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## TO THE ISSUE OF MULTICULTURAL EDUCATION IN KAZAKHSTAN

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**Abstract.** The global processes taking place in the modern world, the radical changes in the system of socioeconomic relations taking place in Kazakhstan, the democratization of the society and its public institutions, including the school, have revealed many problems that have been hidden before. One of such problems is the formation of multiculturalism among Kazakhstan people.

In the process of globalization, intensification of intercultural contacts with different countries, new trends in the development of the world community have emerged in the framework of multiculturalism, tolerant attitudes towards cultural diversity and cultural characteristics of other peoples.

Without the solution of the multicultural education and upbringing problem, it is impossible to set and solve the tasks of modernizing education, spiritual and moral development and upbringing of the Kazakhstan citizen personality, preparing the younger generation for intercultural interaction in the context of complex social and economic relations of the modern world.

In this regard, one of the important tasks of higher education institutions is the expansion of the multicultural components of the higher education content, increasing the requirements for mastering the world's cultural heritage and foreign languages by future specialists.

**Keywords:** education; culture; multicultural education; education modernization; foreign languages; education technologies.



### **Introduction**

In the new version of the Law on Education of the Republic of Kazakhstan (2007, 2017) the leading idea and the main goal is the formation of a new type of person, moral, creative, with a high worldview culture [1]. Due to its geopolitical position and historical development, today Kazakhstan is one of the most unique countries on the territory of more than two million seven hundred thousand square kilometers and ethnically diverse population – more than one hundred nationalities and representatives of many religious denominations live here. And as Zetpisbaeva B. A. (2008) notes in her work, "Kazakhstan, being a polyethnic and polyconfessional state, is going through a difficult and contradictory period of its cultural and linguistic development, as evidenced by the present language situation, which is described in the Concept of Language Policy of the Republic of Kazakhstan. It should be noted that the need of mastering several languages is the core idea practically in all documents in the field of language policy" [2].

In Kazakhstan, the upbringing of the spiritually and physically developed generation is a nationwide, nationwide task.

In the Republic of Kazakhstan, the education system should be built on the fundamental values that have developed in our land for thousands of years of its history, relying on the values accumulated by the world civilization, on the common cultural heritage of Kazakh ethnos, on the spiritual and moral traditions of all citizens.

Knowledge of a foreign language provides direct access to the culture and social experience of other peoples, and also involves the implementation of a dialogue of cultures in the process of education, which opens up wider opportunities for intercultural interaction.

The topicality of the multicultural education issue is caused by the specifics of the ethnic situation in the country, determined by the multiethnic and multi-religious population composition. The development of official policy of the state in the sphere of inter-ethnic relations is becoming almost the most urgent. This is evidenced by the "Concept of Ethno-Cultural Education in the Republic of Kazakhstan" adopted in 1996, which guides the pedagogical community towards the solution of a specific pedagogical task – the formation of a multicultural personality [3].

Estimating the state of multicultural education in Kazakhstan, it should be recognized that it was not among the priority directions in the development of pedagogical science and practice. Scientific works contain calls for education in the spirit of multiculturalism, but not always they become the ideological basis of educational activity. Meanwhile, the person's multiculturalism is not laid at the genetic level. It is socially defined and must be trained.

An analysis of the works devoted to the problem of our research shows that at different periods the scientists have considered various aspects of multicultural education of the younger generation.

Issues of multicultural education and upbringing of the younger generation are revealed in the works of L. G. Vedenina (2011), O. V. Gukalenko (2000), G. Zh. Dautova (2004), A. N. Dzhurinsky (2008), G. D. Dmitriev (1999), O. G. Zhukova (2008), Yu. A. Karyagina (2007), E. H. Matyukhina (1998), T. B. Menskaia (1993), S. Ch. Naushabaeva (1993), A. A. Rakhkoshkina (2005), L. L. Suprunova (2013), M. A. Timofeev (2005), T. A. Chikaeva (1999), A. B. Shafrikova (1998), T. A. Yakadina (2004) et al.

L. Vedenina considers foreign culture as a factor of student's socialization, paying at-



attention to the problem of educational realization of the foreign culture [4].

O. V. Gukalenko justified the principle of multicultural education, which is seen as the process of mastering the ethnic, national and world cultures for the sake of spiritual enrichment, the development of planetary consciousness, the formation of readiness and ability to live in a multicultural multiethnic environment [5, pp. 34–35].

