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LANGUAGE DEVELOPMENT OF THE INDIVIDUAL IN THE CONDITIONS OF MULTILINGUALISM

This article discusses the current problems of linguistic development of the individual in the system of multilingual education in the context of the modern socio-cultural situation; describes the problems and promising ways to solve them.

An attempt is made to prove that when studying each of the subsequent foreign languages, a new autonomous functional system is formed in the language consciousness of students, which «contains» lexical units and grammatical rules of this language. At the same time, the general fund of conceptual ideas is developed and enriched.

The goal of teaching foreign languages is the formation of a multicultural multilingual personality with informational, communicative and intellectual needs, abilities and competencies that will allow her to act in conditions of intercultural communication. It was concluded that if properly organized, bilingual education programs are more effective than non-bilingual programs. The information obtained as a result of the collection on the state of psychological readiness of students, interest in the subject and improving the level of language proficiency made it possible to assess the possibilities and resources for achieving qualitative indicators on the subject being studied and the development of language skills, to provide for the manifestation of difficulties.

Keywords: multilingualism, multiculturalism, language development, semantic units, foreign language sign system.

Introduction

The development of the theoretical foundations of multilingualism didactics, the measurement of the mastering several foreign languages parameters at the operational and communicative level are actual nowadays. There is a «gradual formation of cognitive structures» in the process of foreign language studying, that helps a person to study subsequent languages in the future [1]. The first experience of sdudying a foreign language on conscious basis forms what many authors call

a «conceptual basis" or «psychological basis» that facilitates the study of other languages [1].

Nowadays, methodological guidelines for thoughtful communal personal development, the means of language co-study and cultures in lingual pedagogy have become interested in a priority position (V. V. Safonova, E. S. Polat, I. L. Bim). If the native language studying is required to pay attention to the form of the expressed idea, which has studied the non-native language prerequisites not only the studied predefined language forms, but also words meaning, but the semantical meaning of lexical units considered as «mental single possible forms» of the socio-cultural permormance. So the so-called» «conceptuosphere» of the studied language, i.e. a certain concentrate of the national culture, which is in the word communication [2; 3].

Materials and methods

The theoretical methods were used for solve the set tasks and checking the hypothesis: analysis, synthesis, generalization, systematization of the studied pedagogical facts, forecasting, modeling; methods of empirical research: analysis of normative, educational and methodological documentation, questionnaire, interview, survey, testing, analysis of student performance using the scales of Laikert; methods of statistical research results processing.

Results and discussion

According to O. I. Ulanovich, linguistic knowledge is represented differently in the consciousness of each person, while the movements of the semantic and physical sides of the word in learning language structures do not coincide in development: first the physical side of the sign is assimilated, and then the formation of the cognitive-linguistic representation of the sign in consciousness and its semantic and semantic content [3].

According to J. Piaget, the child learns the complex structure of sentences earlier than the semantic entities corresponding to these syntactic forms [4].

Consequently, «the assimilation of the physical side of the sign but no corresponding psychological content in consciousness yet, it is formed gradually in the process of accumulating the speech experience of the functioning of this sign.» which takes place at first in the speech development of a person. And the content of psychological content is determined by the context in which its assimilation and functioning took place [3].

So a child who begins to speak his native language on the basis of speech competence, forms a system of primary ideas about the grammar of his native language: the principles and parameters are established, according to which he builds a statement. The system of grammatical representations is being improved in the process of school education. There is a gradual transformation of intuitive knowledge to the level of categorization [1]. Learning the first foreign language accelerates this process and enriches the language consciousness of the student.

The new language is encoded in the same «space» as the native one: in the centers of the cerebral cortex responsible for human speech behavior. At the same time, a system of grammatical representations common to the two languages and a relatively separate functional system of a foreign language are formed. This joint system contains the most general ideas about language, conceptual knowledge, for example, about time, gender.

Speaking about the levels of formation of a multilingual personality, it can be noted that they are conditional, since they can have a variety of combinations. The goal of teaching foreign languages is the formation of a multicultural multilingual personality with informational, communicative and intellectual needs, abilities and competencies that will allow it to act in conditions of intercultural communication. Multilingual competence makes it possible and successful to independently master the basics of previously unknown languages. Therefore, the competence of multilingualism can be considered not only as the possession of several foreign languages, but also as the ability to learn foreign languages, possession of a «sense of language», the desire and ability to independently learn foreign languages [5; 6].

