

## Formation of multicultural and multilingual competences of non-linguistic universities' students in the process of learning a foreign language

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**Abstract.** This article is devoted to the study of the formation of multicultural and multilingual competence of non-linguistic universities' students in the process of learning a foreign language. The author identifies the key problems in this direction, analyzes the existing methodological approaches to teaching and identifies the advantages of rational, communicative-cognitive, integrated and systemic methodological approaches, and substantiated the need to model a linguistic personality. The article concludes that in the learning process it is necessary to apply different methodological approaches and create situations of real communication on professional problems that students will have to solve in the future.

**Keywords:** multicultural and multilingual competences, students of non-linguistic universities, learning foreign languages, methodological approaches.

A modern specialist in the Eurasian space, a highly qualified specialist of the 21st century, is a linguistic personality of an ideal or elite type. The multifaceted nature of international relations in the era of globalization and integration, the need to preserve the confidentiality of many scientific researches and the use of information technologies of an ever-higher level in professional activities pose the challenge for the world community to constantly improve the level of training of specialists. Under these conditions, mastering a linguistic personality through discursive competencies in several languages, including foreign ones, acquires strategic importance. Kazakhstan is at a new stage of its development today. The state is taking steps to develop a language policy in accordance with modern realities. Joining the Bologna process opens up wide opportunities for training modern highly qualified specialists, ensuring their mobility in the Eurasian and European space. The training of a modern specialist begins in a general education mass school, as well as in gymnasiums and lyciums.

Requirements for graduates of non-linguistic universities in Kazakhstan are growing rapidly. In addition to mastering professional competencies, a modern competitive specialist must successfully solve various professional problems in the field of production, science and technology in the process of work, using both Kazakh and Russian and English languages. In this regard, a graduate as a competitive specialist must know foreign languages in the field of his professional communication. It is especially difficult today to study English in the framework of trilingualism announced in Kazakhstan [1]. In the process of teaching students, English teachers are faced with such problems as lack of motivation to learn it; inability to work with scientific and technical texts in the specialty; the inability to rationally organize their work, as well as the low level of self-education of students.

It is necessary to take into account the fact that students of non-linguistic universities as a rule have trouble in learning English, since the level of their communicative competence is not high enough, because English is

not the main subject for admission to a technical university. In addition, students often say that they had no desire to learn English at school, which eventually led to gaps in their knowledge.

For this reason, the main task of an English teacher is to conduct discussions about the relevance, practical value and prospects of studying this discipline, the formation of a positive emotional attitude towards English as a means and tool for obtaining professionally significant information. The motivation for learning English at a technical university is due to the professional need to communicate with foreigners on professionally significant topics, to obtain information in a certain area of production, in a particular professionally significant issue [2, p. 38].

The next problem is the inability of students to work with texts in English in their specialty. When teaching English in a non-linguistic university, one of the goals is to develop the skills of translating a scientific and technical text in a specialty from English into the native language. When translating texts, students often use virtual text translators. This method of translation allows the student to save time, but the meaning of the text is distorted and the translation of terms is incorrectly carried out, which does not correspond to linguistic standards. The translation text contains lexical, grammatical, stylistic and syntax errors. In order to overcome this problem in translation, it is necessary to teach students how to work with texts correctly, paying attention to the lexical and grammatical aspects of translation. It is also necessary to teach students to use traditional and electronic dictionaries (for example, ABBYY Lingvo, MultiTran). When translating, it is necessary to ask students to make a list of unfamiliar words and check the translation orally (based on the compiled list of words), excluding the possibility of using written translation.

Another problem is the inability to rationally organize their work and the low level of self-education of students. Rational use of time is inextricably linked with the term "self-organization". By "self-organization" we mean the process of an ordered conscious activity of an individual aimed at organizing and managing oneself to

achieve one's goals. As a rule, students do not have the skills to search and process information, do not know how to analyze the structure and generalize the knowledge gained. One way to overcome this difficulty is to use exercises aimed at finding key information, defining the main idea of the text, and writing annotations, abstracts and summaries. The use of multimedia technologies, the introduction of elements of distance learning, work on projects and business games also have a positive effect on increasing student interest in learning English [3, p. 270].

