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FEATURES OF PRIMARY SCHOOL TEACHER TRAINING IN MULTILINGUAL EDUCATION

Abstract

In the article named “Features of primary school teacher training in multilingual education” the peculiarities of the preparation of the future specialists due to creative technologies in the modern conditions. New requirements mean the system of logical, creative mind in accordance with the credit technologies, world experience, national traditions and customs. The policy of the reforms shows the orientation into the values on the trinity of languages, which is quite important now, and bears social responsibility to the individual for the quality of education. The development of personality and professional level show the peculiarities of the modern system of knowledge, based on the computer technologies and digitalization. In our research we would like to analyze the features of primary school teacher training in multilingual education.

Keywords: primary school, creative technologies, preparation of the future specialists, modern conditions, system of logical mind, credit technologies, policy of the reforms, world experience, trinity of languages, quality of education.

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КӨПТІЛДІ БІЛІМ БЕРУ ЖАҒДАЙЫНДА БАСТАУЫШ СЫНЫП МҰҒАЛІМДЕРІН ДАЯРЛАУ ЕРЕКШЕЛІКТЕРІ

Аңдатпа

Халықаралық құзыреттілік деңгейі бар, білім беру мен мәдениетке әсерінің ауқымдылығы мен күрделілігі Болон келісімі аспектісінде бастауыш сынып мұғалімін даярлау процесін қайта қарастыруды талап етеді, қарқынды интеграция жағдайында мәдениетаралық байланыстар мен коммуникациялар мәселелерін өзектендіреді, мәдени әртүрлілік пен халықаралық ынтымақтастық саласындағы тілдік және ақпараттық білім берудің маңыздылығын күшейтеді. Қазіргі уақытта әлемдік әлеуметтік кеңістікте жеке тұлғаның қажеттіліктеріне назар аударуға, қоғам өмірін өзгертуге, басқа мәдениетті түсінуге, білім сапасы үшін жеке тұлға үшін әлеуметтік жауапкершілік алуға қабілетті мұғалімнің мүлдем жаңа түрі қалыптасуда. Тұлғаның дамуы және мәдениетаралық құзыреттіліктің дамуы тілдік құзыреттілікпен байланысты, бұл көптілді білім беру ортасында жұмыс істейтін бастауыш сынып мұғалімі үшін өте маңызды. Біздің еліміздің білім беру ортасындағы өзгерістер жаһандану, көптілділік, құзыреттілік және университет түлектерін даярлаудың көп деңгейлі жүйесіне көшу үрдістерімен қарастырылды.

Түйін сөздер: жаһандану, көп деңгейлі жүйесі, бастауыш сынып, құзыреттер, көптілділік, педагогикалық процесс, сапа мониторингі, педагогикалық білім беру, білім беру саясаты, педагогикалық дайындық.

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ОСОБЕННОСТИ ПОДГОТОВКИ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ В УСЛОВИЯХ ПОЛИЯЗЫЧНОГО ОБРАЗОВАНИЯ

Аннотация

Качественное образование в современных условиях требует всесторонней подготовки самих педагогов, их личностных качеств, общей культуры, креативного мышления, толерантности. Кредитная система высшего образования в нашей стране претерпела определенные изменения, связанные с изучением накопленного международного опыта, а также особенностей традиционной системы образования нашего государства. Система европейского и американского образования в сравнении с казахстанским образованием представляют собой диаметрально противоположную систему. На постсоветском пространстве национальная система высшего образования с ее традиционными ценностями, ориентированными на личностный подход, представляет собой сформировавшуюся систему мировоззрения, в основе которой лежат основные ценности и приоритеты, единство теории и практики. Неслучайно специалисты бывшей советской школы чрезвычайно востребованы за рубежом. В последнее время в нашей стране делается акцент на знание иностранных языков, прежде всего, английского. Триединство языков стоит во главе угла реформы системы высшего образования. Различные тесты, квесты позволяют выявить талантливых учащихся, которые затем будут осваивать необходимые учебные программы в ходе обучения, что позволит им со временем стать востребованными специалистами на рынке труда. Данная статья посвящается раскрытию внутреннего содержания данной деятельности.

Ключевые слова: многоуровневое образование, болонское соглашение, единое образовательное пространство, компетенции, полиязычие, педагогический процесс, мониторинг качества, педагогическое образование, образовательная политика, педагогическая подготовка.

