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Strengthening international relations, improving the quality of knowledge to the level of world standards - all this requires increased attention to the development of the language as the main tool of communication. Trilingual education in the country today is one of the main directions in the system of higher education. It is the university where the most important stage in the process of the formation and development of a multicultural personality, takes place a stage when the core values and life principles are consciously formed.

The linguistic diversity of Kazakhstan has always been a priority. This can be proven by the Law "On Languages in the Republic of Kazakhstan", 1997. It states that all the languages of our country are a national treasure.

The policy of the trinity is a part of the national ideology aimed at the formation and development of competitive Kazakhstan. The diversity of cultures and languages, their equal coexistence are the absolute property of our country. Ongoing language policy ensures respect for the linguistic rights of all ethnic groups and provides free choice of language for communication, education, and the realization of creative needs. The positive development of trilingualism for the Kazakhstan community is possible under the condition of a single political, ideological, cultural platform.

Trilingualism implies proficiency in two, three and more languages. The competitiveness of a country begins with each person, and the competitiveness of each person depends on himself. The statement that knowledge of the Kazakh language is a measure of competitiveness is also emphasized by President N. Nazarbayev: "Knowledge of the Kazakh language is becoming one of the most important conditions for personal competitiveness." In addition, by mastering the state language and applying it in practice, we enrich our experience and become more competitive.

Trilingual education assumes that learning of foreign language, in particular English, is the major factor determining access to information of the international communication and computer technologies in the language, an exit of our specialists to wide international level, promoting more successful integration of Kazakhstan economy in the world. Further, it will provide development of domestic science and technology according to universal standards.

Expected results of trilingual education include the following:

- graduates will freely use their knowledge acquired in accordance with the requirements of the state standard for general education of the Republic of Kazakhstan in Kazakh, Russian, and English languages;

- a strong personality that owns trilingual information and communicative competence will be formed;

- multiculturalism, spiritual morality, a high level of ethnic cultures, respecting national identity and common Kazakh value with the interest in study of languages in the labor market are going to be settled;

- career promotion will not have language difficulties or obstacles.

Developing three languages, we should not forget about the importance of the state language, which should become a consolidator of the people of Kazakhstan. It is planned that by 2025 the Kazakh language will dominate in all spheres of life, and will become the language of widespread communication. The Russian language also takes an important role in the triad, because promotes unity and cohesion of various social and ethnic groups in an organic whole.

In addition, the Russian language serves as a means of intercultural communication and international cooperation with strategic partners in the post-Soviet space. Accordingly, a foreign language, and in particular English, which is spoken by half of the world, is the language of successful integration into the world economy, the international image of Kazakhstan.

English is also essential to the field of education. Because it is the dominant language in the sciences, most of the research and studies in any given scientific field will be written in it as well. At the university level, students in many countries study almost all their subjects in English in order to make the material more accessible to international students.

Knowledge of different languages enriches the world, as the ability to understand another language and therefore another culture gives a person the opportunity to think more broadly. Children and people that learn and speak more languages develop an appreciation for other cultures and an innate acceptance of cultural differences. As adults, multilinguals are more cosmopolitan and more willing and open to experiencing what other cultures have to offer.

We can clearly see that, there are many advantages of knowing three languages. Receiving a trilingual education, students will take a more active part in the process, and a teacher will become a mentor for them. It also will help students to become more efficient communicators and better problem solvers, gaining multiple perspectives on issues at hand.This form of cooperation is more likely to increase the degree of responsibility of the student and his ability to self-study. In this case, a high degree of qualification and a good knowledge of English are the main requirements for teacher.

The most important step on implementing trilingual education, which plays a key role, was the accession of Kazakhstan to the Bologna Process. Now the requirements for proficiency in a foreign language have taken concrete shape in the form of direct contact with foreign universities at different stages of university and postgraduate training. According to the principles of the Bologna declaration, the system of trilingual education in case of which on an equal basis with the Kazakh and Russian languages also English shall be used shall be realized in Kazakhstan. The purpose of the Bologna Process is creation of a strong competitive education system in the world.