Teaching English to students of non-linguistic universities always causes many difficulties in teaching practice, which is primarily due to insufficient motivation of students, a limited number of hours devoted to learning English, a low basic level of students, and the difficulty of choosing effective teaching aids, methods and techniques. At the same time, the professional development of students in the specialty involves their knowledge of English in the field of professional competence. This expands their general horizons, contributes to the development of intelligence, attention, forms skills and abilities to solve non-standard problems and negotiate even in the presence of a language barrier [4, p. 86].

The principle of consciousness is the basis of all modern teaching methods. Moreover, each method forms its own correlation between theory and practice. However, it is necessary to take into account the following: the use of only theory without facts of the functioning of the English language in the communication environment of students of non-linguistic universities is not acceptable for its study [5, p. 71].

In the practical activities of specialists, particularly technical specialists, situations often arise when they need to translate documents, presentations and website content when solving problems, since they can work in international companies or negotiate with foreign partners and clients, as well as have internships in different countries. In such situations, companies in most cases attract translators; however, knowledge of the English language by the technical experts themselves significantly increases the level of context and the quality of translation, since the translator cannot always accurately convey the technical characteristics of objects and phenomena, and also tends to simplify complex descriptions in order to exclude potential translation errors. As a result, important information may be left untranslated or transmitted incorrectly. In this regard, we believe that teaching English in a specialty in non-linguistic universities is a prerequisite for the professional formation and development of students. At the same time, we note that training should be competent and properly organized, since with the minimum time allocated by the program of a technical university for studying English in a specialty, it is quite difficult for students to master the material.

At the same time it is impossible to apply only one, even a very effective methodology in the pedagogical process, since in any case it is based and intersects with other teaching methods (more traditional, conservative, less dynamic, but at the same time reliable and leading to high results). In particular, in our opinion, traditional grammatical (lexical-grammatical) and audio-linguistic

methods are very relevant and useful. In doing so, we consider it important to pay special attention to the case study method, since it is very effective in teaching students of non-linguistic universities. The case method presupposes active learning based on real situations; therefore, students who are already within the walls of universities have the opportunity to practically apply their knowledge of the English language to solve specific situational problems.

When forming the content of education, it becomes necessary to take into account the personality of the student, the peculiarities of his educational activity. In this regard, the ability of students to communicate in English depends on the level of formation of their skills and abilities, special attention should be paid to special exercises and tasks that form strategies for independent learning activities.

One of the main goals of vocational education is the formation of an integral structure of the future professional activity of a student during his studies. This means that in order to achieve the goals of forming the personality of a specialist in a university, it is necessary to organize such training that ensures the transition, transformation of one type of activity (cognitive) into another (professional) with a corresponding change in needs and motives, goals, actions, means, objects and results.

A foreign language should be designed not just as a combination of a sign system and activities for its assimilation as an object of student activity. The problem is that when teaching foreign languages in a non-linguistic university, traditional forms and methods of teaching dominate, an orientation towards organizing the academic process of transferring and consolidating foreign language information. Taking into account the specifics of teaching in non-linguistic (technical or economic one) universities and the limited number of hours devoted to learning English, it is necessary to develop such a teaching model, the implementation of which would ensure the professional orientation of the content and process of teaching a foreign language, as well as solve other social problems.

All three languages in Kazakhstan (Kazakh (L2), Russian (L2), English (L2)) under the conditions of the education system should develop in unity within the framework of level education based on the model of language learning such as CEFR ("Common European Framework of Reference: Learning, Teaching, Assessment") aimed at the unity, continuity and continuity of learning at all stages of the educational process. At the same time, the modern model of trilingual education in Kazakhstan is not an analogue of the CEFR, since this document is only taken as a basis and adapted to the real conditions of the national education system of Kazakhstan [6].

