Implementing Polylingual Space into the Process of Training Future Primary School Teachers

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Abstract: The relevance of the problem under research is due to a new social order of the society, reflected in the Concept for the Development of Foreign Language Education of the Republic of Kazakhstan, where the formation of a polylingual personality is determined as the final qualitative result of studying a foreign language and culture. In these conditions, the problem of training the respective pedagogical staff primary school teachers, is being actualized for constructing a new type of education in a polylingual environment at the modern stage of the modernization of education, including the issues of developing its theoretical and technological support. Improving the quality of education, being a key problem of pedagogy, in the modern conditions of expanding the areas of international cooperation and the tendencies of forming a unified global community, comes into sharp focus. The aim of the article is to develop the content of an experimental curriculum on polylingual space and to test the formation of language competence of future primary school teachers in the process of higher education, as well as to study the specifics of their training for working with students in the multicultural educational space of modern Kazakhstan. The leading method of studying this problem is the analysis, which allows to identify the language needs of students. The study analyzed a series of surveys of 115 students and undergraduates, as well as university teachers of various disciplines. Moreover, implementing in the study such methods as analysis, synthesis, generalization, survey, diagnostics and carrying out various practical works, conditions to optimize the development of curricula and special courses and to remove obstacles in the implementation of trilingual education were determined. The analysis of works on improving the system of training primary school teachers in the conditions of polylingual space and the requirements for the personality of a teacher shows that the following areas of its implementation can be emphasized: the development of a teacher's communicative abilities; the organization of experimental sites of different levels for teaching students in three languages; the development of integrative learning; the use of innovative learning technologies. As a result of the experimental work, the program of the discipline "Polylingual space: Theory and Practice" was developed in three languages for undergraduates of the specialty 6M010200 - Pedagogy and Methodology of Primary Education, a textbook with the same title and texts in three languages was published, tested, and implemented in the educational process. The materials of this article can be useful for primary school teachers, working in a polylingual environment, as well as for students, undergraduates and PhD students of the above-mentioned specialty.

Keywords: Polylingual Space; Training Primary School Teachers; Trilingual Education; Intercultural Communication; Linguistic Personality.

Introduction

The implementation of polylingual education provides the creation of a new model of education that will contribute to the formation of a competitive generation that can speak at least three languages. Learning a foreign or second language at different levels of proficiency involves the acquisition of a great number of words. Language learners look for effective ways to increase opportunities for retaining new words in long-term memory, but forgetting is a common problem The importance of vocabulary learning also poses some challenges for teachers (Farjami, 2018).

The section "Requirements for educational activities" of the state compulsory standard for primary education of the Republic of Kazakhstan states: "The goal of primary education is to create a favorable space for the formation and development of a harmonious personality of students who obtain the following basic skills:

1) the ability to use knowledge functionally and creatively;
2) the ability to think critically;
3) the ability to carry out research work;

4) the knowledge of information and communication technologies;

5) the possession of various ways of communication, including language skills;

6) the skill of working in a group and individually".

Accordingly, we can conclude that for the moment, the main goal of primary education is not only to give the knowledge to students, but also to develop their general educational skills and competences. Thus, the main objective is to create conditions for the harmonious, holistic development of the personality of a student, possessing a foreign language competence. Therefore, educational organizations of the Republic of Kazakhstan, forming the basis of communicative competence of students, implement the policy of trilingual space through teaching Kazakh, Russian and English languages from the 1st grade. A typical group work activities associated with communicative language teaching are not equivalent to cooperative learning because the small group format is not the essence of cooperative learning. Although it is true that communicative group works (such as role play or problem-solving tasks) are prerequisite to cooperative learning and frequently embody certain cooperative learning principles, small cooperative learning activities in second language classes are not cooperative in nature or they underutilise cooperative learning principles (Geleto, 2019).