Introduction. Multilingualism today is a socio-cultural phenomenon, as about 75% of the world's inhabitants speak and communicate in two or more languages. Multilingualism is recognised as a more important and quite concrete trend in the development of the human species. It is not only the possibility to speak and think in several languages, but it is also a special form of open communication and exposure to the cultural assets and values of several civilisations.

N. Nazarbayev challenged every primary school teacher this school year to improve their education through the updated curriculum included in the education process as part of the "State Programme for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019". As part of the updated educational programme, trilingual education is being introduced in pre-school, primary, secondary and higher education institutions in the Republic of Kazakhstan.

The secondary education system in Kazakhstan has mastered effective aspects of theoretical teaching at its level. However, the main problem within the trilingual curriculum remains the insufficient preparation of teaching staff for parallel work with the three languages within the new educational programme, which requires the use of modern pedagogical methods; insufficient educational resources corresponding to the content of the new educational programme; insufficient number of textbooks, visual aids and curricula. The requirements for school teachers today are numerous, i.e. it is necessary not only to teach the subject in three languages, but also to organise children's leisure time in addition to teaching, education, research and extracurricular activities, to have good relations with students and their parents.

The process of preparation of the future specialists is based on the international experience of the different countries and national peculiarities, as well. Since independence our country is carried out the policy of the reforms in the field of higher education system. It is very significant for our state: the need to reduce the duration of training, the quality of bachelor's training, the validity of education, etc. (B.L. Wolfson, B.S. Gershunsky, Yu.S. Davydov, A.I. Piskunov, L.P. Ryabov, A.P. Tryapitsina, etc.).

Methods and materials. In this article the methodological basis is based on the ideas of the polylingual approach, revealing the dialogical nature and multiculturalism. The main method was the study of scientific and theoretical materials. The analysis method was used in the formulation of the proposed new technologies during the independent development, as well as in the formulation of proposals for the development and adoption in the new circumstances. So were used the following methods: logical method; system method; legal method; historical method.

The research methodology is based on the dialectical method, freed from materialistic or idealistic monism and based on the pluralistic, multilinear interdependence of all social phenomena. We also used the method of dialectical interdependence and interaction of methods: theoretical and empirical, induction and deduction, analytical, comparative methods.

Future research in this direction needs to be carried out both among high school teachers and in general to cover their views and language level on the issue of trilingualism in other subjects, as the issue of multilingualism is currently topical in the education system of Kazakhstan and is currently no uniform methodology for multilingual teaching of school subjects, including science courses, there is an urgent need for research in this area in the education system.

Results. The analysis of research on the problems of primary school teacher training in higher education revealed the actual lack of pedagogical activity, creativity, etc. There is quite important to develop the peculiarities of primary school teacher training in multilingual education [1, 165 p.].

We would like to stress that the features of national preparation of primary school teacher training in multilingual education is based on the international experience in this field [2, 49 p.].

Also using of any intercultural communication allows to get the different knowledge for the primary school teacher [3, 58 p.].

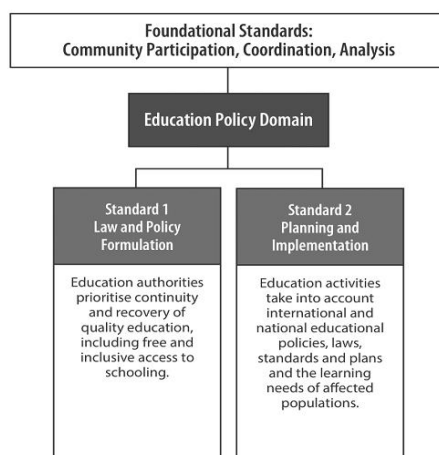


Table 3. Foundation Standards: Community Participation, Coordination, Analysis.

The importance of the multilingual environment is determined by the expansion of socio-communicative was shown in the table 3 named Foundation Standards: Community Participation, Coordination, Analysis. We see the education policy domain, education authorities, education activities, etc.

We also conducted a questionnaire survey among future primary school teachers, i.e. students, In order to determine the students' opinion about trilingual education in our study.

The questionnaire, which was used as the main method of baseline data collection, consisted of 10 questions. Beforehand, the subjects were asked to give truthful and accurate answers to each question. Sixty-six students (four groups) participated in the study and all of them fully answered the questions posed. The main purpose of the questions was to find out the opinion of future primary school teachers on determining their attitude towards the process of trilingual education in the context of renewed education.

