

A.K. Zhuman^{1*}, A.M. Omarova¹, I.I. Sofina², K.D. Arabaji²

¹Karaganda Buketov University, Karaganda, Kazakhstan;

²Abylkas Saginov Karaganda Technical University

(Corresponding author's e.mail: altynaichik91-23@mail.ru *)

ORCID 0000-0001-5130-132X

Pedagogical strategies and mechanisms of bilingual education in the context of axiologization of the language educational environment, review

Contemporary education endeavors not only to formulate efficacious pedagogical methodologies but also to imbue language education with a value-centric paradigm. The comprehension of the inherent significance, aspirational inclinations, and cognitive capacities for learning constitutes a pivotal pathway to achieving commendable outcomes. Within this trajectory, the axiological approach has garnered escalating attention from scholars in recent times, establishing itself as a foundational tenet of scientific knowledge that captivates the scholarly discourse. Based on this, this article examines the connection between axiology and language education. In this context, bilingual education, focused on the acquisition of several languages in combination with value orientations, becomes an important direction in the development of educational systems. Thus, axiology influences language education through the definition of values, guidelines and principles that guide the educational process, and also shape attitudes towards language and culture, which is important for effective and deep language acquisition. Moreover, the article undertakes an exploration of the systemic integration of pedagogical strategies and mechanisms inherent in bilingual education, contextualizing their assimilation within the broader framework of axiologization of the language educational environment.

Key words: bilingual education, axiologization, education, strategies, mechanisms, education, pedagogy, training.

Introduction

In the contemporary world, distinguished by the rapid dynamics of transformative shifts in human existence, there arises an imperative for a meticulous reevaluation of diverse facets, with particular emphasis on the educational system as a pivotal social institution within society. Within this milieu, the organic emergence of novel educational paradigms becomes inevitability, with the current focal point gravitating towards the nuanced cultivation of “soft skills”. A preliminary examination of this pervasive global trend elucidates its intrinsic association with a systemic configuration of social values and human perspectives vis-à-vis the multifaceted dimensions of our existential reality. Regarding this bilingual education within the context of axiologization involves the recognition and establishment of values in the educational approach that promotes proficiency in two or more languages.

Literature review

Nowadays, in the context of language education, bilingual education, as a method of introduction to world culture through the use of native and foreign languages, is a process that depends on subjective and personal factors, and also has a psychological nature. In addition, it is determined not only by the individual characteristics of a person, but also by the general process of development of the social system. The main difference between bilingual education and traditional education is that here the language of instruction is not just a tool for transferring knowledge, but is also the goal of the educational process itself [1].

In their work, J. Hamers and M. Blanc defined “bilingualism” as the ability of an individual or society to use two languages at the same level [2], while R. Aliev and N. Kazhe understand bilingualism as the use of languages, each of which functions in the relevant area, for example, the state one — in official structures, and the second one — in business and the non-state sphere. This phenomenon is typical for states with an insufficiently stable political situation and polarization of communities [3].

In a narrow sense, the main task of bilingual education is the mastery of a foreign language, while in a broader context the goal of bilingual education is the active use of two languages in the learning process, promoting the development of perception skills (listening and reading texts) and oral speech skills [4]. When

teaching a foreign language, two languages are always used: a native language and a second language. In this process, depending on the purpose of teaching a second language, different types of bilingual teaching are used, aimed either at creating bilinguals or teaching a second language.

When it comes to learning, it is necessary to remember the need for learning strategies and mechanisms that serve an important role in helping to structure and improve learning, helping students gain knowledge, develop skills and achieve learning goals more effectively.

The concept of “strategy” is becoming increasingly widespread in understanding and describing successful educational practices. In scientific and pedagogical research of K.A. Abulkhanova-Slavskaya, I.A. Zimnyaya, V.V. Ignatova associates the development of strategies with the creation of personality-oriented conditions for the implementation of the educational process. The concept of “pedagogical strategies” is a widely used concept in the field of education and is actively used in teaching. In a general sense, teaching strategies, or pedagogical strategies, are a generalized lesson plan that includes a variety of tasks, structure and learning goals, the implementation of which leads to specific results. It should be noted that a strategy always has its own carrier (developer, implementer), who can be both individual and collective subjects of activity. Paying attention to the creative nature of the strategy, V.V. Ignatova notes that the features of its implementation “through a set of conditions, methods, techniques and means (tactics) always depend on the personality of its creator, his experience, ability for pedagogical creativity, style of activity and communication” [5].

