MULTILINGUALISM AND MULTICULTURALISM IN A REFLECTION OF THE GLOBALIZATION OF EDUCATION-THE CASE OF KAZAKHSTAN

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ABSTRACT

Article is devoted to studying of the place of multilingualism in modern Kazakhstan and the consequences of its development. The impact of world globalization on various social spheres of Kazakhstan, especially in the field of education, is explained. The issues of problems faced by universities during the introduction of multilingual education and ways to solve them were also considered. The conditions for the effective education of the culture of interethnic communication were listed. The history of paradigm shift in cultural development and educational process was described. An analysis of various points of view was made and this analysis allowed us to conclude about the competence of a sought-after person in the era of globalization.

INTRODUCTION

After the World War II, the countries of the world decided to create a common global infrastructure. Globalization is characterized by the transformation of the dimensions of a particular country into a universal dimension. This is because demographic, migration and climate issues cannot be solved without the cooperation of states.

In 2015, the member states of the United Nations presented 17 Sustainable Development Goals to be achieved by 2030. These goals are the key to ensuring peace and cooperation among the peoples of the world today and in the future. One of them and the most important is quality education. No one disputes that the basis of the world's development is education. Therefore, in order to improve the quality of education, a policy of globalization of the education system has been implemented. The globalization of education allows to simultaneously improve the quality of education and the student's integration into world culture, common world values, broadening their worldview, the competence of professionals in other countries.

Globalization of education is a process of increasing the number of services provided by vocational education institutions, as well as strengthening the criteria for education. Today, Kazakhstan supports and uses the Bologna process, which is widely used around the world. Thus, in Kazakhstan, not only education, but also other social spheres are approaching globalization.

The globalization of education in Kazakhstan has led to the emergence of new trends in this area. One of them is the use of language as a means of communication. In the process of globalization, the importance of language began to be felt as a dialogue with other countries of the world. Therefore, there is a need for specialists who are not only fluent in a foreign language, but also have a deep knowledge of the culture of the country. When such a problem arose, the state began to look for solutions.

The terms multilingualism and multiculturalism are often used, especially when teaching foreign languages. Almost all countries of the Old Continent use the same principle of speaking - we speak our own language, but we also know other world languages. There is a similar position in Kazakh culture. It is as follows: know all other languages, respect your own language. For example, in Finland, Swedish is the second official language and is spoken by 6% of the population.

Kazakhstan's language plurality is seen as a result of the country's current socio-political and economic developments. These reforms have resulted in increased openness in Kazakhstan's society, membership in international communities, and the creation and development of intergovernmental political, economic, and cultural links. [The State program of education development of the Republic
of Kazakhstan for 2020-2025] The necessity of society is the factor that makes the study of foreign languages relevant today. All of the aforementioned factors contribute to the fact that foreign languages are currently required by society. Knowledge of a foreign language broadens a specialist's professional competence, gives them access to worldwide resources, and makes them more competitive not just on a domestic, but also on a world basis.

The importance of multilingual education was highlighted in President of the Republic of Kazakhstan N. A. Nazarbayev's annual speech to the people of Kazakhstan, which stated that "multilingualism and polylingualism is one of the most essential values and the main benefit of our country." The multilingual education program aims to establish a new educational model that will help to shape a generation that is competitive in the global economy and has a strong language culture. Knowledge of the Kazakh, English, and Russian languages provides young people with access to the global market, science, and new technology, as well as the opportunity to develop a worldview based on the introduction of ethnic, Kazakh, and world cultures. This year, the initial efforts toward introducing a new educational model in academic institutions are being taken: educational standards are being revised, and special divisions in higher education institutions have been established where training is performed in three languages. [The State program of functioning and development of languages for 2011-2020]

Kazakhstan's multilingual education program is unique in that it includes simultaneous teaching in three languages, unlike its Western counterparts.

"Kazakhstan is special and strong with its international population," says President N. Nazarbayev. On its property, a unique multicultural environment has emerged. Kazakhstan's multiculturalism is a positive force in the country's development. The Eurasian roots of Kazakhstan's people enable us to bring together the streams of East, Asia, West, and Europe to create a unique Kazakh version of multiculturalism."

Globalization and active integration processes in the modern world have had an impact on not just socioeconomic, sociopolitical, and sociocultural areas of human activity. In the realm of culture and education, globalization is currently defined by strong rapprochement of countries and peoples, expanding their connection and mutual influence. The subject of educational modernization, including language instruction, becomes relevant in this context.