However, there are some obstacles in implementing trilingual education in Kazakhstan. Firstly is insufficient indicator of scientific research in trilingual education. Secondly, lack of adequate funding for the training of trilingual personnel of the natural sciences and engineering fields.

Moreover, monitoring quality of teaching English in high school revealed systematic methodological mistakes in teaching students English language, the main of which is the use of reproductive forms of work, which led to the emergence of a next problem related to the low level of skills acquired by students.

The main part of students cannot formulate a simple sentence in English, does not know the basics of the grammatical structure of the English language. They do not learn to think, to prepare for classes independently, because they do not quite understand the specifics of the credit technology of education.

University professors have to repeat the completed school material. The university is forced to adapt its educational programs for the already existing student’s level of English. Many students are not able to master the necessary language material to move to the next stage of study.

All of these negative factors of the development of implementation trilingual education slow down the development processes of recommendatory parameters of the Bologna process. These recommendatory parameters: include active involvement of students, lifelong education, and such optional parameters of the Bologna process as distance learning and e-courses.

Therefore, what should be done in terms of improving efficiency and quality of the implementation of trilingual education?

The teaching aim of trilingual education must satisfy the students’ thirsts for knowledge. There are complicated needs of the minority of students for knowledge because of the student differences of age and social background. The ideological systems of the students have been greatly constructed from their family education and community environment. Trilingual teachers should concentrate on the disparities among the students, which is the basic principle of trilingual education. In another word, we must pay close attention to the minority learners’ status of development.

As a further matter, the setting of trilingual education aim should be considerate of the demands from the modern social life. Because the students’ thirsts for knowledge are changeable, mingling with the social development.

It is known that, the process of language learning could be influenced a lot by learners’ psychological changes, while the psychological changes are conditioned by the learner’s cultural background. So multi-culture understanding of the students may have an intervening effect between learning motivation and learning satisfaction. Hence, the combination of multi-culture and trilingual education could obviously arouse the effects of trilingual learning.

Developing different teaching models for different ethnic nationality areas is also important. The theoretical research of trilingual education should be based on empirical studies and the theories from linguistics. Only in this way, it is possible to educate the ethnic national students according to their natural abilities. Scientific policy and law system should be established as the guarantee for trilingual education, which could insure the promotion of trilingual teacher education and the practice of new trilingual teaching models.

Following strategies can be taken into consideration:

- Providing necessary human resources for the promotion of language learning and teaching in the school and university systems;

- Providing required infrastructure for language learning and teaching in the school and university systems;

- Developing appropriate and learner friendly materials, tools and applying technology to create a meaningful language learning and teaching environment in the school and university systems;

- Promoting language acquisition through co-curricular activities;

- Developing and implementing a comprehensive capacity development framework for all the relevant stakeholders;

- Developing an assessment framework ranging from examinations to self assessment processes;

- Developing and implementing an effective monitoring and evaluation framework covering all trilingual initiatives in the general education sector.

In order to make the implementation of the trilingual program more efficient, universities should follow some of the listed recommendations.

1. Establish close collaboration between general education and graduating departments for the preparation of teaching and learning documents in various specialties in Kazakh, Russian and English languages.

2. Improve material and technical base of the English department for more effective work with students. Students’ positive attitude and motivation for studies in a second or foreign language is an important indicator of a student’s well-being. Satisfaction with the level and quality of studies is a powerful motivational component of students’ involvement. Students’ assessment of content and language integrated learning, the availability of trilingual authentic study materials, the presence of a safe and enriching learning environment, active learning and teaching methods has to be carried out on a regular basis.

3. Conduct an entrance diagnostic English language test and recommend not accepting university applicants, with the level of knowledge below A2.

