

The formation of a polylingual personality in the school system of Kazakhstan

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Suggested Citation:

Toybekova, B., Torybayeva, J., Yerekhanova, F., Kuralbayeva, A., Kerimbaev, E., & Zhorabekova, A., (2021). The formation of a polylingual personality in the school system of Kazakhstan. *Cypriot Journal of Educational Science*. 16(6), 3255-3265. <https://doi.org/10.18844/cjes.v16i6.6544>

Received from September 10, 2021; revised from October 20, 2021; accepted from December 19, 2021.
Selection and peer review under responsibility of Prof. Dr. Huseyin Uzunboylu, Higher Education Planning, Supervision, Accreditation and Coordination Board, Cyprus.

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Abstract

Understanding the role of languages in the modern world poses before us the question of teaching languages and raising the level of language teaching. Polylingual education in the Republic of Kazakhstan today is one of the main directions in the secondary education system. The aim of our study was to theoretically substantiate, develop and experimentally test the methodology for the formation of the polylingual personality of pupils in the process of organizing extracurricular work in a general education school. The research conducted an experimental and pedagogical work and analysed the collected data using comparative analysis and statistical methods such as percentages. The results of the research proved that the proposed theoretical foundations and methods of organizing extracurricular activities are useful in the formation of the polylingual personality of pupils.

Keywords: multilingualism, polylingual education, formation of a polylingual personality, pupil, general secondary school, extracurricular work

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1. Introduction

The modern world is going through a period of globalization - an era of all-round unification of mankind in a single space of information and communications, the transformation of the entire planet into a single economic market. In a multinational society, the idea of polylingual education is seen in the use of scientific and cultural achievements of other peoples for educational purposes, education in the spirit of friendship, tolerance and mutual understanding of people of different nationalities, and the presence of a multicultural component in academic disciplines allows us to solve a double task: to stimulate pupils' interest in new knowledge and simultaneously to offer different points of view on the surrounding world. In the process of constructing knowledge, understanding, studying and defining knowledge takes place using the experience and goals of all racial, ethnic and cultural groups (Baybekova, 2014).

Hence, the organization of the learning process in a modern school in the context of globalization should be focused on the formation of a personality capable of active and effective life in a multinational and multicultural environment, with a developed sense of understanding and respect for various national cultures (Khrystaleva, 2002; Zhetpisbaeva, 2008). The result of which is the formation of multicultural thinking, which ultimately contributes to conflict-free civil identification of a person in a multicultural society and its integration into the multicultural world space.

The problem of ensuring and achieving an international standard level of proficiency in foreign languages in the conditions of general education schools of the Republic of Kazakhstan requires researching the experience of foreign systems of polylingual education, as well as improving the methodology of teaching foreign languages, taking into account the conditions, structure and content of secondary general education, studying the linguodidactic aspects of development and compiling educational - methodological complexes of not only linguistic, but also non-linguistic school disciplines, ethnolinguodidactics as a methodological guideline in the development of the content of modern polylingual education (Kunanbaeva, 2005).

The problems of the formation of a polylingual personality of a pupil in the learning process at school were studied by foreign scientists Ergil from Turkey (1995), Oganesyants from Russia (2008), Hernández et al., (2019), Baker (1990) and Cummins (2007) from USA, Diaz (1985) from UK, Kaluge and Tjahjono (2004) from Indonesia. The studies carried out by Khrystaleva (2002), Zhetpisbaeva (2008) and Kunanbaeva, (2005) convince us that the formation of a polylingual personality occurs in the process of mastering the native language and culture and learning another language, familiarizing with the culture of the people - the carrier of the target language: the mentality, norms and values of another national culture.

At the same time, world experience testifies to effective forms, methods and technologies of this work in the context of a general education school. So, one of the forms of implementing the task of introducing pupils to multilingualism is extracurricular work, which ensures the expansion, deepening and correction of pupils' knowledge of academic subjects in accordance with their needs, requests, abilities and inclinations, and is also aimed at enhancing cognitive activity. At the same time, the analysis made it possible to reveal the high importance of the polylingual approach to the formation of the pupil's personality at school. However, despite a significant number of works on the problem, the issues of realizing the potential of extracurricular work in the context of the formation of a polylingual personality of a schoolchild have not found adequate coverage in pedagogical research and remain poorly studied.

Therefore, the need to implement this problem through extracurricular work at school and the lack of special methodological support for its organization in the context of the problem served as the basis for defining our problem and choosing the topic of research work.