1. "How do you understand multilingualism?"

70% of respondents answered that multilingualism means the ability to communicate in more than one language, and 30% only the ability to understand foreign languages.

2. "As a multilingual professional, where would you like to work?"

50% in a school environment, 22% in higher education and 28% in foreign firms.

3. "What do you think of trilingualism in the school curriculum in the context of renewed education? "

64% of respondents write that they support it, 26% are sure that the curriculum for younger pupils is difficult, and 10% say they have not thought about it.

4. "Should trilingualism be included in the primary school curriculum?"

81% of respondents answered positively and 19% said it should be introduced only in certain grades.

5. "Does multilingualism influence the development of personal qualities of schoolchildren in the context of modern education?"

55% of respondents wrote that such developmental language classes are directly involved in the development of students' personal qualities, 45% wrote that they increase students' motivation and interest in the classes rather than personal development.

6. "What school subjects can be used to develop multilingualism?"

55% of respondents stated that they have an opportunity to conduct trilingual lessons in Kazakh language, Self-Study and Natural Sciences, 32% - about low possibility of trilingual activity at Mathematics and Computer Science lessons, 13% - about impossibility to use trilingualism at Fine Arts and Physical Education lessons.

7. "What methods would you use to develop students' knowledge when teaching certain subjects in the three languages in the context of modern education?"

30% - those who know some types, 20% - those who have seen in practice at school, 12% - those who know theoretically, 38% - those who do not know about the methods.

8. "Do you want to be competent in developing your students' knowledge?"

74% of the students answered this question positively and 26% did not answer.

9. "What are the requirements for the teacher in developing trilingualism?"

56% - high intelligence of the teacher, 36% - importance of spiritual inner world, 8% - positive attitude.

10. "Are there special prerequisites for the implementation of trilingualism of schoolchildren in the conditions of the renewed education? "

55% consider that the preconditions for creation of language communicative activity of pupils are such qualities as emotionality, activity, involvement, 30% consider that the precondition is the aspiration for good marks, 15% consider that learning and use of language depends on the correct organisation of the teacher's work.

- Questions 3,4,8 - showed the motives for the readiness of future primary school teachers to develop trilingualism; Questions 1,2,5,6 - about the level of students' knowledge related to multilingualism;

- Questions 7,9,10 - made it possible to determine the level of students' skills in using trilingualism.

Conclusion from the analysis of the data obtained: Multilingual students have generally heard about multilingualism during their studies, have received a certain level of information, but have little knowledge of the topic. There is a lack of information about the importance of trilingualism in children's lives and its potential for personal development. Although prospective teachers are little aware of how to use trilingualism in special subjects and with which teaching aids to develop it further, we have found that addressing trilingualism should start in primary school; many have a need to master the three languages. In addition, students say that terms and expressions related to the subject are best learned in the younger grades in English and Russian, and that language learned at an early age is better remembered. Studying students' motivation to learn should be important for higher education teachers. Undoubtedly, a student's acquisition of a quality education, his or her academic performance and interest in learning contribute significantly to his or her becoming a true professional in the future.

As this is a multilingual Kazakh group, the second main question in the questionnaire offered a test to determine the level of English and Russian language proficiency of the students. Half of the survey participants showed a low level of English (50%), an average level (30%), the rest (20%) showed a high level. And in Russian (58%) showed an upper level, (26%) showed an average level, (16%) showed a low level. As can be seen, the level of English showed a significantly lower level compared to the level of Russian language.