4. Prepare students for participation in international academic mobility programs with an emphasis on skills of development of intercultural communication.

5. Plan academic studies on the basis of a student’s language needs with an appropriate support within the system of pedagogical-psychological counseling.

6. Provide regular monitoring and studies of university practices. Because it is believed to be an important quality assurance indicator and an assessment tool. Every new intake of students brings a different profile of students’ language mastery, and the university has to update its approaches to fostering and supporting trilingualism at academic, research and administrative levels while still keeping in focus the ultimate goal of providing qualitative education in three languages and leading its students to B2/C1 (independent (vantage)/proficient (effective operational proficiency) user) mastery of Kazakh, Russian and English, depending on the curricula requirements set to achieve study completion.

The other way of implementing trilingual education is using a trilingual teaching model. It will help to develop academic literacy skills in all three languages, which means that students are also going to succeed in spelling, understanding and correctly using Kazakh, Russian and English languages in their lives. Well educated society – pledge of development of the country.

The trilingual teaching environment, in which English is studied as a supplemental third language in addition to a mother tongue and a second language, is used in many countries all around the world. The reciprocal influence of the three languages is not linear, but rather multidirectional and dynamic. Within this process, there are interactions between various linguistic, social and personal factors. Each factor affects the entire process, which creates a global course of ‘language management skills’.

Trilingual teaching model is directed to create explicit and active transfer between the languages: from mother tongue to the second language and from both of these to the third language. The model is based on the creation of a trilingual learning environment where universal principles create a bridge between the languages. The strategies and skills included in the methodology are - finding the main idea and supporting details, comparing and contrasting, sequencing, summarizing, using context skills, problem solving, guessing meaning of words from context, activating prior knowledge and predicting.

The role and place of trilingualism in universities should be highlighted in university development plans and everyday practices at all levels − from a university’s language policy with requirements to develop the language mastery of students, administration and academic staff, and the presence of trilingualism components in university curricula and the study processes, to the creation of a truly trilingual environment in cooperation with trilingual universities’ network partners.

The development of trilingual education at the university contributes to the systematic implementation of this policy to determine the most effective methods and the further formation of a trilingual functionally competent person. An unlimited use of study languages can constitute an additional economic asset for a university but it can be successful only on condition of effective multilingual planning by the university’s management. The advantage of multilingualism at the university level is in providing more access to professional opportunities in the labor market.

The Ministry of Education and Science took concrete steps for introduction of trilingual education at higher education institutions of the country, in particular, the volume of credits for studying languages in the state standards in the trajectory “Education” that will permit the third-year students in the volume of two credits to study disciplines "Professional- Kazakh/Russian" and "Professionally-oriented foreign language".

Basic higher education institutions of the republic accumulated certain experience of trilingual education introduction in training pedagogical staff in the field of trilingualism, there has begun complex work for the formation of educational and methodological materials in English, there is a developed academic base for effective studying the Kazakh, Russian and English languages, and the language training of teachers.

Groups of authors developed educational and methodical complexes in special disciplines in English, trilingual terminological dictionaries were published under the signature stamp of the Ministry of Education and Science, as well as publication of manuals, practical works, there was successfully implemented the Republican budgetary program "Professional Development and Retraining of Personnel of State Organizations of education". Besides, training seminars, the Republican Olympic Games in English, educational and methodological complexes in English for specialized schools with training in three languages were held.

Positive factors of implementation of trilingual education program at the base of KEUK university: students are trained in three languages, the number of trilingual groups is increasing every year; in trilingual groups work only highly qualified teachers who have undergone training and internship in foreign universities.

Karaganda Economic University of Kazpotrebsoyuz, being one of the leading universities of Kazakhstan of economic profile, has been an innovative university that implements educational and scientific policies as the basis for professional growth and personal development of specialists for the economy of Kazakhstan for a long time; striving to achieve competitive positions in the global educational space.