The issue of the influence of the polylingual environment on the vocational training of a future teacher has been considered in the works of Kazakhstani Zhetpisbayeva, Smagulova & Stoianova (2018), Kunanbayeva (2010), Isabekova (2016), Khusainova (2014), Kulibayeva (2013), Zhumabayeva A., Nurzhanova S.A., Stambekova A.S., Kdyrbaeva A.A. (2018), Zhumabayeva, Uaisova, Zhumabaeva, Uaidullakyzy, Karimova & Hamza (2019), from the perspective of linguocultural approach. Modern scholars in culture studies and language experts have agreed that language and culture do not exist without each other, they are inseparable (Zinovieva & Yurkov, 2009). An American language expert Visson (2005), speaking about the relative independence of language development and its decisive role in

creating a worldview, argues that the language is not only influenced by culture, but also completely incomprehensible without it, and the culture is the key to understanding and learning a language.

The works of Russian scientists in various fields of science: philosophy, psychology (Leontyev, 1999), linguistics (Karaulov, 1987), methodology of foreign languages teaching (Ter-Minasova, 2005). At the end of the 20th century, the meta-subject approach gained a special meaning, and now it is based on the Russian Federation (Federal State Educational Standard of Basic General Education, 2011) and the Federal State Educational Standard of Primary, Basic and Secondary (full) General Education of the Republic of Belarus (Educational standard of the academic subject 'Russian language' I–XI classes, 2009).

Intercultural communication is considered as the basis of a dialogue between different cultures and as a specific form of communication among the representatives of different languages and cultures, which is a combination of communicative, interactive and perceptual components. In this regard, it is necessary to substantiate new approaches and technologies that purposefully allow to form the intercultural competence of future primary school teachers in the process of higher education.

Drawing on the ideas of the competence and activity approaches and the study of the problem of readiness for pedagogical activity (Zhetpisbayeva & Shelestova, 2015; Grigoryeva, Leyfa, Yatsevich, Demyanenko, Makovey, Pavlushkina & Masalimova, 2015), we consider the readiness of students to intercultural communication as a complex integrative active effective state of a personality, one of the characteristics of intercultural communicative competence, ensuring effective intercultural and verbal interaction.

However, despite the available scientific works and the significance of the results obtained so far, we note that the problem of the formation of intercultural competence among future primary school teachers in the university practice is not sufficiently solved and requires

additional research. The main reasons are: the lack of a generally accepted understanding of intercultural competence of primary school teachers as a complex phenomenon that requires special measures for its formation, taking into account the modern specifics of vocational pedagogical activity:

- insufficient extent of previous research of the theoretical foundations of the process of formation of intercultural competence of future primary school teachers, reflecting its ambivalent nature and essence;

- the predominance of a formal approach to the formation of intercultural competence, consisting in the fragmentation and infrequency of the formation of intercultural competence components.

In this regard, there is a need to substantiate new approaches and technologies of higher education in the direction of the formation of intercultural competence of future primary school teachers in the conditions of the level system of higher vocational education and the credit system of education. Therefore, we set a goal to determine the theoretical and methodological basis for the formation of polylingual space on the basis of innovative technologies.

Research group

The subjects of our research are the students, the undergraduates, the doctoral students and the teachers of the Abay Kazakh National Pedagogical University. 42 students, 21 undergraduates, 12 doctoral students and 30 teachers took part in the survey.

Method

The analysis of main documents, regulating language policy was carried out as a preliminary stage of the research. The following documents were studied as the objects of the analysis: "The Concept for the Development of Foreign Language Education of the Republic of Kazakhstan"; "Guidelines for schools on the implementation of trilingual education"; "Integrated educational program"; "The Strategy for the development of polylingual education 2020"; curricula on language and non-language subjects. The survey was conducted among students, undergraduates, doctoral students and teachers.