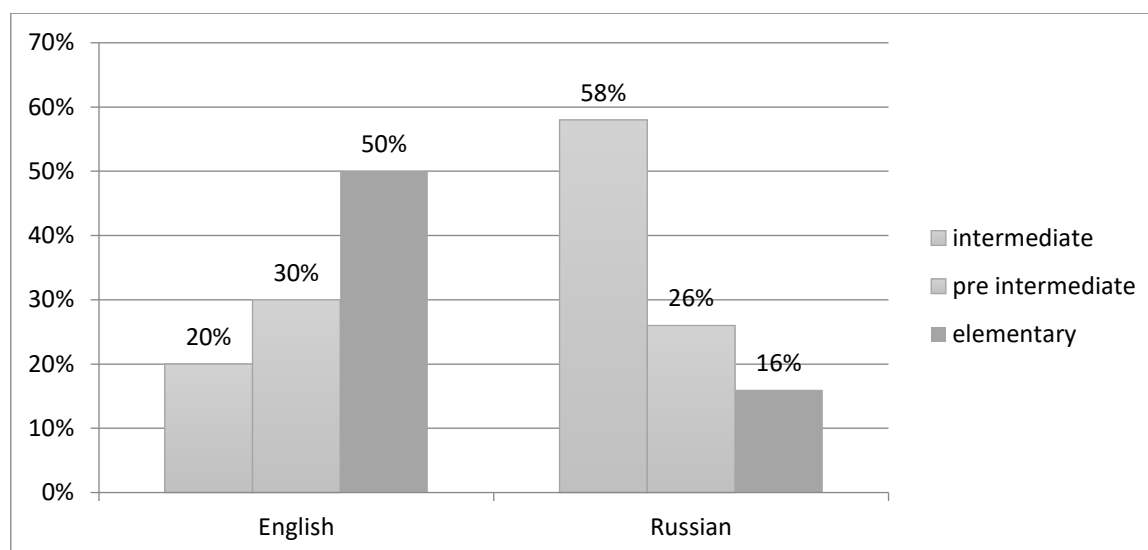


Table 2. Determination of English and Russian language proficiency of future primary school teachers.

Discussion. This section discusses the results of the research work of future primary school teachers to determine the level of proficiency in English and Russian. According to the results of the study 50% of the surveyed students showed a low level in English and 16% in Russian.

The respondents attributed the low language level to the following circumstances: poorly qualified teachers, receiving online lectures, using old methodology, lack of good textbooks, low level of motivation. Consequently, there are still a number of shortcomings, so judging from these expressed views, there is some in-depth work to be done. It follows from this that every effort should be made in Kazakhstan to prepare future teachers of primary schools for trilingual education in accordance with modern requirements, especially for raising the level of English, i.e. in accordance with state standards, textbooks, teaching and methodological complexes, visual aids for special subjects in three languages should be provided as additional help to teachers.

Undoubtedly, much work is currently being done by the state to improve the education of young people. One can mention the work that includes the results of domestic and foreign experience in multilingual education, the structure, technological map and monitoring procedure for multilingual education developed and conducted by I. Altynsarin National Academy of Education [4].

During the research on multilingualism, another problem suddenly emerged. Of particular note is the lack of interest in working in schools among young professionals who speak three languages. Not all teachers with trilingual education, fluent in Kazakh, English and Russian, who have become real experts in their subject, want to work at school, and there are certain reasons for this. So, according to E. Ospan, "teachers who know English want to find high-paying jobs" [5,5] and this means that any specialist with a higher linguistic education has a high self-esteem and a strong self-confidence. Therefore, there is a lot of work to be done to address this problem as part of fostering a desire among future young professionals to work in schools, to be trained, educated and interested in the three languages.

Since schools have low salaries, students who speak very high levels of English try, if possible, to get jobs in large companies in cities or places where English is demanded with high pay. As we have already said, our qualified, educated teachers are not interested in working in schools. It is not just about salaries, but also about excessive paperwork, community work, dealing with parents, and dealing with children that bore teachers. Therefore, young confident professionals have no interest in working in schools and, as a consequence, the main problem is the lack of qualified professionals in schools.

According to researchers, "teacher shortages can have a negative impact on children's life prospects" [6,648]. i.e. it is clear that teacher shortages reduce the educational, general cognitive level of students. "Attracting qualified teachers to schools and retaining them is an ongoing problem that has plagued many countries for decades" [7,1], certainly a problem of teacher shortages in core subjects not only in urban but

also in rural schools. In general, this situation is typical not only for Kazakhstan, but also for Australia, New Zealand, England and the United States, as the problem of teacher shortage is growing[8,1].

This suggests that, judging from the feedback, not only the condition of future primary school teachers, but also the quality, content and level of parallel teaching of pupils throughout the school in three languages depend on the professional qualifications of the professionals who train them and depend on the effective management of the tasks facing school teachers.

Conclusion. The article is written to explore the issue of preparing future primary school teachers for trilingual education. The study analysed the approaches of future primary school teachers to the problem of multilingualism and teaching a special subject in a primary school in three languages. It follows from this that schools in general should be provided not just with teachers, but with equal knowledge of three languages, there is currently a problem of shortage of quality professionals, which means that future trilingual teachers should be trained not only in primary schools, but also in higher education institutions, and able to apply their knowledge in accordance with the educational programme.