Students of non-linguistic universities can only qualitatively master the level of basic sufficiency, since at present there are no really operating mechanisms for different levels of training of technical specialists, school graduates enter universities with a low level of knowledge of the English language, and there are not enough teachers who can teach schoolchildren their subjects in English. Only a few forward-thinking students of non-linguistic universities strive for deep study of the English language and work diligently on this, including self-education with tutors.

In the scientific literature on methodological approaches to teaching English, E.G. Belyaevskaya and T.N. Painter [7, p. 34] suggested, in our opinion, a very useful method of modeling a linguistic personality in the pedagogical process. These scientists do not propose to radically change the existing educational programs and teaching aids, but pay attention to the advisability of making partial changes in order to increase the effectiveness of training, regardless of the chosen methodological approach. According to E.G. Belyaevskaya and T.N. Painter, the teacher's focus should be not only on the language as a system of signs, but also, first of all, on the "speaking person" is the linguistic personality, as well as the communication situation itself. They believe that the main reason for the insufficient study of quasi-spontaneous oral speech is the incorrect research methodology. It is necessary, in their opinion, to analyze the reasons leading to difficulties in interpreting statements within the framework of modeling a linguistic personality (in conditions when the meaning of the information received is manifested in a person's speech behavior). Only with this approach can students be connected to a different worldview system, which is characteristic of the English language [7, p. 46-47]. This, in our opinion, will make it possible to form the correct concepts in the minds of students and develop their linguistic competence, since it is the modeling of the secondary linguistic personality that will provide students with the opportunity to freely and flexibly apply new material in practice in accordance with the specifics of the communicative situation.

In modern linguistics and linguodidactics, research is based on the triad "person – consciousness – language", since a person simultaneously appears as the creator, carrier and user of the language. This triad is one, it is impossible to exclude a single link from it. In this regard, science has formed an idea of the linguistic personality as a focus of crossing and combining linguo-cognitive, psycholinguistic and sociolinguistic categories. E.G. Belyaevskaya and T.N. Malyar considers the theory of linguistic personality to be the leading methodological basis for teaching the English language, which makes it possible to understand the mechanisms of the formation of the linguistic consciousness of a person who, in the process of learning, acquires knowledge of the language. In essence, this coincides with the provisions of cognitive linguistics, which provide methodological principles for working with certain linguistic material.

The mental transition from the level of a specific linguistic form with a certain meaning to the level of non-verbalized meaning (the level of conceptual structures) is called the level of mental representations [7, p. 48]. The transition to it is necessary for the implementation of modeling of human speech activity in a foreign language. When a student mentally verbalizes a certain meaning in a foreign language, his speech activity is improved. In such a situation, he uses the meanings of the information received in the communicative process.

In this regard, a direct transition from the expressed semantic content to its verbalization by means of the English language is provided at the semantic, communicative and morphological-syntactic levels. It allows one to form a full-fledged multilingual competence of students. "The level of mental representations" is a general

term to describe the entire complex of cognitive representations behind the semantics of linguistic phenomena – words, grammatical structures or messages (texts).

The problem of the development of multicultural and multilingual competencies of students in English lessons is debatable in the scientific community, since the choice of the optimal approach in solving this problem becomes a determining factor in the effectiveness of the educational process.

M.N. Ignatova, in particular, suggests teaching students within a rational approach. In her opinion, the implementation of this model requires development and subsequent reliance on principles that contribute to the achievement of the intended learning goals [8, p. 157-158]. Taking into account the main provisions of the rational approach, which is a priority for the development of multicultural and multilingual competences, she considers it important to outline the following system of principles for ensuring its practical effectiveness: communicative orientation of training, priority of the activity-based nature of training, clarity, conscientiousness, differentiation of teaching, consistency in the provision of grammatical material, the phased formation and development of speech skills, complex mastering of different types of speech, intensification of teaching English, functionality, adequacy of the use of pedagogical tools, taking into account the difficulties arising in students' understanding of texts.

