their classes in a foreign language in the upcoming professional activity

As the results of the showed survey, students are aware of the importance and necessity of learning a foreign language, while they understand and try to overcome difficulties through the use of various digital resources.

It should also be noted that the need for foreign language training of future teachers is due to the updating of the content of school education and the promotion of the goals and strategies of trilingual education in Kazakhstan.

The article was prepared according to the IRN AP14972630 project “The role of multilingual education of schoolchildren in early profiling in the context of the Atlas of new professions and competencies of Kazakhstan”, carried out within the framework of grant funding for young scientists under the Zhas Galym project for 2022-2024.

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### **Қазіргі білім беру парадигмалары контекстінде болашақ педагогтерді шет тілінде дайындау**

Қазіргі уақытта жаһандану және интернационалдандыру, мәдениетаралық өзара іс-қимыл және халықаралық ынтымақтастық жағдайындағы білім беру жүйесі білім беру саясатындағы соңғы трендтер аясында айтарлықтай өзгерістерге ұшырауда. Қазақстандық білім беру жүйесінде еңбек нарығында бәсекеге қабілетті, қоғамның өзгермелі талаптары мен үрдістеріне бейімделуге қабілетті бірнеше тілді білетін мамандарды даярлау қажеттілігі туындап отыр. Үштілділікке қажеттілік қазіргі әлемдегі қос тілді білім беру, шет тілдерін оқытудың өнімді әдістері мен технологияларын пайдалану арқылы өзгеріске ұшыраған жаһандық құзыреттіліктерге байланысты. Орта білім берудің жаңартылған мазмұнының қазіргі жағдайы үштілді білім беру парадигмасында көрініс табады, онда білім алушы қазақ, орыс және ағылшын тілдерінде коммуникативтік дағдыларды меңгереді. Мұның бәрі көптілді білім берудің тұжырымдамалық тәсілімен, болашақ педагогтерді шет тілінде даярлаудың мектеп және жоғары оқу орындары бағдарламаларының сабақтастығымен анықталады. Тілдерді білу басқа мәдениетті түсінуге және қабылдауға, әлемнің тілдік бейнесін қалыптастыруға бағытталған. Авторлар зерттеудің қажетті тақырыбы бойынша теориялық шолу жасаған: екітілді білім беру, үштілді білім беру, көптілді білім беру. Осы мәселені зерделеу нәтижесінде қоғамның еңбек нарығында бәсекеге қабілетті, екі немесе одан да көптілді меңгерген педагогке деген сұраныстарына негізделген болашақ педагогтерді шет тілде даярлау қажеттілігі атап өтілді. Белгіленген тақырып бойынша отандық және ресейлік ғалымдардың еңбектеріне шолу негізінде авторлар студенттерге шет тілдерін үйренуге қатысты сауалнама жүргізді. Білім алушылармен жүргізілген сауалнама олардың болашақ мамандықты табысты игеру үшін шет тілін үйренуге деген ынтымастың артқанын куәландырады. Шет тілі басқа пәндік салаларды зерделеу құралы, академиялық ұтқырлық бағдарламасы бойынша және шет тілі мәдениетін зерделеу мүмкіндігі ретінде пайдаланылады.

*Кілт сөздер:* көптілділік, екітілді білім беру, билингвальді білім беру, екітілді оқыту, билингвальді тұлға, тілдік тұлға, екітілді құзыреттілік, үштілді білім.

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### **Иноязычная подготовка будущих педагогов в контексте современной парадигмы образования**

В настоящее время система образования в условиях глобализации и интернационализации, межкультурного взаимодействия и международной коллаборации, в контексте последних трендов в образовательной политике претерпевает значительные изменения. В системе казахстанского образования возникает необходимость в подготовке специалистов, знающих несколько языков, конкурентоспособных на рынке труда, способных к адаптации к меняющимся требованиям и веяниям общества. Необходимость трехязычия обусловлена глобальными компетенциями в современном мире, преломляется посредством билингвального образования, использования продуктивных методов и технологии обучения

иностранным языкам. Современное состояние обновленного содержания среднего образования находит отражение в парадигме трехязычного образования, где обучающийся владеет коммуникативными навыками на казахском, русском и английском языках. Все это определено концептуальным подходом к полиязычному образованию, преемственностью школьных и вузовских программ иноязычной подготовки будущих педагогов. Знание языков направлено на понимание и принятие другой культуры, формирование языковой картины мира. Авторами проведен теоретический обзор по искомой теме исследования: билингвальное образование, трехязычное образование, полиязычное образование. В результате изучения данной проблематики подчеркнута необходимость иноязычной подготовки будущих педагогов, которая обусловлена запросами общества на педагога, конкурентоспособного на рынке труда, владеющими двумя и более языками. На основе обзора трудов отечественных и российских ученых по обозначенной теме авторами проведено анкетирование студентов касательно изучения иностранных языков. Проведенный опрос обучающихся свидетельствует об их повышенной мотивации в изучении иностранного языка для успешного освоения будущей специальности. Иностранный язык используется как инструмент для изучения других предметных областей, возможность по программе академической мобильности и изучения иноязычной культуры.

*Ключевые слова:* полиязычие, билингвальное образование, двуязычие, бикультурное обучение, билингвальная личность, языковая личность, билингвальная компетенция, трехязычное образование.

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