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MULTILINGUAL COMMUNICATIVE COMPETENCE AS A FACTOR OF TRAINING COMPETITIVE SPECIALISTS

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Abstract: The authors of the article consider topical issues of multilingual education in universities of the Republic of Kazakhstan, the world experience of multilingualism, problems and prospects of multilingual education, the need for the formation of multilingual communicative competence, the current state of multilingual education at S. Seifullin Kazakh Agrotechnical University (KATU).

Keywords: multilingual education, highly qualified specialists, language competence, competitiveness.

Accepting multilingualism as a value, we must understand that it is not something that has been given to us or something that is permanent. It is empowered by the mother tongue, which creates an essential opportunity as well as a precondition for the acquisition of competences of other languages. However, the language itself, being a tradition, i.e., transmission—a living process, was affected, is being affected and will be affected—more or less—by other languages, so the identity of a language cannot be understood without an understanding of its curriculum vitae. The present of a language accommodates its past. It will also determine its future, and to predict the future of a particular language today is possible only by looking at the interaction of its users with other languages [1].

It is a universally accepted fact that language is just one of the many factors that can contribute to the delivery of quality education. Yet, while there are many factors involved in delivering quality basic education, language is clearly the key to communication and understanding in the classroom [2].

In a civilized state, there should be no need to debate the right to maintain and develop mother tongue. It is a self evident, fundamental linguistic human right. Observing linguistic human rights...means the right to learn the mother tongue, orally and in writing, including at least basic education through the medium of mother tongue, and to use it in many official contexts. It also means the right to

learn at least one of the official languages of the country of residence [2]. The language policy of the Republic of Kazakhstan proceeds from the multinational nature of our country. The document on the national composition as of January 1, 2022 indicates the following data [3].

Kazakhs 69.03%	–	Tatars – 1.06%;	Poles – 0.15%;	Dungan – 0.40 %;
Russians 18.47%	–	Germans – 0.92%;	Bashkirs – 0.09%;	Belarusians – 0.26%;
Uzbeks – 3.29%		Turks – 0.61%;	Chechens – 0.18%;	Tajiks – 0.27%;
Uighurs – 1.5%		Koreans – 0.57%;	Dungan – 0.40 %;	Kurds – 0.25%;
Ukrainians 1.3%	–	Azerbaijanis – 0.61%;	Belarusians – 0.26%;	representatives of other ethnic groups – 1.04%.

Kazakhstan adheres to the educational policy that it is necessary to preserve the best Kazakh educational traditions, as well as to provide university graduates with international qualifications, the development of their linguistic consciousness, which is based on mastering the state, native and foreign languages. It should be noted that multilingualism is a mandatory norm not only in Kazakhstan, but also throughout the world, contributing to the formation of professional mobility and the ability of citizens to work in the era of globalization. The co-existence of many languages in Europe is a powerful symbol of the European Union's (EU) aspiration to be united in diversity, one of the cornerstones of the European project. Languages define personal identities, but are also part of a shared inheritance [4].

Kazakhstan pays great attention to the study of the languages of the nationalities inhabiting this country. Here Kazakh is the state language, and Russian is the language of interethnic communication. According to the state program, foreign languages are studied in all schools. Taking into account that education is carried out in Kazakh language, and Russian is the language of interethnic communication in schools, colleges and universities, and the curricula of all educational institutions provide for the study of at least one other foreign language besides Russian, then we can say multilingual situation has already been formed in Kazakhstan and there is the trend of multilingual education.

Outstanding figures of science, education and culture were not limited to knowledge of their native language. A wide and rich multilingual space is one of the manifestations of the vital forces of the people, their creative potential. In order to integrate into the Kazakh and world society, school graduates need to know not only the state language, but also other languages. Therefore, President Kassym-Jomart Tokayev suggested the Ministry of Education and Science to study the world experience of multilingualism. The more our children speak different languages, the better it is for them. Don't limit them to just one language. By acting

in this way, we are actually limiting their future development, their future integration. And, in the end, we deprive them of the prospects for a prosperous future. Therefore, the Ministry of Education should carefully study multilingualism around the world, and transfer it to our national experience [5].