Today, the world educational community is defined as the basic competence of education and one of the main directions of the global educational space. Cultural diversity, polylingualism, as well as communicative and informational knowledge and skills, are defined as the basic competence of education and one of the basic objectives of the global educational area. [Bulankina N.E., 2008]

Multicultural education is a major area in Kazakhstan's educational system, including higher professional learning; it is an important aspect of contemporary education, contributing to the acquisition of information about other people's spiritual and cultural values and traditions. This knowledge is a critical stage in the formation and development of a multicultural, tolerant personality that respects not only one's own culture but also the cultures of others; it is a time when the younger generation's value orientations, life principles, and priorities are consciously and purposefully formed.

From the perspective of present political and economic conditions, the construction of "multilingualism" is a highly significant, difficult, and time-consuming process. Multilingualism serves to unite society and conserve endangered languages and cultures, according to Ch.Aitmatov, who wrote about "polyningsum": "the immortality of the people lies in its language." Each language is beneficial to its speakers. Everybody has a responsibility to our greatest treasure – the individuals who created and gave us our language – to protect its cleanliness and expand its riches. however, we are confronted with a new historical dialectic. Modern human civilization is getting increasingly entwined in a link that is becoming a shared essential and cultural requirement. Everyone should be able to communicate in several languages in such a case.

"Learning a language, together with being familiar with its cultural, historical, and social values, should become a method of mutual understanding amongst peoples." Language proficiency is important for enhancing one's own culture as a whole.
What are the challenges that colleges confront in implementing multilingual education? Any educational changes and improvements, for starters, are fraught with difficulties and inconsistencies. Currently, there are legal and theoretical issues with multilingual education, as well as its scientific, pedagogical, methodological, and organizational support. The challenge is to increase teaching staff abilities in terms of quantitative and qualitative composition in three languages, as well as in compliance with multilingual education criteria. It is vital to organize teaching staff involvement in worldwide and local academic mobility programs, seminars, and multilingual trainings in order to assure high-quality multilingual training. The publishing of textbooks, instructions, and dictionaries in three languages is organized. Lectures and master sessions will be given by international and Kazakh experts in the subject of multilingualism. All of these issues necessitate not only the appropriate organizational and scientific approach, but also the lowest possible budgetary expenditures. Our universities, too, had to deal with comparable issues. In order to integrate multilingual training in our universities, we have taken the following steps:

- develop and implement novel elective courses in three languages in accordance with the international standards;
- develop creative multilingual education methods based on the study of best practices from other countries;
- develop a multilingual distance learning model;
- raise the number of educators available for internships in the context of exchange abroad;
- creation of a publication program for pedagogical, methodological, and scientific literature that takes into consideration multilingual education.

In today's world, knowing Kazakh, Russian, and other foreign languages is an essential component of one's personal and professional activities. All of this, in general, generates a need for a significant number of persons who have practical and professional mastery of many languages and, as a result, have actual prospects to hold a high social and professional position in society.

Assessing the current role of languages presents us with the problem of language teaching and improving the level of language practices in the classroom, as well as university teaching staff, who should be familiar with the state language, Russian as an interethnic language, and English as an international language.

"All Kazakhstani should speak Kazakh, 95 percent Russian, and a quarter English, according to the tasks set by the president of the Republic of Kazakhstan in the State program for the development of education and science of the Republic of Kazakhstan for 2020-2025." Multilingual education necessitates the expansion of educational space, the exchange of experience, the expansion of Kazakhstani's linguistic knowledge, and the formation of a multicultural personality capable of working effectively in the context of the world's internationalization and globalization in the field of education. [The State program of education development of the Republic of Kazakhstan for 2020-2025] [The State program of functioning and development of languages for 2011-2020]

One of the oldest issues of humanity's civilisation is intercultural communication in the setting of multilingualism. The importance of this topic is explained by societal desire for a new perspective of national life and interethnic contact, as well as the necessity to promote interethnic communication culture among students.

The following conditions will make interethnic communication education more effective: the concretization of multicultural education goals and objectives; the inclusion of students as subjects of intercultural interaction in various types of cultural and creative activities; the study of vertical links of multicultural education, indicating the process of integral cultural formation of the individual in the system "civility-citizenship".

The culture of interethnic interactions enables a person to participate in constructive intercultural discourse with the outside world, assuming each partner's individuality and essential equality, as well as the diversity and uniqueness of each person's points of view.