The following questions were raised:

1. What factors hinder the successful implementation of trilingual education?
2. What are the ways to eliminate the main obstacles and barriers for the successful implementation of trilingual education?
3. What conditions, do you think, are necessary for the introduction of polylingual space?
4. Why, do you think, has polylingual education been introduced in elementary school?
Most respondents wrote: "so that children could join the modern world from early childhood"
5. How many languages do you know?
6. What special courses would you like to study for the implementation of polylingual space?
Language courses with a native speaker - almost all respondents
7. Your suggestions for the improvement of polylingual education.
Almost all respondents indicated the need for language practice.
Language courses - almost all undergraduates
8. Your suggestions for the improvement of polylingual education.

Result and Discussion

All respondents suggested, first of all, the improvement of the material base, the provision of modern literature.

According to the results of the survey, most respondents understand the term "trilingual education" and its goals. Teachers understand that, according to the Policy of polylingual space, students, undergraduates and doctoral students should master three languages at high level, having studied the content of subjects.

In the statements of many students, undergraduates, doctoral students and teachers, it is revealed a common understanding of the fact that trilingual education implies:

a) the study of three languages in linguistic subjects;
b) the study of the subjects in an appropriate language according to the model;
c) holding various events in three languages.

The results of the analysis show a more positive attitude of students, undergraduates, doctoral students and teachers to trilingual education. Teachers of both linguistic and non-linguistic subjects take for granted that all university graduates are able to study in three languages.

According to students' opinion, along with a positive impact on the development of students in general, the policy of trilingual education can have a negative impact on the level of proficiency in the state language. The problem of weakening the level of knowledge of the Kazakh language was noted in all schools in the classes with the Kazakh language of training.

The need for a quick and qualitative change in the conditions for training of future primary school teachers in higher education for polylingual vocational communication creates the prerequisites for a qualitative update of the theoretical and practical basis of the

educational process. Such transition is possible by virtue of the creation of adequate pedagogical conditions by simulating special educational environment. As the first condition, we identified the actualization (transfer from the latent to the current state) of the intercultural orientation of the vocational education of students using students' reflexive self-assessment of the level of language and socio-cultural competence.

The second condition is the comprehensive application of student-centered technologies for the productive teaching of foreign languages in the process of vocational education of students of the specialty "Pedagogy and methodology of primary education".

The third condition of the linguodidactic environment is to enhance intercultural communication through the organization of educational forms of students' activities, aimed at expanding the experience of intercultural communication.

This set of conditions that make up the linguodidactic environment ensures the effectiveness of the process of introducing polylingual education into the educational practice of a higher educational institution.

In this regard, the preparation for polylingual and intercultural communications of persons, studying at a higher educational institution implies the formation of linguistic competences and their implementation in various types of vocational activity.

At present, a group of teachers work in the Institute of Pedagogy and Psychology of the Abay Kazakh National Pedagogical University at the Department of Pedagogy and methodology of primary education, whose goal is the scientific development and introduction of the concept of polylingual education into the educational practice.

Achieving the set goal becomes possible through the development of scientific ideas and their further implementation in educational activities and through the synthesis of teachers' experience.

The needs analysis is an obligatory component in the development of courses of special disciplines, since their content is subject to the professionally significant goals and objectives of the education of students and should also meet the requirements of the State Standard of the specialty. In practice, this is reflected in the selection of relevant material and its thematic organization, the formation of skills and the development of skills, required in future vocational activities.

It is assumed that for the effectiveness of an educational process, it is necessary to determine the type of language personality, the quality of the language ability of a native speaker, and then to work out certain methods for the development of this type of language personality, which is, by the definition of Karaulov, "a personality expressed in a language (texts) and through the language" (1987). Meanwhile, the focus is on the activity approach, the natural inclusion of a student in educational activities, which becomes possible when working with a text (when it is folded, deployed, replaced).