The essence of projection on pedagogical values allows to understand them as the values of a teacher, teaching staff, as well as the generally accepted human values that serve as guidelines in professional activity. Today, both in science and in social practice, there is a clear tendency to overcome identification. Without subjecting the presence of politics in the field of education to polemics, and recognizing the interest of political power in the implementation of pedagogical goals, “projects” [6].

When developing a pedagogical strategy, which is the definition of a way to achieve a goal and obtain reasonable pedagogical results, successive stages occur, including forecasting, planning, searching for resources and minimizing risks, as well as monitoring based on feedback on progress towards the goal. This process ensures the correct distribution of pedagogically sound actions over time. When implementing the strategy, it becomes important to use a situational-event approach when organizing the educational and professional activities of students [7]. One of the key conditions in this context is the implementation of educational and professional activities in an open educational environment, taking into account the axiological features of the content of textbooks in target languages (Kazakh L2, Russian L2, English L3), the practical experience of teachers of target languages (grades 5–9) and language educational environment.

Educational strategies and mechanisms of pedagogical influence are important elements of educational practice. The development of effective teaching strategies and their corresponding mechanisms plays a key role in ensuring quality teaching and education. Approaches to educational strategies and appropriate mechanisms may vary depending on the context, the objectives of the educational program and the characteristics of the students.

Within the framework of axiologization, pedagogical strategies and mechanisms acquire a special meaning. These teaching methods, also called teaching methods or procedures according to the subject being studied, in the context of axiology, are given a new interpretation. According to V.V. Ignatova, the successful implementation of such strategies depends on the individual characteristics and personality of their creator. When a pedagogical strategy is considered as a set of tasks and a system for monitoring their implementation, the mechanism for implementing the strategy takes the form of a methodology for monitoring the implementation of strategic tasks. G.P. Shchedrovitskyi, in the context of axiology, associates the concept of “mechanism” with the concept of “process”. In education, a mechanism is an integral system of processes that have given value principles and the interconnection of their results.

In turn, this led to the emergence of a new philosophy and methodology of education. We are talking about pedagogical axiology. We fully agree with the researchers’ statement that “The axiological approach in pedagogy (or value-based) is a mechanism that is a connecting link between cognitive and practical approaches; establishing relationships between values, social and cultural factors and personality” [8].

In other words, the axiologization of education focuses on values, on value relations in all forms, methods, means of education and training and, of course, in their content. And here the axiological approach in pedagogy becomes almost the only mechanism for selecting the content of education.

This mechanism consists in updating the educational potential of the entire educational process for the formation and development of value relations and the entire value system of its subjects. In theories that consider values, it is important for educators to know and understand their moral operation. The foundation for

this should be the recognition of any person as the highest value of society. This applies to the individual, regardless of who she is: whether she is a kindergarten student or a student of a higher educational institution, including teachers and parents.

Learning mechanisms are a set of teaching methods and principles that increase the effectiveness of the educational process. Moreover, the learning mechanisms include: the systematic nature of the educational process, which implies the systematization of educational material through textbooks, guidelines, developed by highly qualified teachers; sequence, i.e. logical sequence of issuing educational material to students; visibility of the educational process. According to this mechanism, in the learning process, teachers need to use a wide variety of visual materials, which allow them to make the educational process simple and logical; accessibility of the educational process. This mechanism consists in the availability of the curriculum for every child. The educational material must be compiled in such a way that children, regardless of the degree of their abilities, can learn at least the minimum of this program. Moreover, accessibility also means the ability of every child, regardless of the financial status of the family, culture and traditions, to attend an educational institution.

Axiology as a science of values contains many theories, among which an understanding of the moral practical action of values seems important for our research. That is, we are interested in the discourse of studying values that explains them as a set of moral norms that determine the content and consistency in the education of the individual.