As G. Zh. Dautova points out, "The cultural paradigm of education should build its educational program as a path of the human to humanity, that path that lies through the national and all-human creative experience that is to be developed. At the same time, the socialization of the individual is not reduced to adaptation, but involves the development of the ability to understand, adequately interpret the socio-cultural situation, to act fairly and responsibly in it. In the course of developing this trend, the modern education system is actively saturated with a variety of humanitarian, cultural, axiological, artistic and aesthetic disciplines. At the same time, the native culture (native to the individual) is regarded as an educational space where the national spiritual experience is a component of the world culture, within the framework of which a multicultural, producing the dialogue of nations" [6].

Emphasizing the need to identify the optimal ways of functioning of education in conditions of a heterogeneous ethno-social environment, while observing a single pedagogical strategy, A. Dzhurinsky notes that "Cultural diversity is complex for education, connected with the linguistic, cultural and mental heterogeneity of the society, which requires a dialogue of national and universal Cultural values. Education and training appear to be an integrative process, the center of which is a person as a participant in such a dialogue. In modern conditions the philosophical and pedagogical principle of cultural appropriateness acquires a new sound and means

the consideration of issues of upbringing and education within the broad social panorama of diverse macro- and subcultures" [7].

A significant contribution to the development of multicultural education was made by G. D. Dmitriev, according to which the principle of multiculturalism should be raised to a didactic principle [8].

Yu. A. Karyagina studies theoretically – comprehension and scientific substantiation of the content, forms and methods of multicultural person education; practically – the implementation of a set of special measures to educate the multiculturalism of teenagers [10].

Aleksashenkova I. V. examines the features of bilingual education of students in the system of multicultural education [11].

A. Shafricova considers multicultural education as "a modern trend in the world process, which affirms the idea that many independent entities are the basis of the world civilization". At the same time, revealing the essence of multicultural education, A. Shafricova notes that it is aimed at developing and preserving the diversity of cultural values, norms, patterns and forms of activity existing in a given society and is based on the principles of dialogue and interaction of different cultures. It considers multicultural education in the international and interethnic context as the interconnection of different environments in the spheres of education [18].

T. B. Menskaya notes that "multicultural education not only means different for different people in society, but is generally due to economic realities and the ideology of different societies at a deep level" [12].

The concepts of multicultural interaction in foreign pedagogy were studied by S. Ch. Naushabaeva in her publications and the dissertation research, where she makes the comparison with the educational system in America [13].

The idea of multiculturalism was reflected in the scientific language under different terms: multicultural education and upbringing



ing (V. V. Makaev, Z. A. Malkova, L. L. Suprunova) (1999); Multicultural education and upbringing (R. Lucier, (1997), J. Pei (1990), A. V. Shafikova (1999), etc.); School of Cultures Dialogue (V. S. Bibler) (1994); Liberal pluralism in education (B. Williams) (1994); Multicultural education (G. D. Dmitriev) (1999); Intercultural education (L. G. Vedenina) (2011); Cross-cultural education and upbringing (A. P. Liferov (2010); Multiperspective education (H. Göpfert (1985), W. Schmidt (1987)), etc. From the position of our study the most interesting are the works in which the problems of multicultural education and personality education are studied in the process of teaching foreign languages (Yu. V. Agranat (2007), I. V. Vasyutenkova (2012), T. Yu. Guryanova (2008), L. Yu. Danilova (2007), T. S. Degtyarev (2010), I. S., Lunyushkin (2009), and others).

The analysis of scientific works has shown that at present there are no unified views on the nature of the phenomenon of "multicultural development", the problem of multicultural development of university students in the process of teaching a foreign language on the basis of a systematic approach remains developed insufficiently.

An analysis of the scientific literature on this problem revealed that the system of multicultural education should take into account the following positions:

- Any global problems that society faces inevitably affect the state of education. Responding to the problems of society, it is able to have a significant influence on the development of certain trends, to support or inhibit them, anticipating the development of events.
- Humanity entered the 21st century not only with outstanding achievements in science and technology, literature and art, but also with events related to international terrorism, ethnic and religious

strife, society's inability to analyze contemporary ethnic conflicts, forecast and manage them.

The need and revival of spiritual and moral values, unity and integrity of Kazakhstan makes the education of the younger generation oriented to the formation of super-ethnic position – a system of views and principles that determine the attitude of a person to the culture of different nations as a self-worth, showing respect for national traditions and readiness to act morally in a multinational society.

A multicultural individual is a person who is oriented both to his culture and the other ones.