The university graduates are educated to become universal specialists who have high intellectual abilities that will allow them to be leaders of society, able to promote the social, cultural, economic and environmental interests of society.

One of the priorities of implementing trilingual education is the expansion of international relations aimed at ensuring the improvement of the quality of education, integration into the world educational space. International activities at the university are carried out in the following areas:

- Establishment of direct contacts with universities, colleges of foreign and neighboring countries;

- Establishing and developing cooperation with international organizations and foundations;

- Membership in international organizations in order to integrate into the world educational space;

- Organization and holding of international scientific and practical conferences, including student conferences;

- Participation of faculty members in international conferences held outside the Republic of Kazakhstan;

- Development of cultural international cooperation.

KEUK signed cooperation agreements with thirteen universities of neighboring countries. The university participates in international programs and grants and is a full member of five international associations and organizations.

Since November 2016, a multilingual education center has been functioning at the university. Within the process of introducing multilingual education disciplines that are taught only in English have been developed. Additionally contingent of students has been identified, their knowledge has been monitored, and qualified teachers have been involved. Also activities on improving methodological work, educational programs, preparation of teaching staff of the university for multilingual education, invitation of foreign professors to deliver lectures in multilingual groups, organization of lingual courses (English language) have been conducted by the centre.

About 30 disciplines in English have already been introduced into the educational process today. The Centre trains 94 teachers and including 40 students on international language standards (English).

KEUK monitors the level of mastering the state language of teachers who are implementing disciplines in the Kazakh language in groups that are studying in Russian language. In addition, the university organized courses of the Kazakh language on levels A1, A2, B1 .

Educational programs implemented in the English language, are more attractive to students in the following terms of:

- Linguistic competence and inter-ethnic communication;

- Participation in academic mobility programs and double diploma education;

- Training on accredited educational programs;

- Obtaining international labels for the recognition in the labor market;

- Employment in international and national companies, and opportunities for career growth.

It should be noted that trilingualism provides the university with the opportunity to effectively implement the principles of the Bologna process and integrate into the international educational space. In the framework of the Bologna process, KEUK became a member of international associations and programs. In 2016, the university became a full member of the European Association of Universities (EUA).

Every year, more than 30 professors from foreign universities (KEUK partners) deliver lectures at the university. The number of students participating in the mobility programs is rapidly expanding. Over the past 5 years, more than 1,000 university students have participated in domestic and international mobility programs, including more than 400 students, undergraduates and PhD students in foreign programs.

A number of the university professors completed certified advanced training courses organized by American specialists in modern methods of teaching special subjects in English. The international activity of the university is an integral part in the preparation of highly qualified specialists with a broad outlook, competitive in the global labor market. KEU maintains productive relations with 116 universities from 26 countries

As part of academic mobility, students of the University of Technology MARA from Malaysia studied at KEUK university. In order to develop and promote state language and culture of Kazakhstan, short-term courses “The Kazakh language and culture of Kazakhstan” were conducted for students.

Based on the observations of students, one can notice the following: the students actively replenish their vocabulary in three languages, broaden their horizons, and are interested in the culture of the language they learn, learn to respect and accept the culture of others and surrounding societies. This approach ensures the formation of a trilingual, multicultural personality, as well as being tolerant in the context of intercultural interaction.

The cultural project “Trinity of Languages”, proposed by President of the Republic of Kazakhstan N.Nazarbayev, can be fully considered as one of the long-term development strategies of Kazakhstan. The implementation of this project will largely determine the emergence of a new generation of Kazakhstanis who speak several languages, with broad opportunities for positive growth of their essential forces and the formation of competitiveness both in the professional sphere and in personal self-realization.

This program will successfully promote the employment of graduates who are in demand in the modern labor market. Trilingualism is a direction that is now receiving great attention, both from the state and from society. But we must remember that this is our common task and responsibility. To grow competitive and educated youth, we must use the maximum opportunities we have, and educational reforms are good opportunity to make a breakthrough.

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