Multilingual education is linked with the implementation of the main parameters of the Bologna process. The inclusion such disciplines as "Professionally oriented foreign language", "English for academic purposes" in the list of basic disciplines of standard curricula is an example of the introduction of elements of multilingual education. In world practice, Kazakhstan is a state that provides funding for academic mobility. There is no doubt that training programs within the framework of academic mobility of students should be integrated into the system of multilingual training.

KATU is one of the first 20 universities of the Republic of Kazakhstan, where the program of multilingual education is actively implemented. To this day, the university has created all conditions for the development and promotion of multilingual education such as the organization of language courses; the involvement of foreign scientists, specialists, teachers to give lectures and simultaneously study disciplines in languages such as Kazakh, Russian and English; organization of French language courses for further cooperation with French universities; introduction of the latest pedagogical and information technologies for language teaching; replenishment of the library fund and electronic database with multilingual educational, methodological, scientific, reference and other literature and multimedia materials, and others.

Thus, the activities carried out by the university to introduce multilingual education at the KATU are aimed at training highly qualified personnel, not only in the country, but also all over the world.

Modern education and the labor market dictate certain requirements for the competence and professionalism of specialists in the 21st century. A specialist is a person who has a particular skill or knows a lot about a particular subject [6]. A specialist in current concepts is a person who consciously speaks foreign languages and uses this knowledge for the benefit of the country, striving for perfection, achieving new heights in the world labor market, always ready for new knowledge. One of the main tasks of professional training of specialists in higher education is the process of forming a competent specialist. The change in the requirements for the process and results of education is reflected in the concept of competencies. Competence is understood as the ability and readiness of a person to perform activities, which consist in understanding the essence of the tasks to be solved and the problems to be solved, in active possession of the best achievements, in the ability to select methods of action adequate to the specific conditions of the place and time, in a sense of responsibility for the results.

KATU fully supports the country's policy. In this regard, the University has developed and is implementing the Program "Multilingual Education" aimed at

creating continuous multilevel, phased, multilingual training of undergraduate, graduate and doctoral students. The need to develop and implement a multilingual training program is due to a number of reasons: the possession of the state and Russian languages is a prerequisite for the successful professional activity of a specialist in the multinational environment of the Republic of Kazakhstan. On the other hand, the integration of our society into the world space sets a task of a fluency in one of the foreign languages for a modern specialist.

The communicative competence of a specialist is a complex, multifaceted and versatile process requiring a careful formation. The formation of a specialist's communicative competence through a foreign language poses rather complex, at the same time quite solvable problems for him. What is the main factor in the professional competence of a specialist in any field? No doubt, communicative competence is expressed by communication skills in professional situations. A modern specialist solves communicative tasks, using a foreign language as a means within the framework of his professional competence.

Specialist's professional communication requires appropriate knowledge in addition to the specialist's desire. Along with other competencies language competence has become an integral element of the training of highly qualified, competitive specialists, mobile in the international educational space and the labor market.

A graduate of KATU must be fluent in at least 3 languages and apply this skill in the following situations: conduct business relations competently; independently study and analyze foreign literature on the specialty profile in a foreign (English) language; make reports, abstracts, essays, theses, etc.; draw up appropriate documentation. Knowledge of English will allow future specialists to continue their studies at the best foreign universities, take part in international scientific and practical conferences and forums, master classes, which will undoubtedly have a positive impact on their professional level, since it is the high professionalism of a specialist of any profile that will improve the image of the country. English becomes mandatory and necessary due to the fact that foreign language terms began to appear more and more, imported equipment is supplied to institutions, students began to receive a double-degree education.