A rational approach requires the application of the principle of the communicative orientation of education for the formation of multicultural and multilingual competencies. It provides for a new strategy for organizing the educational process, which, according to E.I. Passov, implies the desire to ensure the maximum adequacy of the educational process to the communication process with its main parameters [8, p. 39].

I.Yu. Usenko analyzed modern approaches to the development of multicultural and multilingual competencies in the framework of the formation of the communicative competence of students. She found that the optimal in this regard is the communicative-cognitive approach, characterized by the following features: reliance on the principles of communicativeness and consciousness; highlighting speaking as a separate aspect of teaching; prevention of superficial learning of the English language as a significant factor hindering the development of meaningfulness in oral speech [9, p. 10].

I.Yu. Usenko as a result of studying the patterns of the development of multicultural and multilingual competencies came to the conclusion that it is advisable to single out speaking skills as an independent object of research. She indicates the presence of two types of skills: language skills as consciously performed operations of the formation of language structures according to certain rules; speech skills are automated speech operations of education and the use of language units in the communicative process. In her opinion, multicultural and multilingual competencies are components of the communicative competence of students in the conditions of study at universities [9, p. 12].

According to N.P. Demina, in the system of exercises for the development of multicultural and multilingual competencies, an integrated approach should be ap-

plied, which manifests itself in the linguistic, psychological, pedagogical and didactic requirements for teaching English. The central aspect of the work is to eliminate difficulties is the autonomization of the use of the English speech mechanisms, which arises based on well-formed skills of speech activity, a functioning mechanism for switching to the production of speech by means of language, self-control skills that prevent the occurrence of errors in speech. An important psychological condition for the effectiveness of the development of multicultural and multilingual competencies is the presentation of training material to students in a certain sequence [9, p. 14-15].

We believe that in the learning process, a set of exercises should be used, which is also based on the use of selective attention, which implies the process of focusing on a specific object (the main ideas of English-language materials) for a specific period of time. The method of cognitive inhibition (conscious continuous reflection on specific situations and events described in oral statements and written texts) is also useful in practice.

In the process of comprehending the linguistic material, the following occurs:

- Training in the use of linguistic means to translate the main and secondary ideas;

- The use of linguistic means is practiced to consolidate multicultural and multilingual competencies. The peculiarities of training the use of linguistic means depend on the stage of development of these competencies [10, p. 11].

It is important to develop complexes of exercises taking into account the stages of formation and development of multicultural and multilingual competencies. It seems that further research on the methodology for the development of multicultural and multilingual competencies should be carried out in the following areas:

1. Development of a methodology for analyzing the imperfection of the formation and development of poly-

cultural and multilingual competencies in the framework of training in non-linguistic universities for maximum optimization of the educational process.

2. Analysis of the possibilities of using the empirical method (analysis of the mistakes made) and the theoretical method (forecasting areas of misperception of the content of linguistic and cultural material) in the process of studying the prerequisites for the appearance of difficulties in the development of multicultural and multilingual competencies in students.

3. Development of linguistic and methodological foundations for the formation and improvement of multicultural and multilingual competencies among students of non-linguistic universities.

Thus, it becomes obvious that the transition to trilingualism in the education system of the Republic of Kazakhstan, despite the fact that it has become a timely phenomenon, will take root in Kazakhstani society for many years to come. Nowadays, courses for the English language teachers are still being tested; methods of training non-linguistic universities' students in English are being developed, taking into account local characteristics and capabilities of the population. Today, it is required to develop such a model of teaching English in non-linguistic universities, which will make learning for students as comfortable and effective as possible, so that most of them reach a high level of knowledge. In the scientific literature, many methods have been developed and continue to be developed for the formation and development of multicultural and multilingual competencies in the framework of mastering the English language program in universities using a wide range of approaches. In this study, we identified a number of advantages of rational, communicative-cognitive, integrated and systemic methodological approaches, and substantiated the need to model a linguistic personality, since it allows to maximize the effectiveness of the formation and development of multicultural and multilingual competencies in a non-linguistic university.

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