The connection of speech activity, general mental development of personality has always attracted the attention of teachers, as it helped to solve a more general and methodologically significant problem of the correlation of thinking and speech. In this regard, technologies of integrative (interconnected) language learning should play a special role [7; 8].

An integrative approach to language teaching requires specification in determining the goal-setting of the studied disciplines and the development of a plan for the structure and content of competencies:

- knowledge of language means, processes of text generation and recognition (linguistic competence);

- the ability to transmit and receive information in the language being studied (speech competence);

- the ability to achieve mutual understanding, to get out of a difficult situation in terms of language (compensatory competence);

- knowledge and taking of speech etiquette; knowledge of traditions, customs of the people languages studied (socio-cultural competence).

- having the ability to perform actions: 1. improvement of general academic skills, for example, the ability to work with a book, a textbook; 2. skills that are specific to teach foreign languages, for example, the ability to use a bilingual and explanatory dictionary, etc.; 3. skills of independent foreign language learning, the improvement of existing knowledge (educational and cognitive competence) [9].

The data of psycholinguistics allow us to design models of the educational system aimed at the development of the person speech activity.

This model should be based on a mechanism that reveals the stages of speech generation: 1) motive; 2) general idea; 3) internal scheme (structure) of the utterance; 4) grammatical-lexical and phonetic design [9]. The pedagogical conditions for modeling multilingual education are the development of a cross-cutting curriculum for the development of students coherent speech, based on the mechanisms of speech generation and having an interdisciplinary basis. In addition, consistent socio-cultural development of students should be realized by means of all academic subjects in the learning process.

It was concluded that if it is properly organized, bilingual education programs are more effective than non-bilingual programs.

Despite the fact that the availability of bilingual programs for many countries is not a new. In recent years the integration of language teaching with the school subjects teaching has become increasingly popular everywhere. More and more countries are using the methodology of subject–language integrated learning CLIL (Content and Language Integrated Learning). The term CLIL, Content and Language Integrated Learning, refers to teaching a non-linguistic subject through a non-native language. There are various practices of using this technique. The approach using CLIL differs from simple English language teaching where it is not necessarily for a student to speak English at an advanced level for mastering the subject. In most cases, CLIL is used in general education schools and relies on basic skills in English, which are taught at the elementary level. This is an important aspect in using the methodology.

The CLIL approach is a means of teaching school subjects through language, while providing the necessary language support along with subject specialization. At the same time, CLIL can also be considered as a means of the language learning through the study of a school subject content.

Teaching subjects of the school curriculum through English means that teachers must transfer not only the content of the subject and the language content, but also practical problem solving, the ability to negotiate, discuss, and manage the classroom in the ways that characterize pedagogical technologies for teaching school subjects.

CLIL lessons should consider both the process of content understanding and the language actions which are performed by the student. The work in the lesson should be aimed at mastering the subject content and communicative competencies in relation to the perceived educational material.

Students do not already discuss known topics to them only for the the language practice and its improvement. They have the advantage of studying specific topics of the real world in a language that is not their native language.

The purpose of the study is to identify the presence of factors constraining the dynamics of changes in the process of implementing the ideas of multilingual education.

The survey was chosen as a mechanism for monitoring the state and satisfaction of internal subjects of the educational process which are organized in the context of the language subject integration as the main research method.

The choice of the survey as the main research method was due to the fact that it provides for the inclusion of a significant number of respondents in the survey. It is used to obtain information about the typicality of certain psychological and pedagogical phenomena and to identify common views, people opinions on certain issues, motivation of their activities.

The students were asked to evaluate the possibilities of the lesson in the language skills development and the successful assimilation of the subject studied in a foreign language. We chose Likert scale as the basis for the results interpreting [10].

The main attention was focused on assessing the teaching quality as a factor in the success of integrated subject and language learning and achieving its quality.

The system–activity approach was chosen for studying the dynamics of students' academic achievements in the subjects of the invariant part of the curriculum in a foreign language which is presented in the form of a pedagogical test model (SAM – School Achievement's Monitoring) [11].