1.1. Purpose of study

Polylingual education in the Republic of Kazakhstan today is one of the main directions in the secondary education system. Since the school is the most important stage in the process of formation and development of a multicultural personality, the stage when the basic values and life principles are consciously formed. The school is able to provide pupils with a favorable environment that provides a

harmonious combination of the development of humanistic universal human qualities of the individual with the possibility of fully realizing his/her national, cultural, ethnic needs. Undoubtedly, multilingualism is seen as an effective tool for training the younger generation in an interconnected and interdependent world. In this regard, understanding the role of languages in the modern world poses before us the question of teaching languages and raising the level of language teaching. The system of teaching principles in the polylingual system: Kazakh language - Russian language - English language. The aim of our study was to theoretically substantiate, develop and experimentally test the methodology for the formation of the polylingual personality of pupils in the process of organizing extracurricular work in a general education school.

2. Materials and methods

2.1. Methods

The methodology and research methods were: the main provisions of the theory of personality and activity, personality-oriented learning, the theory of general knowledge, theoretical provisions that reveal the essence of philosophical, psychological and pedagogical phenomena associated with the dialectical interaction of universal and national values; theory of axiological and systemic relations: conceptual studies of scientists concerning the study of the formation and development of personality; personality-activity approach, axiological (value) approach; acmeological approach; culturological approach; competence approach.

When carrying out the research work, the following methods were used: theoretical (analysis, generalization, comparison of philosophical, social, psychological, pedagogical and scientific-methodical literature, generalization of best practices, design, modeling, inductive-deductive analysis of results); empirical (survey, interview, conversation, pedagogical control, differentiation of regulatory documents, testing, experimental work); statistical (mathematical and statistical processing of the research results obtained).

2.2. Data collection instrument

The research conducted an experiment and results were collected from the participants using a questionnaire.

2.3. Participants

Experimental work was carried out in the specialized gymnasium №8 named after M.Kh. Dulati with teaching in three languages, school-gymnasium №25 named after T. Ryskulov, Shymkent city, in the secondary school No. 119 named after S. Kozhanov, Makhtaaral district, Turkestan region. The experiment involved 291 8-9-grade pupils.

2.4. Data analysis

In arriving at the conclusion for this experimental work, the researchers analysed the collected data using statistical methods. Percentages were taken to better understand the distribution of the participant's views on the topic of study. Comparative analysis was also undertaken.

3. Results

3.1. Results before experiment

A polylingual personality is an active carrier of several languages, representing: a speech personality - a complex of psychophysiological properties that allow an individual to carry out speech activity in several languages simultaneously; a communicative personality - a set of abilities for verbal behavior and the use of several languages as a means of communication with representatives of different linguistic societies; a competent personality - a set of ideological attitudes, value orientations, behavioral experience, reflected in the skills and abilities of communication and activity.

The basis for the formation of a polylingual personality is a system-activity approach, which is aimed at personality development through the formation of a set of universal learning actions that provide the ability to learn, that is, the personality's ability to self-development and self-improvement through the

conscious and active appropriation of new social experience and on the basis of interrelated learning. languages as a means of cognition (Ergil, 1995 ;Oganesyants, 2001).

In accordance with the requirements of the new educational standards, in order to achieve the outcome, updates are required both in the content of education and in the technology of teaching language disciplines based on the independent cognitive activity of pupils in order to acquire the ability to navigate in the flow of information, a variety of points of view and views (Passov, 1991). It is necessary to teach schoolchildren to see the complexity and multivariance of situations, to formulate and solve problems in the process of discussion, in the course of collective work. This requires interactive teaching, when the lesson is built as an educational game in which the pupil is an independent subject of cognition. The information age requires from the modern school special attention to the organization of teaching language disciplines, since the intellectual activity for the production and consumption of new knowledge and the operation of them is carried out precisely through language as a means of cognition. Moreover, the process of cognition is associated with the mastery of speech, that is, textual activity, which gives reason to talk about cognitive activity as an intellectual-speech activity, and about the intellectual-speech development of a schoolchild in conditions of multilingualism as an urgent problem (Cummins, 2000).

Intellectual-speech development of a schoolchild in the conditions of multilingualism "as a process of mastering the culture of cognitive activity" involves the integration of school subjects regardless of the language of instruction and the subject of study, since it forms the personality of a polylingual pupil who is able to learn. The development of a person's polylingual consciousness occurs through the development of speech through mental, oral and written communication (Aronin & Singleton, 2012; Yesnazar et al., 2020).