We can say that in our country the process of introducing a multicultural approach into the sphere of education is quite active. The main provisions of our state in the field of education and upbringing, which provide a theoretical basis for a multicultural approach, are also being published, as well as recommendations on its practical implementation, both in educational institutions and in extracurricular children's organizations in Kazakhstan. The above-mentioned can be confirmed by the "State Program for the Development of Education for 2011–2020" (Order of 07.12.2010), "Comprehensive Education Program in Education Organizations of the Republic of Kazakhstan" (2000).

Changes in the socio-political and economic spheres of the life of the Republic of Kazakhstan, broad access to the international level in the areas of education, science and culture raise the need to raise the level of a multicultural personality formation. The implementation of the social order of society requires a revision of the educational system, the development of new effective forms, methods and means of teaching and upbringing. One of the most important aspects of the new educational ideology is the orientation towards culture (culturally appropriate ap-



proach) – "education is a way of becoming a person in culture". Modern ideas about the goals and objectives of education are based on the need to ensure the humanitarization of this process, which makes it possible to master the achievements of the world and national culture, determine their worldview positions and freely choose spiritual values.

The new educational paradigm, based on the interaction of cultures, helps to understand the nature and essence of relations between cultures and to identify the common features that unite them. The most important strategic goal of education is, on the one hand, is the preservation of the best Kazakhstani educational traditions, on the other hand, the provision of school graduates with international qualifications, the development of their linguistic consciousness, based on the mastery of state, native and foreign languages, the formation of a multicultural personality.

The content of education requires improvement of curricula and programs in foreign languages training, the creation of new textbooks and teaching aids that meet the requirements of the society and its educational goals. To do this, a deep understanding of the previous experience of teaching, the introduction of innovative technologies, the development of ways and forms of creative use of traditional and new teaching aids in the teaching of foreign languages is necessary. Teaching foreign languages is impossible without consideration of the culture of the studied language country. In countries located near the country of the studied language, a foreign language is seen primarily as a means of international communication, intercultural contacts.

Integration processes contribute to the transformation of Europe and Asia into a multilingual space in which national languages have equal rights. With the opening of borders between states, the mobility of people, their motivation to learn foreign lan-

guages, as well as to establish and maintain contacts within their own country and abroad is increasing. Kazakhstan and other countries are striving to integrate into the world and European socio-cultural and educational space, while preserving the national identity. The concept of the formation of a multicultural personality is an important integral development of the modern world.

To study these issues, we formed the goals and objectives of our study.

The aim of our research is the theoretical and methodological substantiation of developing multicultural personality of students of language majors of higher educational institutions.

The object of the research is the pedagogical process in institutions of higher professional education.

As a **hypothesis**, it is assumed that the multicultural development of the students' personality will be effective if:

- the pedagogical process of the university will take into account the influence of multilingualism, ensure its harmonious development on the basis of the activity approach;

- to contribute to a systematic deepening of knowledge about the languages of international communication, to educate the students' interest in the assimilation of the cultural values of the peoples of the world, high levels of development of this personal quality will be achieved, since optimal pedagogical conditions are created for this.

### **Method**

Having formulated the main goals, tasks and hypothesis of the study, we studied the theoretical positions on our issue and conducted experiments (ascertaining and forming).

The ascertaining experiment was carried out in several stages.

In the course of the experimental study, 30 students were selected for testing and 30 for the experimental group, in which a specific manifestation of each criterion of multi-



cultural competence was revealed using the following diagnostic methods: author's questionnaire (control and summary); Pedagogical observation (direct and indirect); Interviewing; Diagnostic situations; Diagnosis of acceptance of others (according to the Feyey scale); Diagnosis of the level of empathic abilities Boyko V. V.; Diagnosis of communicative tendencies; Diagnosis of aggression (Bassa-Darkee questionnaire).

The criteria, indicators and diagnostic apparatus allowed us to identify indicators in the relevant relationships. With the help of certain diagnostic situations and the method of observation, the involuntary, emotional relationship to others was established that is expressed in the form of a positive (tolerant to the characteristics of another culture, evaluates it positively), neutral (does not value others, does not show interest to anyone before the motive occurs), negative (there are negative stereotypes, negativity to differences) and negative (negativism, hostility, hate to a strange, unlike their culture).

Discussions on the topic of cultural pluralism revealed the following attitudes and positions of students in recognizing others.: positive (the student understands the importance of cultures diversity, sees positive features in it), neutral (is indifferent to the presence of different cultures representatives in its environment) or negative (sees shortcomings in multiculturalism, the advantage of its culture over others, denies the possibility of staying with representatives of other cultures).