According to the plan of implementation of multilingual education at KATU, differentiated programs and methodological base of multilingual education such as educational and methodological documentation in three languages, syllabuses, EMCS have been developed at the departments [6].

Glossaries for practical classes in three languages, a trilingual database of exam tasks were created, various technologies of that direction were introduced, groups were formed in English from students of the Kazakh and Russian departments of the university, days of departments were held in the state language, cross-classes in three languages are conducted, round-table discussions, state and English languages clubs are organized.

Videos in a foreign language are used in the process of teaching, which allows students to consolidate and improve their knowledge of English. A model for the implementation of multilingual education through distance learning is being developed. English language courses are held annually with native speakers in order to improve the language level and competence of teaching specialized disciplines in English for the implementation of the Program "Multilingual teaching for professors and lecturers of KATU".

The University cooperates with 26 international organizations and programs from 9 countries of the world: Tempus, Erasmus Mundus, FAO (European Union), Tika, Mevlana Exchange Program (Turkey), MASHAV (Israel), Institute, Konrad Adenauer Logo, DEULA, DAAD, Apollo, John Deere, KLAAS, Wiehenstephan-Triesdorf (Germany), F. (French Alliance), ESA (France), Quality Studio, FederBio, (Italy), Cochran Scholarship Program of the US Department of Agriculture, USAID, Borlaug Fulbright Scholarship Program (USA), Representative office of JICA (Japan), Chinese Engineering Institute The University cooperates with 26 international organizations and programs from 9 countries of the world: Tempus, Erasmus Mundus, FAO (European Union), Tika, Mevlana Exchange Program (Turkey), MASHAV (Israel), Institute, Konrad Adenauer Logo, DEULA, DAAD, Apollo, John Deere, KLAAS, Wiehenstephan-Triesdorf (Germany), F. (French Alliance), ESA (France), Quality Studio, FederBio, (Italy), Cochran Scholarship Program of the US Department of Agriculture, USAID, Borlaug Fulbright Scholarship Program (USA), Representative office of JICA (Japan), Chinese Engineering Institute.

Exchange programs for students, undergraduates and doctoral students are successfully implemented within the framework of the agreements, as well as 152 existing agreements and memorandums of cooperation with universities and research centers from 35 countries of the world. International students take an active part in the social and cultural life of the university.

The presence of foreign students in our university demonstrates the relevance of our university, increases its rating. For more than 10 years, foreign students have been receiving education at the KATU. The contingent of foreign students consists of students from 13 countries such as Armenia, Afghanistan, Germany, Georgia, China, Kyrgyzstan, Mongolia, Russia, Tajikistan, Turkmenistan, Turkey, Uzbekistan and Ukraine.

With the participation of foreign students, various events are held at the university: meetings, Olympiads, conferences and seminars. Teachers staff and graduates of KATU are trained according Bolashak, Erasmus+ programs.

During negotiations between the University of Warwick, the University of Cambridge (UK) and KATU, it was decided to develop cooperation within the framework of academic mobility and under the higher education program in 2022. KATU and the Association of Cultural and Socio-Economic European

Cooperation (ACCESS) signed an agreement on mutually beneficial cooperation in the field of science and education.

Realizing that knowledge and qualifications are becoming priority values in a person's life in an information society, a modern specialist should strive to be aware of the development of his professional field in world practice, and for this it is not always enough to have information in his native language. In this regard, it should be noted that the objective importance of foreign language proficiency is an important quality of the formation of a specialist's personality and a leading factor in the formation of professional competence of future specialists.

As a country, Kazakhstan needs to urgently harness the positive energy inherent in multilingualism. Foreign languages must stop being just cultural artifacts and become the drivers of economic development. An organized system of teaching and testing competence needs to be established for the most vibrant languages. As a result of the phased implementation of the multilingual education model of the KATU, it is expected to improve the quality of university education and train a qualified specialist who speaks several languages for successful communication in the professional environment of the country and abroad.

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