The communicative principle as the leading principle of teaching a foreign language in a general education school puts forward as the main, paramount task of imparting to pupils practical skills in English-speaking speech, verbal communication skills, speech activity in a foreign language (Weinrach, 1979).

As the analysis of the conducted research has shown, the communicative orientation of foreign language lessons presupposes: 1) the creation of conditions that stimulate the desire of pupils to speech activity in English; 2) complex mastery of language elements by schoolchildren at different levels, because in any specific utterance, pupils inevitably deal with lexico-semantic, phonetic-phonological, and syntactic facts; 3) complex mastering of skills and abilities of listening, speaking, reading and writing.

The content, organization and conduct of a foreign language lesson determine the strength of the impact on pupils of the learning process. There are many opportunities to increase the effectiveness of a foreign language lesson in modern conditions. The first of them include teaching schoolchildren in teaching techniques, methods of teaching a foreign language, which are so necessary for the rational independent work of pupils to master it. Mastering any subject in general, and a foreign language to a greater extent, is possible only under the condition of the vigorous activity of each pupil, their involvement in speech activity itself.

The absence of a natural need for schoolchildren and the need to use the studied language for communicative purposes creates great difficulties both for the teacher and for themselves (Duff, 2007). The need can arise only under the condition of such an organization of the educational activity of pupils, which is capable of causing high motivation, ensuring not only their activity in the lesson, but also retaining its effective force outside the classroom. Interest in the subject, the desire to master it depends to a greater extent on what teaching technology is used, how the teacher teaches, and how schoolchildren learn from him/her (Diaz, 1985; Sagdullaev et al., 2018).

To implement this, within the framework of a general education school, we have developed a methodology for the formation of a polylingual personality in a general education school, as well as determined step-by-step goals for the formation of a polylingual personality of schoolchildren, as well as its constituent competencies.

As a substantive component of the developed methodology for the formation of the polylingual personality of a schoolchild, we envisage the organization of integrative education, providing the possibility of effective polylingual communication; based on the selection of language material, didactic handouts, topics, support exercises, game situations.

The main forms of organization of polylingual education and upbringing of schoolchildren were the dialogue of cultures, business games, communication trainings, pedagogical situations, disputes, competitions, etc. (Figure 1). We note that an important condition for the formation of a polylingual personality of a pupil is the multicultural educational environment of the school, which ensures the personal orientation of the learning process towards a harmonious combination of the development of the humanistic qualities of the individual with the possibility of realizing his/her national, cultural, ethnic needs. Many scholars and experts define polylingual education as elite, which is most successfully implemented in the conditions of teaching prepared and developed pupils. Due to this, the learning process in a general education school based on a polylingual approach is advisable to organize within the framework of separate special classes, groups that are formed on a competitive basis or at the request of the pupils themselves.