The real behavior of students was identified based on diagnostic situations: positive (there is a desire to understand the representative of the other culture to communicate with him, curious to intercultural features, is capable of empathy), neutral (not strive to participate in the dialogue of cultures), negative (categorically does not want to com-

municate with representatives of other cultures, denies such communication).

At the next stage of the constituting experiment, a preliminary diagnosis was carried out, which revealed the traits of the students' character underlie the natural manifestations of multicultural competence (level of empathy, tolerance, communicative skills).

Analysis of the results of the diagnostics of the future teachers' qualities showed that the leading ones were middle and low levels in groups, which predetermined the orientation of purposeful work on the formation of the multicultural competence of future teachers. The researcher selected a group of respondents in which the students from different nationalities predominated. These students had a tendency to increase multicultural competence, on the basis of whether their aggressiveness was reduced or was on an average level, although they showed low results on the diagnosis of empathy and communicative skills.

At the next stage, the informativeness of the selected criteria and indicators was checked by means of diagnostic situation methods, observation and interview. In the process of teaching English, the effectiveness of some elements of the advanced training of future teachers was determined in the process of fulfilling study assignments. The purpose of this stage of the study was to determine the specifics of the pedagogical conditions for introducing advanced training methods in the process of teaching English in order to achieve a comprehensive formation of multicultural competence and a communicative competence of future educators.

It was found that most students had unformed multicultural competence. It was decided to check through specially designed tasks aimed at changing the position of students, changing the criteria and indicators of multicultural competence.



As a result of the conducted research, the reasonability of introducing pedagogical conditions into the technology was established, which will contribute to changing the level of multicultural competence in the training process: increasing the number of individual and group, independent and creative assignments; preliminary training of students on individual and group work with a creative task; special development of creative tasks with multicultural subjects, including them in the technology of the course and the formation of intercultural groups of students to perform these tasks.

In the course of further ascertaining research, we increased the number of students, divided them into experimental and control groups, and tested the entire experimental-diagnostic apparatus to determine the initial level of multicultural competence of future teachers.

In order to determine the manifestation of the multicultural competence criteria, the author of the study developed a questionnaire.

Based on the results of students' responses of the experimental and control groups, it was determined that the neutral and negative parameters of the multicultural competence of future educators were strongly marked.

In the end of diagnosing the initial level of multicultural competence in future teachers, we applied the acceptance of others diagnosis (on the Feyey scale).

### Results

An analysis of the above-described ascertaining experiment results showed (average arithmetic of all diagnoses results) that 16 % of the teachers-training college students of the control group and 19 % of the experimental group can be referred to a high level of multicultural competence; About 34 % of control group students, 42 % of experimental group have a weakly expressed experience of cooperation with the representatives of different cultures, due to lack of knowledge of many national and cultural realities and weak

readiness for multicultural communication; not enough understanding of cultural pluralism, which can affect the development of their personal potential. The level of multicultural competence in this percentage of students can be defined as a moderate.

As we have noticed, 29 % of control group students and 31 % of experimental group are not ready to cooperate with representatives of different cultures; there is no sense of respect, understanding and acceptance of cultural differences; do not understand the inevitability of cultural diversity; there is social aggressiveness. Accordingly, the level of multicultural competence of these students is low.

Thus, the analysis of the results showed that the advanced training technology of future teachers is required in the process of training, and also confirm the importance of introducing the technological pedagogical conditions identified earlier. To develop such a technology, we tested the effectiveness of pedagogical conditions at the final stage of the ascertaining experiment. At the same time, the unity of several cultures was taken into account in the organization of studies on foreign languages.

After approbation of the conditions of the future teachers it was found out that with the use of some advanced training techniques we were able to reveal its criteria and indicators and achieve their increase in the experimental groups. Accordingly, the proposed model is admissible in advanced training of future educators when teaching foreign languages.

The conducted research gave us the basis for further development of the technology of the process of formation of the multicultural competence of future educators on the basis of the author's model, in accordance with each advanced training method, and based on the implementation of the pedagogical conditions revealed in the course of the ascertaining study and presented in the model.



Variants of each advanced training method adaptation in the conditions of its use in the process of foreign languages learning are described; features of the introduction of this method in the methodology of teaching foreign languages; the specifics of the experimental work organization in accordance with each method and the condition of the advanced training are considered.