Understanding the factors leading to the axiologization of the modern education system allows us to identify problems that require attention from philosophical and pedagogical reflection. It also contributes to the revision of the education system taking into account modern requirements of social and personal development, taking into account their interrelation. The main concepts concerning axiological problems are based on general theoretical and methodological approaches developed within the framework of axiology as a philosophical theory of values.

The formation of an approach based on values to understanding educational phenomena contributed to overcoming the crisis in the value sphere and its development. The use of this approach is associated with the idea of humanization of education, which has philosophical, anthropological, as well as social and political significance. Scientific knowledge, including pedagogical knowledge, is aimed not only at comprehending the truth, but also at realizing social goals. The axiological approach provides a relationship between educational practices and understanding of educational phenomena.

Axiology has to do with a value system or the quality of something. On the other hand, axiology is defined as the study of value judgments, including aesthetics and ethics.

The impact of axiology on education is to discuss the important manifestations of respect and the role of teachers and students, since core values are considered immutable. Axiological aspects of education and upbringing attract the attention of many scientists who seek to improve pedagogical practice aimed at the formation of values in the context of social and personal development. Values must serve as a continuous basis for both the individual and society as a whole. The definition of values considered as generally accepted beliefs depends on different contexts. For a person, values act as the highest guideline in the world and form the basis of his personality. Value for a person determines the purpose of his activity and shapes his individuality. Values perform a regulatory function in the social environment, playing a key role in the life of an individual, since the value system is the basis of its existence. Practical activity acquires value only in the context of society, and it is in society that a person is able to fully live as an individual.

One of the areas of society in which values are formed is education. The education system plays a key role in the transfer of values from one generation to another and contributes to the formation of individual value orientations. The axiological aspect of teaching practice is always important.

Discussion

As posited earlier, axiology, being inherently value-laden, dictates that bilingual education operates within a framework wherein due consideration is accorded to the values and educational objectives intrinsic to the advancement of linguistic proficiency and cultural acumen. In this particular dimension, discernible strategies for bilingual instruction underscore a deliberate emphasis on axiologization.

Foremost among these strategies is the imperative of acknowledging and respecting linguistic and cultural distinctions. This approach advocates for the integration of programmatic elements that underscore the richness and diversity inherent in various languages and cultures. Encompassing an array of disciplines such as literature, art, music, and history across different linguistic and cultural landscapes, this strategy endeavors to engender a holistic understanding through the employment of both languages. Concomitantly, the integration of

multilingual educational materials, the execution of cross-cultural projects, and the commemoration of events and holidays serve as instrumental mechanisms for facilitating this immersive learning experience.

Sequentially, the subsequent phase involves the cultivation of intercultural competence, wherein the educational focus pivots towards the refinement of students' adeptness in navigating interactions with individuals from diverse cultural backgrounds. This phase is characterized by a deliberate emphasis on skill development through experiential exchanges and collaborative projects, fostering a dynamic environment conducive to the nuanced comprehension and appreciation of cultural diversity.

According to this strategy, learning mechanisms include discussion of intercultural scenarios, joint research, and virtual exchanges with students from other countries. The third strategy is using the language in the context of real situations, focusing on the use of both languages in real situations, such as role-playing games, discussions and projects that reflect real-life needs. And the last thing is a person-centered approach — determining the personal values of students through learning in both languages, emphasizing the importance of each language in the formation of personality. Such assignments include personal projects, autobiographical essays, discussions of life values, etc.

The above strategies for bilingual education in the context of axiology help not only to develop language skills, but also to introduce values into the educational process, promoting a better understanding and respect for differences in language and culture.

Conclusion

The orchestrated integration of pedagogical strategies and mechanisms within the framework of axiologization in bilingual education establishes a distinctive platform fostering individual development and the cultivation of civil and cultural identity. This methodology not only catalyzes language acquisition but also plays a pivotal role in the cultivation of value orientations, thereby substantiating its significance in engendering harmonious interactions within the intricate fabric of a multilingual and multicultural global milieu.

In summary, the pedagogical strategies of bilingual education within the context of axiologization are purposefully designed to reflect and reinforce values such as cultural diversity, language equity, global awareness, and identity affirmation. These strategies contribute to a comprehensive and enriched learning experience that extends beyond language proficiency, aligning with broader educational goals and values.