The main idea of the approach is based on L. S. Vygotsky's theory that functional development is not a monotonous progress from an imperfect skill to a perfect one. This is a process which can fix three stages (levels) of the cultural mode of action formation. At the first stage, the «external structure of the sign» is mastered, at the second – the mastery of the sign content, the establishment of an appropriate «connection», at the third is the «embedding» of the sign into thinking structure.

In the first case, the measure of generality of the action method is minimal, the tasks are focused on a certain range of typical situations. In the second case, the tasks selection is carried out with a focus on essential relationships. It is possible to solve all class tasks, while the standard scheme cannot be used. The action mode at the third level is characterized by functionality. Tasks of this level involve the search for significant patterns and alternatives, both solutions and the answer choice. The reproductive, reflexive and functional approached are called by the levels which were named by the authors of the following approaches.

The main feature is that for each section of the curriculum, the tasks are developed that havethe criteria of these levels. A matrix of subject content is created, giving a compact representation of the knowledge totality and skills which are studied. Each block of tasks performs the function of a detector in the test, which determines the level of assignment of the educational material corresponding section (the level is fixed according to the most difficult task of the block that the tested solved). The set of blocks which cover the main sections

of the program allows a person to get a structural picture of the assignment of this students program.

The purpose of the test is to assess the students educational and subject competencies, reflecting the extent where students assign the content of educational material at three basic levels: formal, reflexive and functional. This approach to the levels definition does not contradict B. Bloom's taxonomy, since the ability is to perform tasks in a typical subject situation (formal level), the identification of relationships (reflexive level), and the ability to perform tasks that require the situation transformation, making choices, finding patterns and optimal solutions (functional level) .

In other words, in the first case, the measure of generality of the method of action is minimal, the tasks are focused on a certain range of typical situations. In the second case, the selection of tasks is carried out with a focus on essential relationships, it is possible to solve the entire class of tasks, while the standard scheme cannot be used. The mode of action at the third level is characterized by functionality. Tasks of this level involve the search for significant patterns and alternatives, both solutions and the choice of an answer.

Difficulties in the application of language skills are shown in the picture 1: for 67 % they consist in unformed grammatical skills, for 13 %, speaking is a problem, 14 % have insufficient vocabulary to express thoughts in English, and pronunciation causes difficulty for 4 %.

The assessment of the level of English proficiency showed the following. According to the conducted testing in grades 10–11, the Pre - Intermediate level was determined in 80 % of students, in 20 % – Intermediate. Proficiency levels among the 10th and 11th math classes and 10th and 11th humanities classes also differ in language skills mostly low scores were obtained for speaking and writing. The difference in the level of English proficiency is primarily due to the specialization of classes: the majority (54 %) are students of humanities classes, 46 % – math classes.
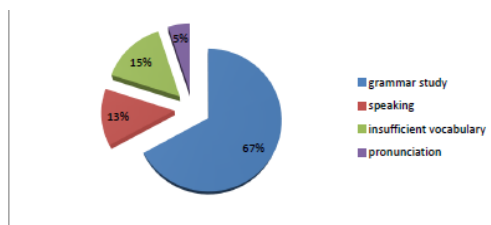

Figure 1 – The results of the students survey on the assessment of difficulty in applying language skills to the study in a foreign language subject

In general, the results of students survey, conversations with teachers gave the basis for the conclusion that there is a steady trend towards increasing the level of language proficiency, which is also associated with further life plans, with a variety of targets, about 95 % of students express a desire (need) and readiness to study subjects in English.

The obtained information as a result of the collection on the state of psychological readiness of students, interest in the subject and improving the level of language proficiency made it possible to assess the possibilities and resources for achieving qualitative indicators on the studied subject and the language skills development. The appearence of difficulties is showed. This is one of the tasks and stages of the organization of monitoring.

According to teachers of experimental schools, the SAM tool allows to evaluate not only the results of mastering the educational material, but also the process itself according to the theoretical basis. The teacher sees whether the child can moves from one stage to another over time.

This helps the teacher to identify the zone of his immediate development. The diagnostic results allowed a more rational approach to the issues of improving the educational and methodological support of multilingual education.