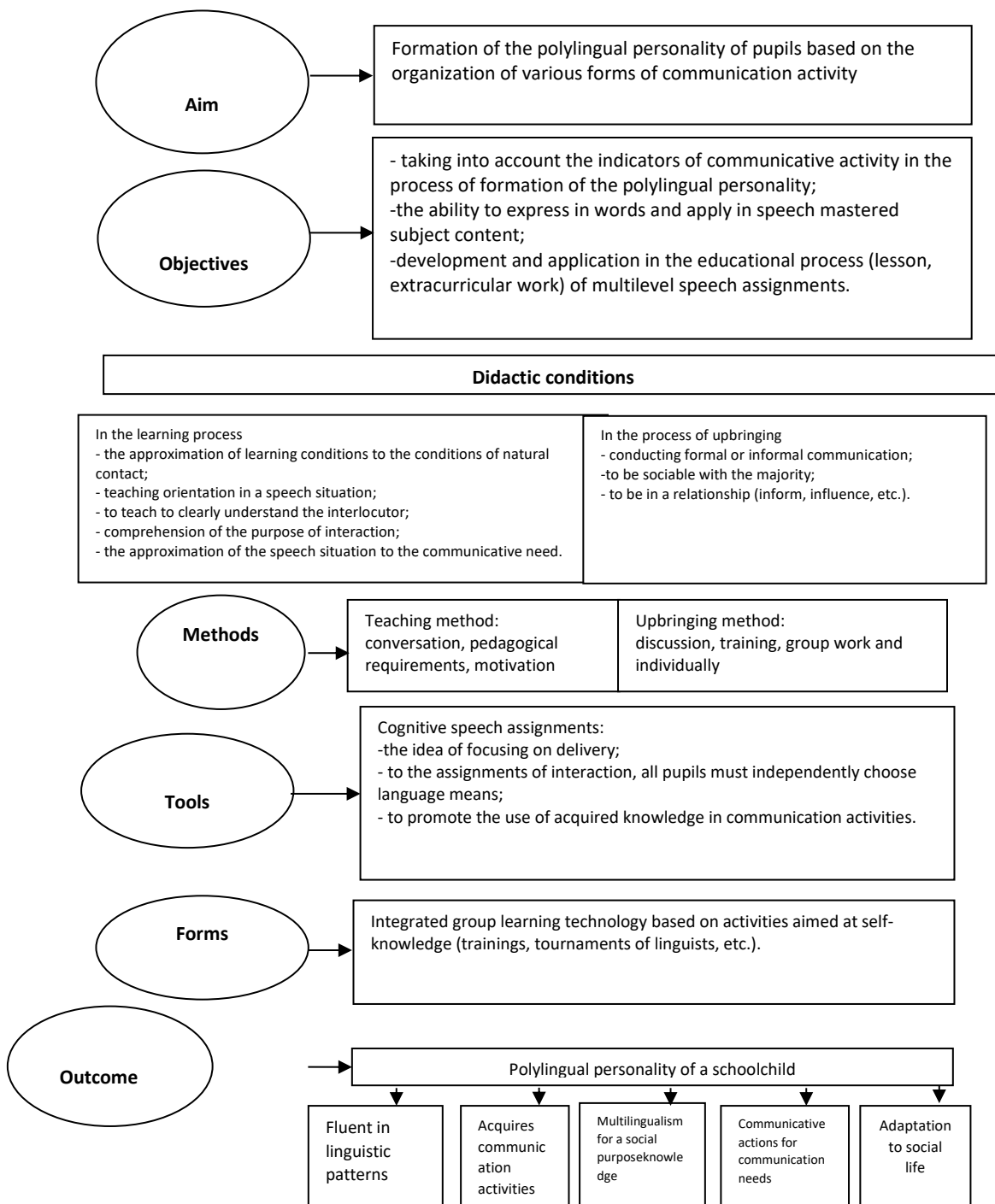


Figure 1. Structural model of the process of formation of the polylingual personality of a schoolchild

Undoubtedly, the use of innovative methods by school teachers, methods of generating interest in learning (cognitive games, educational discussions, creating problem situations, etc.), methods of forming duty and responsibility in learning (encouragement, approval, censure, etc.); introduction of new technologies into the learning process by teachers and pupils (presentation of educational material, electronic manuals, audio and video materials, etc.), activate the process of language learning and contribute to the effectiveness of mastering the Kazakh, Russian and English languages (Toibekova et al., 2018).

Pupils in everyday learning activities, realizing their knowledge in the lessons of the Kazakh, Russian and English languages, work on texts of different genres: resume, advertising, essays, abstract to the text and mini projects. Proficiency in trilingualism allows pupils to study more deeply world history, Kazakh, Russian and foreign literature, get acquainted with the cultural values of other peoples.

Practice confirms that a foreign language is learned quickly and easily if the native language acts as a support for it. For this, knowledge of the native language must be sufficiently strong, which must be taken into account when choosing the timing of the introduction of a foreign language in a particular school.

The formation of a polylingual personality based on extracurricular activities is the process of organizing various types of pupil activities.

Features of the process of the formation of a schoolchild's polylingual personality in the content of such a program:

- this process includes elements of learning: before requiring the fulfillment of any rule, it is necessary to teach it how to implement it;
- correspondence of the learning process to the form of organization of integrated activities between teacher and pupil. In the course of his/her activity, the teacher has an educational impact on the pupil;
- the use of the same methods (explanation, observation, etc.) was taken into account in the learning and upbringing processes.

Also, extracurricular activities, complementing and deepening the educational work carried out by the teacher in the classroom, serves, first of all, as a means of the most complete disclosure of the talents and abilities of children, awakening their interest and motivation for something. Extracurricular activities are an independent form of teaching and educational work of the school, organized under the guidance of schoolteachers, creating conditions for the social formation of the individual and interconnected with the purpose of the lesson (Toibekova et al., 2016).