Acknowledgements

This work was prepared as part of a project funded by the Science Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan (grant no. № AP19175188 Pedagogical strategies and mechanisms of bilingual education in the context of language education environment axiologization).

Reference

- 1 Taborek J. The main concepts of the research “Methodology of adapting the best international practices of bilingual education to the condition of Kazakhstani trilingual education” / J. Taborek, L.S. Syrymbetova, A.K. Zhuman // Bulletin of Karaganda university. Pedagogy series. — 2019. — No.1 (93). — P. 86–92.
- 2 Hamers J.F. Bilinguality and Bilingualism / J.F. Hamers, M.H. Blanc // Cambridge: Cambridge University Press, 2000.
- 3 Алиев Р. Билингвальное образование. Теория и практика / Р. Алиев, Н. Каже. — Рига: RETORIKA A, 2005. — 384 с.
- 4 Su B. On the bilingual teaching reform in China: A look into Sino-U.S bilingual education / B. Su // International Journal of English Linguistics. — 2011. — 1(2). — P. 264–268. <https://doi.org/10.5539/ijel.v1n2p264>.
- 5 Игнатова В.В. Содействие как педагогическая стратегия / В.В. Игнатова, Л.А. Барановская // Сиб. пед. журн. — 2008. — № 14. — С. 44–52.
- 6 Syrymbetova L.S. Promotion of social values among young people as a pedagogical ideology (A case study of Russia and Kazakhstan) / L.S. Syrymbetova, L.M. Muratova, O.G. Smolyaninova, Z.O. Zhilbaev, Z.K. Kulsharipova // Journal of Siberian Federal University — Humanities and Social Sciences. — 2021. — 14(9). — P. 1365–1387.
- 7 Степанова И.Ю. Практико-ориентированная подготовка магистрантов к управленческо-педагогической деятельности / И.Ю. Степанова, Е.В. Зырянова // Проблемы современного педагогического образования. — 2016. — № 52(2). — С. 202–210.
- 8 Косяков Д. Сущность и роль аксиологического подхода в педагогике [Электронный ресурс] / Д. Косяков. — Режим доступа: <https://zaochnik.com/spravochnik/pedagogika/obschie-osnovy-pedagogiki/aksiologicheskij-podhod-v-pedagogike/>

А.Қ. Жұман, А.М. Омарова, И.И. Софьина, К.Д. Арабаджи

Тілдік білім беру ортасын аксиологизациялау жағдайындағы қостілді білім берудің педагогикалық стратегиялары мен механизмдеріне шолу

Заманауи білім беру тек тиімді оқыту әдістерін ғана емес, сонымен қатар тілдік білім беруде құндылықтық көзқарасты қамтамасыз етуге ұмтылады. Оқудың маңыздылығын, ынтасын және қабілетін түсіну жоғары нәтижелерге қол жеткізуге мүмкіндік береді. Бұл қатарда соңғы кезде зерттеушілер көбірек айналысатын аксиологиялық көзқарас ерекше орын алады. Демек ғылыми танымдағы аксиологиялық көзқарас бүгінгі таңда ғалымдар арасында үлкен қызығушылық тудырып отырған іргелі көзқарастардың бірі. Осыны негізге ала отырып, бұл мақалада аксиология мен тіл білімі арасындағы байланыс қарастырылған. Осы тұрғыда құндылық бағдарлармен үйлестіре отырып, бірнеше тілді меңгеруге бағытталған билингвалдық білім беру білім беру жүйесін дамытудың маңызды бағытына айналды. Осылайша аксиология білім беру процесіне басшылық ететін құндылықтарды, нұсқаулар мен қағидаларды анықтау арқылы тіл тәрбиесіне әсер етеді, сонымен қатар тілді тиімді және терең меңгеру үшін маңызды болып табылатын тіл мен мәдениетке деген көзқарасты қалыптастырады. Авторлар мақалада қостілді білім берудің педагогикалық стратегиялары мен механизмдерінің жүйесін, сонымен қатар олардың тілдік білім беру ортасын аксиологизациялау контекстіне біріктіруін қарастырған.

Кілт сөздер: қос тілді білім беру, аксиологизация, білім беру, стратегиялар, механизмдер, білім беру, педагогика, оқыту.