The inclusion of students and undergraduates in textual activity allows to take into account that learning a native language occurs not only in the Kazakh (Russian) language classes, but also while studying other disciplines, when a student perceives (understands, summarizes) or produces (expands) a piece of speech work - a text. These speech actions are in demand not only in the situation of educational activities, but also in any communication process.

In this research, we proceed from the fact that a developed language culture is the potential of an intellectual nation and therefore training of a primary school teacher should take into account the necessity of qualification diversity within the modern conditions for updating the content of educational programs in a polylingual environment.

The implementation of polylingual education requires the use of modern teaching methods and approaches:

1) **an integrated approach**, that involves the interrelated teaching of languages; contributes to the in-depth study, research and understanding of structural and meaningful levels of languages through their relative and contrastive analysis; allows to identify specific features of a native language; develops a planetary vision of the world, because through ф language the world is perceived;

2) **team teaching**, that allows joint detailed planning and conducting of research lessons by a group of teachers.

Modern methods and approaches should take into account the relationships and interrelationships of the languages used in the lesson, take into account the possibility of using the studied languages at a particular stage.

All this blends seamlessly into modern programs of high educational institutions, where the communicative teaching methods are actualized. To research the specifics of a teacher training for working with students in the polylingual and multicultural educational space of modern Kazakhstan, research group (Zhumabayeva A., Nurzhanova S.A., Stambekova A.S., Kdyrbaeva A.A., 2018) have worked a program for the discipline «Polylingual space: Theory and Practice" (3 credits), which was used while working with undergraduates of the specialty PMPE.

The curriculum of the program includes the following topics:

Module 1. Scientific and vocational module
1.1 Polylingual education as the most important development strategy of Kazakhstan
1.2 Legal framework of polylingual education

Module 2. Communicative module
2.1 Formation of a polylingual personality in the context of intercultural communication
2.2 Formation of linguistic personality in the conditions of the modern metropolis

Module 3. Psychological and pedagogical module

3.1 Psychological and pedagogical features of training the primary school students within the trilingual space

3.2 Age characteristics of students when training in the trilingual space. Motivation as a major factor in studying a foreign language

Module 4. Integrated language teaching (native, foreign, official)

4.1 Features of integrated language teaching (native, foreign, official)

4.2 Application of innovative technologies in the classroom in the context of polylingual space

Module 5. Module of specific methodological disciplines

5.1 Features of teaching the subjects of natural science cycle (natural science, mathematics, information and communication technology) in polylingual education

5.2 Features of teaching the subjects of humanitarian cycle (languages, literary reading) in polylingual education

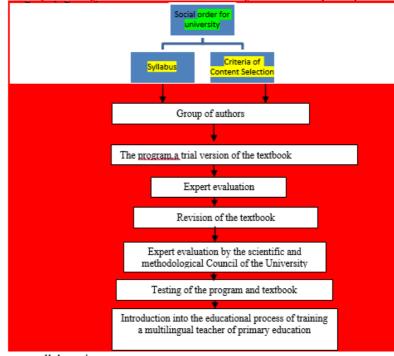5.3 Features of teaching subjects of the aesthetic cycle (music, arts, technology) in polylingual education

The work on the discipline is organized both in the forms of traditional lectures and seminars, and in the form of master classes. As it is known, the vocational and methodological training of a student depends on the extent, the content of theoretical material on a subject, the methods of its mastering, teaching methods, methodological knowledge, as well as the availability of complete information about polylingual education. Such information is formed with the help of lectures on a discipline, the independent work of an undergraduate with the teacher and the independent work of an undergraduate. Therefore, "Polylingual space: Theory and Practice" is one of the disciplines that allows undergraduates to acquaint students with a future specialty, its features, meaning, amount of knowledge transferred, methods of studying it, and carrying out independent vocational activities.

Conceptually, this academic discipline forms students' ideas about the multicultural world and about themselves as part of this world. This is an information-intensive course that best meets the current requirements in the aspect of new information technologies.

