

MULTILINGUAL TRAINING IN THE SYSTEM OF INNOVATIVE TECHNOLOGY OF EDUCATION

ПОЛИЯЗЫЧНОЕ ОБУЧЕНИЕ В СИСТЕМЕ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ ОБРАЗОВАНИЯ

БІЛІМ БЕРУДІҢ ИННОВАЦИЯЛЫҚ ТЕХНОЛОГИЯЛАРЫ ЖҮЙЕСІНДЕ ШЕТЕЛ ТІЛДЕРІН ОҚЫТУ

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The paper discusses the problem of multilingual learning in innovative technologies in higher education. The need for foreign language learning and training conditions for teaching of special disciplines are considered in present article. The authors give recommendations for the development of multilingual education in the conditions of Almaty Technological University.

В статье обсуждаются проблемы полиязычного обучения в системе инновационных технологий высшего образования. Рассматривается необходимость изучения иностранных языков и условия подготовки кадров для преподавания специальных дисциплин. Авторами даются рекомендации для развития полиязычного обучения в условиях Алматинского технологического университета.

Мақалада білім берудің инновациялық технологиялары жүйесінде көптілді оқытудың ауқымды мәселелері қозғалады. Шетел тілдерін меңгерудің қажеттілігі мен арнайы пәндерді оқытатын мамандарды даярлаудың алғы шарттары қарастырылады. Алматы технологиялық университеті жағдайында көптілді оқытуды дамытуға арналған нұсқаулықтарды авторлар ұсынады.

Key words: multilingual education, globalization, innovative technology in education, tolerance, teacher qualification.

Ключевые слова: полиязычное обучение, глобализация, инновационные технологии образования, толерантность, квалификация преподавателя.

Негізгі сөздер: көптілді оқыту, жаһандану, білім берудің инновациялық технологиялары, төзімділік, оқытушының біліктілігі.

Introduction

Contemporary stage of globalization process development is realizing on the background of scientific and technical progress and transformation of World Economy to the postindustrial stage as a foundation of innovative technology of XXI century.

Post-industrial society is a new level of civilization in some degree bound to multilingual phenomenon as innovative development indicator. Today the fact of interconnection between human

societies and its mutual responsibility for the future of civilization is becoming increasingly clear. Experience of multi-ethnic states proves that more than one language can operate successfully and simultaneously on the territory of individual countries (Switzerland, the Netherlands, Belgium and others). However, the sphere of its implementation is not always the same.

Objects and Methods of Research

Globalization and integration being world development trends provide youth with a great

challenge to live and act in a multicultural space. At the same time it forms the ability to communicate and cooperate with people of different generations and socio-cultural groups. In this connection the dialogue of cultures is very important.

Dialogue as a way of communication was introduced by Socrates and used as a method of knowledge exchange.

The dialogue allows consideration of different opinions, sharing experience, searching the optimal solutions and compromises. The most important is life, however it is connected to lives of other people today, in the past and in the future. In the process of multilingual education this connection is provided by tolerance, cultural awareness recognition of the students. We ask new questions in order to explore another culture and find the new answers. Cultures do not mix, each of them are unique and enrich mutually. Multilingual education allows to compare the validation of cultures of different nations. People are united by civilization and differed by culture. Thus, on the one hand this makes tolerance possible, on the other hand it preserves beauty of diversity.

One of the fundamental requirements of educational institutions is ability to fulfill needs of moral awareness and professional development of students.

The results of this issue should comply with governmental standards being able to fulfill different needs of academic education.

Broad democratization of society, creating favorable conditions for the development of the activity, personal autonomy highlighted the problem of moral and cultural education, education in each person as a sense of ownership of their destiny and society in general.

Multilingual education gives the opportunity to graduate and implement of cultural exchange and interaction, possibility to understand the language and therefore cross-cultural awareness and tolerance. Today considering political conflicts, tolerance is very important and it should affect academic and education activity as well. The formation of tolerance is based on language skills and cultural awareness and yet at the level of the current reality we should ask to follow the main question of importance of multilingual education in the framework of innovative technology of education. Thus it is interesting to know the fact of realization of multilingual education in our university. The necessity of this kind of education is obvious. Demand of multilingual education become an axiom and it is not negotiable.

It will be not correct to compare systems of two countries Kazakhstan with Switzerland.

We are on the different technological levels. In Switzerland there are 4 official languages and students can learn two more foreign languages (additional to language of study). Diplomas of Switzerland universities are considered as very prestigious and highly appreciated by employers.

Technological modes represent different level of development in the framework of socio-economical system; educational system is an important part of it. This system proves necessity of tolerance for the formation of Kazakhstan patriotism and intellectual potential of country.

Results and Discussion

Is there any connection between language of study and the quality of education? Our answer is no. There is only connection between the quality of applied teaching and education methods and education level. This means that each student can get high quality education. The main requirements are:

- ability of student to develop the action plan for the solution of objective. In this case it is better to use production situation objectives such as case-study;
- ability to find the necessary data and information;
- ability of student to present result of the work, using e-technologies.

All of this activates will activate the open-minded thinking.

Besides the main material it is possible to use alternative information on Kazakh, Russian and English languages.

Thereby, for multilingual education development it is necessary:

- to create a group of scientists for the solution of multilingualism issues;
- to improve skills of teachers and professors according to the requirements of a multilingualism in the system of innovative technologies;
- formation of curriculum with depth study of foreign languages and formation of different methods of language education taking into account the professional specialization of student;
- staff preparation for teaching special disciplines in foreign languages and implementation of innovative methods of teaching foreign languages;
- enrichment of material base for profound learning of foreign languages and provision of classrooms with the special equipment.

Conclusion

After goal-setting process these challenges seem to be not very easy to realize. However, it does not mean our society is not ready for the innovative progress which requires significant efforts, mainly in the formation of competitive educational system.

It should be noted that the problem of multilingualism in Kazakhstan is very unique since at the same time it's necessary to solve different tasks, such as revival and development of our native language and culture, mastering Russian and by learning other foreign languages.

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