Professional education of future teachers nowadays should include not only general theoretical and methodological training, but also special regional, ethno-cultural, etc. The main goal of preparing future primary school teachers for trilingual education is to provide the future specialist with a certain field of science in three languages and to form a personality with multilingual and multicultural competence, able to demonstrate their knowledge and qualification.

The next task of every teacher is to communicate the necessity of trilingualism to future generations and to give them quality, in-depth knowledge. The goal of the teacher is to develop a multicultural personality with creative, multilingual and multicultural competences, able to choose their place in life and behave freely in relationships, to adapt quickly to any environment, to demonstrate knowledge and skills in a particular field of science.

In accordance with the current requirements of the Law of the Republic of Kazakhstan "On Education" in Article 5: "all educational institutions must provide knowledge and development of the Kazakh language as the state language, the study of Russian and one foreign language in accordance with the state compulsory standard" [9].

The President's Address notes that the education system faces the task of developing an educated, competitive, cultured personality, educating and training specialists speaking three languages: Kazakh as the state language, fluent Russian as the language of interethnic communication and proficient in English as the language of harmonious integration into the world economy. In general, it can be stated that Kazakhstan makes efforts not only to raise the status of the state language, but also to develop the languages of Russian, English and other ethnic groups.

In conclusion, according to the updated education programme, we should set a goal and increase students' interest in science, education, the high good of life through education, and we hope that the youth of a sovereign country will become educated and skilled. This will make us a competitive, strong and spiritually strong country!

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БОЛАШАҚ БАСТАУЫШ СЫНЫП МҰҒАЛІМДЕРІНІҢ ӘДІСТЕМЕЛІК-МАТЕМАТИКАЛЫҚ САУАТТЫЛЫҒЫН ДАМУДАҒЫ ЖАТТЫҒУЛАРДЫҢ РӨЛІ

Аңдатпа

Мақала болашақ бастауыш сынып мұғалімдерінің әдістемелік-математикалық сауаттылығын дамытудағы жаттығудың рөлі мен маңызына арналған. Жаттығу дегеніміз білімді игеру, білік пен әрекет тәсілдерін қалыптастыру мақсатында қайта-қайта орындалатын әрекет болып табылады. Бастауыш сыныптарда қарастырылатын математикалық жаттығулар жүйесі, оларды орындату кезеңдері және әр жаттығуды, атап айтсақ, есептер, мысалдар, теңдеулер сияқты жаттығуларды орындату алгоритмі беріледі. Жаттығуды оқыту, талдау, жаттығуды орындату, жаттығуды қорыту сияқты орындатудың кезеңдеріне тоқталып, әрқайсысының ерекшеліктеріне қарай оқыту әдістемесі келтіріледі. Бұған қоса, болашақ мамандардың әдістемелік-математикалық сауаттылығын дамытуға бағытталған арнайы жаттығу түрлері (модельдеуші және тәжірибеге бағытталған жаттығулар) ұсынылады. Бастауыш сыныптағы «Математика» оқулықтарынан жаттығудың түріне нақты мысалдар келтіріле отырып, оларды орындатудың алгоритмі ұсынылады. Мақалада «Бастауышта оқыту педагогикасы мен әдістемесі» мамандығы бойынша білім алып жүрген 81 студент эксперименттік-зерттеу жұмыстарына қатыстырылып, зерттеудің нәтижесі келтіріледі.

Түйін сөздер: жаттығу, есеп, мысал, теңдеу, модельдеуші, тәжірибеге бағытталған жаттығулар.

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РОЛЬ УПРАЖНЕНИЙ В РАЗВИТИИ МЕТОДИКО-МАТЕМАТИЧЕСКОЙ ГРАМОТНОСТИ БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ

Аннотация

Статья посвящена роли упражнений в развитии методико-математической грамотности будущих учителей начальных классов. Упражнение это – действие, которое многократно выполняется с целью усвоения знаний, формирования умений или способов деятельности. Нами рассматривается система математических упражнений, этапы их выполнения, раскрываются алгоритмы выполнения каждого вида математических упражнений: задачи, примеры, уравнения. Представлены этапы выполнения: чтение и анализ, выполнение, итоги выполнения упражнений. Раскрыта суть специальных упражнений для развития методико-математической грамотности будущих учителей начальных