In order to create information and methodological support for the introduction and assimilation of this important academic discipline, a textbook "Polylingual space: Theory and Practice of Teaching" was written. The objectives of the textbook are: the study of an integrated system of polylingual education, methodological principles, theoretical substantiation of the content of a discipline; methods and techniques for testing the knowledge of undergraduates. Particular attention was paid to theoretical material mastered by undergraduates in the discipline, as well as independent work.

Figure 1
Preparation of the Program and Textbook: Multilingualism: theory and practice

Source: own ellaboration

The textbook is developed in accordance with the requirements of the credit technology, the content of the discipline is disclosed in the framework of 17 topics. The content of the main theoretical materials on each topic consists of blocks for checking theoretical and practical knowledge, as well as blocks that form methodological mastery. Also a section for monitoring students' knowledge and a list of references on each topic are attached.

Each module contains introductory and main parts, a theoretical block, control questions, tasks for independent work of students. A special feature of the content of this textbook is the creation of a text in three languages: questions are written in English on each topic of the module - a theoretical block, in Russian - control block questions, in Kazakh - a vocationally-oriented block and tasks for independent work of students. Based on the analysis of speech material - the texts obtained in the performance of tasks from this textbook, it becomes possible to work out a typology of linguistic personalities in order to offer each type a methodology of developing its language ability taking into account individual and typical characteristics.

In the course of studying the discipline by undergraduates, we identified two types of language personality: copial and creative. We attributed to the first type those students who simply memorized the text, the result is a mechanical reproduction of the text (14 people), and we attributed to the second creative type those students who creatively reworked the text (7 people). The next stage of work is to intensify the necessity for creativity in students of both types. For this purpose, the tasks related to the organic introduction to the text of additions, substitutions, finding the semantic component and compiling an essay on a given topic were proposed.

The last genre was chosen by students with a creative personality type. In their essays, they note that knowledge of culture facilitates the acquisition of a language, since, after mastering the first linguistic constructions, learning the language begins to be accompanied by the constant discovery of society, its culture.

The undergraduates also noted that in their opinion, the main goal of teaching a foreign language at a higher educational institution is not only and not just mastering it, but to develop students' ability to intercultural communication and the ability to understand the processes occurring during intercultural communication. In other words, mastering a different language, a student masters another picture of the world that this language reflects. These two processes are inseparably associated and mutually supposed each other.

Thus, the final control of knowledge, including language skills of undergraduates, showed a sufficiently high degree and quality of their mastering the knowledge of Kazakh, Russian and English cultures according to their topic classification. Consequently, the integration of interdisciplinary, vocational and scientific - educational material, reflected in the created collective textbook "Polylingual space: Theory and Practice of Teaching", establishes integrative links between humanitarian and vocational knowledge and contributes to the successful learning of knowledge by students.

Conclusion

The implementation of polylingual education is supported by the organization of experimental sites at various levels for teaching students in 3 languages. In the Abay Kazakh National Pedagogical University that was a group of undergraduates of the specialty "Pedagogy and methodology of primary education".

It has been established that the process of teaching foreign languages is the so-called secondary socialization of students and its integration into another culture.

The discipline "Polylingual space: Theory and Practice of Teaching" has been developed and introduced into the work plan of the specialty PMPE.

A textbook with the same name and texts in three languages was created, published and tested, in which various types of sources were

used as the basis of cognitive activity. The selection of educational material for the textbook is focused on the formation of a system of linguistic, vocational and educational skills of undergraduates.

In the process of experimental work, the system integrity of the lecture and seminar educational materials and the content of the textbook has been achieved.

The work with scientific texts showed that the students were sufficiently prepared to identify the culturological content, laid down in the materials provided.

We believe that there are other types of work that will affect the implementation of polylingual education, for example, organizing and conducting scientific conferences, disputes, subject Olympiads and other events in three languages that form the idea of a multicultural world among undergraduates.

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