This is especially true in the age of globalization, because no political, economic, or cultural conflicts can be settled by force now. Forceful pressure methods are rapidly being replaced by policies based on consensus, tolerance, and nonviolence.
A person's intercultural communication is aimed at bringing him closer to intercultural peace, a pluralistic understanding of the diversity of cultural values as well as national and religious traditions.

All of this is aimed at improving the next generation's capacity to live in societies where cultural influences collide and to reach a mutually beneficial agreement with a range of ethno-cultural and other groupings.

In general, incorporating the designated areas, namely individual education of national identity, interethic interaction culture, and intercultural communication skills, into the content and forms of culturally responsive teaching will allow for the balancing of individualized learning problems caused by globalization processes.

Today's cultural growth and educational process are undergoing a paradigm transition. The introduction of the information component into social life in the second half of the twentieth century added a considerable complexity to the evolution of society and culture. Information appears to be a technique of creating the socio-cultural space. The intertwining of social and cultural processes creates the communication network. The structure and set of information is continuously changing, as does the professional world, necessitating the preparation of a suitable specialist. [Antsupova V.V., 2005]

However, in the age of globalization, the issue of promoting intercultural competency is unquestionably vital. Due to the development of the United States as one of the dominant global powers involved in the process of globalization and unification of the economic, political, and socio-cultural space, the question of the formation of an international communication language becomes relevant, with English as the most likely candidate. Simultaneously, like in a number of Western European nations, there is an alternative trend of preserving cultural identity and legacy through the cultivation of the original language (for example, in France). Switzerland's experience with multiculturalism and multilingualism, where the acquisition of many European languages, including English, is the mainstream, was the most successful multiculturalism and multilingual community. Integration, maintenance of one's own cultural identity, and possession of the eponymous ethnic group's culture are the most successful strategies for adjusting a person to a multicultural setting, according to experience.

Another issue is the humanization concern, which is linked to the value of liberalization. The denial of ultimate truth, solid certainty, and a single cultural ideal is related with the humanitarian approach in thought. The criteria of contemporary thinking are to replace universally true facts with axiological diversity and variety of socio-cultural activities.

Changes in thinking styles have an impact on schooling. Its uniqueness lies not in the subject representation of core disciplines, but in an unique character culture of adaptable, process-oriented thinking, as well as the language that facilitates this discourse.

The provisions on intercultural communication as a proper interaction of individuals from different socio-cultural communities (for example, E.M. Vereshchagin, V.G. Kostomarov) [Bulankina N.E., 2008], that a person is an intersection of many cultures (for example, B.C. Bybler), and finally, that a person can only know another's culture through his own, and conversely - to know himself through others formed the theoretical foundation for the definition of key competencies (M.M. Bakhtin). It is required to possess a set of certain characteristics in order to communicate effectively across cultures.

The examination of numerous perspectives led us to the conclusion that a contemporary individual must possess the following competences in order to be in request and to be capable of integrating into world culture and civilization: methodical; special; data; social; communicative; cross-cultural.

CONCLUSIONS

I would want to point out that mastering one competency without mastering the others is impossible. They are inextricably linked.
Intercultural competency preparation is related to specific cultural education and self-awareness training, as a consequence of which an individual must recognize oneself as a representation of a specific culture and bring the standards, values, and standards of behavior in a culture to the level of consciousness.

The capacity to exhibit and understand cultural diversity, as well as acquire the ability to identify and use these differences for effective intercultural contact, becomes possible after that. Disputes are provided in particular, which are handled from the perspectives of many cultures, with a focus on preconceptions and conventions of the original culture.

Modern education is centered on a human who is found in the communicative context of socio-cultural reality, as opposed to traditional education, which was founded on the notion of immersing a person in culture via the formation of rules, ideals, and values. Education takes place in culture as a means of arranging the area of communication via human experience, in which someone's and other cultures' traditions collide. [ Antsupova V.V., 2005]

In conclusion, the country's education system is the main driving force for its development. That is, the higher the quality of education of a country, the more likely it is to have a bright future. And at the moment, one of the principles of improving knowledge is to cooperate with men from another world, to apply their experience. Therefore, the importance of the language comes to the fore. For this purpose, several programs have already been adopted in the Republic of Kazakhstan. Since the programs are new, the results are not yet clear, but I hope that they will help more and more in the future. Through the globalization of education, there is a process of globalization of the country's population. This, in turn, requires residents to speak international languages and understand the culture of this country. Therefore, now Kazakhstan pays special attention to trilingualism. In kindergartens, schools and universities, a large number of programs are conducted in English. All this proves that the education system of our country is taking a clear step towards globalization.

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