А.Қ. Жұман, А.М. Омарова, И.И. Софьина, К.Д. Арабаджи

Педагогические стратегии и механизмы билингвального обучения в контексте аксиологизации языковой образовательной среды (обзор)

Современное образование стремится к созданию не только эффективных методов обучения, но и к обеспечению ценностного подхода к языковому образованию. Понимание важности, желание и умение учиться позволяют достичь высоких результатов. Особое место в этом ряду занимает аксиологический подход, к которому в последнее время все чаще обращаются исследователи. Так, аксиологический подход в научном познании является одним из основополагающих, который привлекает большой интерес ученых на сегодняшний день. Исходя из этого, в данной статье рассмотрена связь аксиологии с языковым образованием. В этом контексте билингвальное обучение, ориентированное на усвоение нескольких языков в сочетании с ценностными ориентациями, становится важным направлением развития образовательных систем. Таким образом, аксиология оказывает влияние на языковое образование через определение ценностей, ориентиров и принципов, которые направляют образовательный процесс, а также формируют отношение к языку и культуре, что важно для эффективного и глубокого освоения языка. Более того, в представленной статье мы рассмотрим систему педагогических стратегий и механизмов билингвального обучения, а также их интеграцию в контекст аксиологизации языковой образовательной среды.

Ключевые слова: билингвальное обучение, аксиологизация, образование, стратегии, механизмы, образование, педагогика, обучение.

Reference

- 1 Taborek, J., Syrymbetova, L.S., & Zhuman, A.K. (2019). The main concepts of the research "Methodology of adapting the best international practices of bilingual education to the condition of Kazakhstani trilingual education". *Bulletin of Karaganda university. Pedagogy series*, 1 (93), 86–92.
- 2 Hamers, J.F. & Blanc, M.H. (2000). *Bilinguality and Bilingualism*. Cambridge: Cambridge University Press.
- 3 Aliev, R. & Kazhe, N. (2005). *Bilingvalnoe obrazovanie. Teoriia i praktika* [Bilingual education. Theories and practice]. Riga: RETORIKA A [in Russian].
- 4 Su, B. (2011). On the bilingual teaching reform in China: A look into Sino-U.S bilingual education. *International Journal of English Linguistics*, 1(2), 264–268. <https://doi.org/10.5539/ijel.v1n2p264>.
- 5 Ignatova, V.V., & Baranovskaja, L.A. (2008). Sodeistvie kak pedagogicheskaja strategii [Assistance as a pedagogical strategy]. *Sibirskii pedagogicheskii zhurnal — Siberian pedagogical journal*, 14, 44–52 [in Russian].
- 6 Syrymbetova, L.S., Muratova, L.M., Smolyaninova, O.G., Zhilbaev, Z.O., & Kulsharipova, Z.K. (2021). Promotion of social values among young people as a pedagogical ideology (A case study of Russia and Kazakhstan). *Journal of Siberian Federal University — Humanities and Social Sciences*, 14(9), 1365–1387.

7 Stepanova, I.Yu. & Zyrianova, E.V. (2016). Praktiko-orientirovannaia podgotovka magistrantov k upravlenchesko-pedagogicheskoj deiatelnosti [Practice-oriented preparation of undergraduates for management and teaching activities]. *Problemy sovremen-nogo pedagogicheskogo obrazovaniia* — *The problems of modern pedagogical education*, 52 (2), 202–210 [in Russian].

8 Kosiakov, D. Sushchnost i rol aksiologicheskogo podkhoda v pedagogike [The essence and role of the axiological approach in pedagogy]. Retrieved from <https://zaochnik.com/spravochnik/pedagogika/obschie-osnovy-pedagogiki/aksiologicheskij-podhod-v-pedagogike/> [in Russian].

Information about authors

Zhuman, A.K. — M.a., Senior lecturer at the Department of Foreign Philology, Karaganda Buketov University, Karaganda, Kazakhstan;

Omarova, A.M. — M.a., Senior lecturer at the Department of Foreign Philology, Karaganda Buketov University, Karaganda, Kazakhstan;

Sofina, I.I. — M.p.s., Lecturer, Abylkas Saginov Karaganda Technical University;

Arabaji, K.D. — M.p.s., Lecturer, Abylkas Saginov Karaganda Technical University.