However, the most significant form of extracurricular activities of pupils are elective courses. They contribute to the development of pupils' thinking, the formation of an active cognitive interest in the subject, and an increase in the interest of younger pupils in research activities. Therefore, in school practice, it is customary to involve only active pupils in extracurricular activities. Involving all children in interesting elective courses contributes to their academic performance, improving the quality of knowledge, and generating motivation to participate in collective activities.

In this regard, in order to familiarize pupils with multilingualism, the program of the elective course "The world of languages" has been developed (Toibekova et al., 2018). The program of this course is based on assignments that are implemented through the sequential execution of multi-level assignments. The program is implemented after school hours in various forms of pupil interaction in discussions, role-playing games, trainings, and linguistic tournaments.

3.2. Results after experiment

At the first stage of the forming experiment, the analysis of the content of polylingual education at school was carried out.

The analysis of the verifying experiment showed: low activity of pupils in the lesson; low motivation; unpreparedness for independent acquisition of knowledge; lack of skills in performing creative tasks

requiring a search; a low level of skills to purposefully use the opportunities of extracurricular work (Table 1).

Table 1: Levels of formation of the polylingual personality of schoolchildren (in%) (results of the verifying experiment)

Levels	school-gymnasium №25 named after T. Ryskulov (Shymkent city)		Gymnasium №8 named after M.Kh. Dulati (Shymkent city)		secondary school No. 119 named after S. Kozhanov (Makhtaaraal district)	
	8 th grade	9 th grade	8 th grade	9 th grade	8 th grade	9 th grade
Low	21,6	22,8	20,5	19,8	23,6	22,4
Medium	63,3	62,7	64,2	63,8	61,2	63,3
High	15,1	14,5	15,3	16,4	15,2	14,3

The results of the verifying experiment showed us how to proceed with the work. In particular, the formation of the polylingual personality of schoolchildren presupposes purposeful work on the development of motivational, cognitive, and operational-activity components of the personality through the formation of skills in schoolchildren such as creativity, ingenuity, curiosity, the ability to independently plan communication activities, and draw conclusions.

The conducted research has shown that the three components are covered at all stages of the learning process and are pedagogically very closely related to each other. We have defined a system of didactic tools that influence the formation of the polylingual personality of schoolchildren: the program of a special elective course for the formation of polylingual competencies, a textbook, a collection of speech assignments; visual aids (Torybaeva, Nuridinova & Toybekova, 2018).

One of the main directions of the formative stage of the experimental work was the preparation of teachers for the implementation of the assignments of forming the polylingual personality of 8-9-grade pupils. Therefore, preparatory work was organized with teachers of Kazakh, Russian and foreign languages in secondary schools in the form of a special seminar "Formation of the polylingual personality of schoolchildren - the requirement of the time." The cycle of organizational activities we have carried out has made it possible to significantly increase the theoretical and methodological level of subject teachers; knowledge of the essence, content, principles of the formation of a polylingual environment made it possible to identify ways of using methods and means in polylingual educational work, as well as in extracurricular activities in the learning process of the school (Torybaeva, Nuridinova & Toybekova, 2018).

The results of the experimental work confirmed our research hypothesis and fully proved that through the communicative competence of a person it is possible to form a polylingual person. In the verifying experiment, the high level of 8-9-grade pupils was 31.8%, and in the control experiment - 73.5% (Table 2).

Table 2: Levels of the formation of the polylingual personality of schoolchildren (%)

Components, criteria, and levels of the formation of the polylingual personality		Initial part of the experiment		Final part of the experiment	
		CG	EG	CG	EG
Motivational	high	20,7	23,8	33,6	59,4
	medium	64,1	65,6	53,6	40,6
	low	15,2	60,6	13,2	-
Cognitive	high	21,2	20,7	28,2	40,6
	medium	59,6	69,2	63,3	59,3
	low	19,2	10,1	8,5	-
Operational activity	high	16,8	19,1	23,0	43,5
	medium	74,6	70,8	70,8	56,5
	low	18,6	10,1	6,2	-

It turned out that the knowledge and skills associated with the formation of the polylingual personality of pupils are underestimated for the following reasons: Firstly, the lack of a special educational discipline for mastering polylingual competencies, the implementation of which includes the curriculum planned only through classes in Kazakh, Russian and foreign languages. Secondly, the content of knowledge related to the formation of a polylingual personality is irregular and intermittent.