Students' communicative competence increases, which manifests itself in the fact that anxiety disappears when entering into a dialogue in a foreign language, they feel more confident in all types of communication.

The main result of the conducted research was the confirmation of students' satisfaction with the integrated learning process and its results.

Conclusion

It is necessary to fulfill a number of pedagogical conditions of multilingual education for the real learning process to function: 1) create a basis for the interaction of the languages studied; 2) realize consistent socio-cultural development of students; 3) develop an educational and methodological complex for learning a foreign language on an interdisciplinary basis; 4) use Internet resources as a natural multicultural environment and as a tool for modeling real situations of intercultural communication; 5) the learning strategy in the context of integrated subject and language learning should include a variety of approaches to the activation of students' speech activity, the development of critical thinking, reflexivity and openness.

Consequently, the process of teaching the personality of a student who speaks three languages should be developed taking into account the data of psycholinguistics, data of general pedagogy, didactics and methods of teaching a foreign language.

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КӨПТІЛДІЛІК ЖАҒДАЙЫНДАҒЫ ТҰЛҒАНЫҢ ТІЛДІК ДАМУЫ

Бұл мақалада қазіргі әлеуметтік-мәдени жағдай контекстінде көптілді білім беру жүйесіндегі тұлғаның тілдік дамуының өзекті мәселелері қарастырылады; проблемалар мен оларды шешудің перспективалық жолдары сипатталады.

Келесі шет тілдерінің әрқайсысын зерделеу кезінде білім алушылардың тілдік құрылысында осы тілдің лексикалық бірліктері мен грамматикалық ережелері «қамтылған» жаңа дербес функционалдық жүйе қалыптасады. Сонымен бірге тұжырымдамалық идеялардың жалпы қоры дамып, байытылуда.

Шет тілдерін оқытудың нысаны – мәдениетаралық қарым-қатынас жағдайында әрекет етуге мүмкіндік беретін ақпараттық қабілеттері мен құзыреттері бар көпмәдениетті көптілді тұлғаны қалыптастыру. Дұрыс ұйымдастырылған жағдайда қос тілді бағдарламалар қос тілді емес бағдарламаларға қарағанда тиімдірек деген қорытындыға келді. Оқушылардың психологиялық дайындығы, пәнге деген қызығушылығы және тілді меңгеру деңгейін арттыру туралы жинақтау нәтижесінде алынған ақпарат оқытылатын пән бойынша сапа көрсеткіштеріне қол жеткізу және дамыту мүмкіндіктері мен ресурстарын бағалауға, тілдік дағдыларды меңгеру, қиындықтардың көрінісін болжауға мүмкіндік берді.

Кілтті сөздер: көптілділік, көпмәдениеттілік, тілдік даму, семантикалық бірліктер, шет тілдік белгілер жүйесі.

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ЯЗЫКОВОЕ РАЗВИТИЕ ЛИЧНОСТИ
В УСЛОВИЯХ ПОЛИЯЗЫЧИЯ

В данной статье рассматриваются актуальные проблемы языкового развития личности в системе полиязычного образования в контексте современной социокультурной ситуации; описываются проблемы и перспективные пути их решения.

Сделана попытка доказать, что при изучении каждого из последующих иностранных языков в языковом сознании обучающихся формируется новая автономная функциональная система, в которой «содержаться» лексические единицы и грамматические правила данного языка. При этом развивается и обогащается общий фонд концептуальных представлений.

В качестве цели обучения иностранным языкам становится формирование поликультурной многоязычной личности, обладающей информационными, коммуникативными и интеллектуальными потребностями, способностями и компетенциями, которые позволят ей действовать в условиях межкультурного общения. Был сделан вывод о том, что при условии правильной организации, программы обучения на двух языках более эффективны, чем недвуязычные программы. Полученная в результате сбора информация о состоянии психологической готовности учащихся, заинтересованности в предмете и повышении уровня владения языком позволила оценить возможности и ресурсы достижения качественных показателей по изучаемому предмету и развитию языковых навыков, предусмотреть проявление затруднений.

Ключевые слова: полиязычие, поликультурность, языковое развитие, смысловые единицы, иноязычная знаковая система.