We studied the experience of teachers in the lessons of the Kazakh, Russian and foreign languages in activities related to the formation of a polylingual personality. A questionnaire survey of pupils in the lessons and teachers showed a low level of use of the opportunities of extracurricular work in the formation of the polylingual personality of pupils in connection with the insufficient level of readiness of subject teachers. In order to determine the level of formation of the polylingual personality of pupils, we conducted a survey of 8-9-grade pupils.

To diagnose the level of formation of the competencies of the polylingual personality of schoolchildren, certain methods were used: situationally conditioned communication in order to identify the level of formation of communicative competence, communication in the mode of intercultural communication to identify the formation of linguocultural competence, interconnected teaching of types of speech activity, etc.

4. Discussion

Comparison of the results at the beginning and at the end of the experiment showed the effectiveness of the work carried out. That is, work on the model we have proposed allows us to form the polylingual personality of schoolchildren. We were convinced of this by comparing research results.

The teaching technology in the control and experimental groups was practically identical in content, but the control groups did not take into account the methodology for the development of communicative activity, as well as the pedagogical conditions and the system of multi-level assignments aimed at the formation of a polylingual personality. In the course of the experimental work, we used such methods as: observing the progress of the learning process during the experiment, the actions of pupils; analysis of their oral responses, discussion of written tests, conversations with teachers, experimental assessment, qualitative and quantitative analysis.

In the course of the forming experiment, we organized and supervised the use of a variety of teaching aids necessary for each stage of formation, using language assignments, speech assignments, and interactive teaching aids. Because in the assimilation of the educational material, the pupils lacked the necessary knowledge. For this purpose, we used speech assignments, combining the development of special techniques for the development of logical techniques and their application in communicative activity (UZ, 2018; Yehya, 2020). The content of speech assignments was carried out using multimedia tools. Therefore, the interrelated signs of the above questions sequentially appeared on the screen in the form of a picture and guided the pupils in advance to the next assignments.

The results of the experimental work and their progress contributed to the management of the cognitive activity of pupils, their organization of this activity and its preliminary design. The results of the experimental work confirmed our research hypothesis and fully proved that through the communicative competence of a person it is possible to form a polylingual person. A comparative analysis of the results of pedagogical parts (Tavasoli et al., 2020) of the experiment carried out at the initial and final stages of experimental and pedagogical work allows us to state noticeable positive changes in the levels of formation of the competencies of a polylingual personality among schoolchildren of the experimental group.

The results of the experiment obtained and their analysis led to the following conclusions:

- the formation of a polylingual personality of schoolchildren is possible only as a result of purposeful, scientifically grounded educational and methodological, specially organized work;
- in order to increase the effectiveness of the formation of the polylingual personality of schoolchildren on the basis of extracurricular activities, it becomes necessary to improve the program of special elective courses, to develop teaching aids and software; In general, the proposed methodology increases the communicative interest and activity of schoolchildren, improves the quality of the formation

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of a polylingual personality, and adapts them to life in the modern conditions of the country's development (Torybaeva et. Al. 2018; Tavasoli et al.,2020).

At the final stage of the experimental work, the actions of teachers on the formation of the polylingual personality of pupils, that is, the results of the experimental work, were processed mathematically. The monitoring showed that according to the data on the performance of level assignments within the framework of the elective course program developed by us, there is an increase in the level of development of the polylingual communicative activity of schoolchildren, which is based on our methodology and a specially prepared action plan for teachers.

5. Conclusion

So, our research work has shown that the achievement of the set goal is the formation of the polylingual personality is determined by a complex of organizational and pedagogical conditions: the creation and implementation of software, educational and methodological support, taking into account the communicative-linguoculturological orientation; enrichment of the communicative and cultural potential of the subjects of the learning process with the skillful use of tools, forms, methods and techniques of teaching a foreign language to schoolchildren.

We note that an important condition for the formation of a polylingual personality of a pupil is the multicultural educational environment of the school, which ensures the personal orientation of the learning process towards a harmonious combination of the development of the humanistic qualities of the individual with the possibility of realizing his/her national, cultural, ethnic needs.

Thus, the introduction of our methodology of polylingual education in a general education school contributes to the formation of a polylingual person who speaks several languages, the development of his/her intellectual potential, tolerance and communicative adaptation in a polylingual multicultural environment.

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