The developed practical tasks are presented: the features of the experimental process organization, in which the method of project activity, method of dialogue, method of Internet communication, method of discussion, method of training, method of role-playing game are introduced.

The study took into account the socio-cultural basis of each student, its diversity and country study material of the language studied. Students from different cultural and ethnic groups were drawn to joint research activities; the following topics are suggested for one of the active methods of the advanced training project: *Characteristics of the character of Kazakhs, Russians, Germans, Koreans, Poles, Belarusians, Tatars, British. Family: British and Kazakh. The face of my group: appearance, character, interests. The culture of Kazakhstan and the influence of other cultures on it. I am a citizen of a multicultural Kazakhstan. The cultural diversity of Britain (racial, ethnic, social, linguistic). We are different, but we are friendly, etc.*

For projects, students were asked to collect information by talking with speakers of other cultures studying with them in one university or group. For the effective cooperation of students with each other, the themes of the projects were sometimes divided into groups of students so that this group does not include representatives of the culture that should be compared in the project.

To implement the method of dialogue, students were acquainted with the characteristic features of dialogue with a representa-

tive of the studied culture. In the dialogue in English, students were invited to introduce themselves as a native speaker or a bearer of another culture, express their mood, intonation, and show their character in order to contribute to the formation of an empathic feeling. Some of the necessary information for the dialogues students had to be found on the Internet or on an international chat communicating with a native speaker independently outside the classroom.

When using the Internet, students were offered tasks aimed at finding information related to another culture, research activity. Internet search and communication were used in the classes using other methods, for example, discussion, dialogue, project, training, so more attention was paid to this method at the lessons on foreign languages. We conducted information trainings on writing a letter with all the rules relating to the culture of England. For example, students were asked to learn from the communication with the Englishman, why there is an idiomatic expression: Purely American / English humor; what values the representative of the studied culture stands out for; how can he characterize himself; what are the preferences in food for the English and others.

To implement the method we consider, we have included the topic and questions that are reflected in the author's questionnaire in order to achieve the results obtained at the stating stage of the experiment, where students showed ignorance of cultural realities.

It was important for us to observe the level of multicultural competences in future teachers, and compare it with the initial one after the introduction to English classes in experimental groups of project activity methods, dialogue of cultures and Internet communication. To achieve this goal, the diagnostic method was used to identify one of the multicultural competence criteria – the moral psychological quality of the individual,





which manifests itself in relation to the author's questionnaire, unlike its cultures, aimed at revealing the level of future educators attitudes to other cultures. This indicator of multicultural competence was determined by what qualities students chose for themselves in relation to representatives of not only the culture being studied, but also to others.

Comparing the results with the results of the initial diagnosis, we noted an increase in the positive attitude toward others in the students of experimental groups and a decrease in the percentage of students with a negative attitude. In control groups there was an insignificant increase in this level.

To examine the dynamics of changing stereotypes and behavior of students on cooperation with representatives of British culture, students were asked to repeatedly answer the questions of the author's questionnaire.

It is established that the experience of cooperation with representatives of British culture has been acquired. This fact was confirmed by the fact that the students learned to communicate with the representatives of England via the Internet; formulate your written message; they had the confidence that their communicative contact with the English would develop successfully; learned about the habits and habits of the culture studied on their own. Students have received this intercultural experience without the help of a teacher, therefore, the advanced training methods considered save the teacher's time and allow encompassing extensive materials about the culture and representatives of the studied language at the expense of the student's research activities. It is important to note that the students of the experimental group have expanded the cultural picture of the world due to the experience acquired in the Internet – communication with foreigners. This is confirmed by the fact that in the associations about Britain and the British students of experimental group could observe

extensive answers. The cultural picture of the students from the control groups was enriched by the geographical and political realities of the studied country according to the information from the textbook. It is established that 27 % of respondents did not show any associations, and 26 % of students have negative stereotypes about the British; in experimental groups negative stereotypes were observed only in 8 % of students.

As a result of the conducted research, it was concluded that the method of Internet communication and search played a significant role in the self-determination of students through interaction with other cultures, understanding and accepting general cultural values, as the inevitability of cultural pluralism.

Since the conclusions obtained influence the change of the criteria of multicultural competence in a positive way, the methods of multicultural competence formation that we have examined can achieve the result of the technology of learning by the author's model, provided that the corresponding conditions are met.

The discussion was used in the training method, before and after the student's presentation, after working with technical means – the Internet, video. For example, a discussion was held, which aroused interest and involved expressing its opinion on the question: Why should we study the cultures of other peoples?

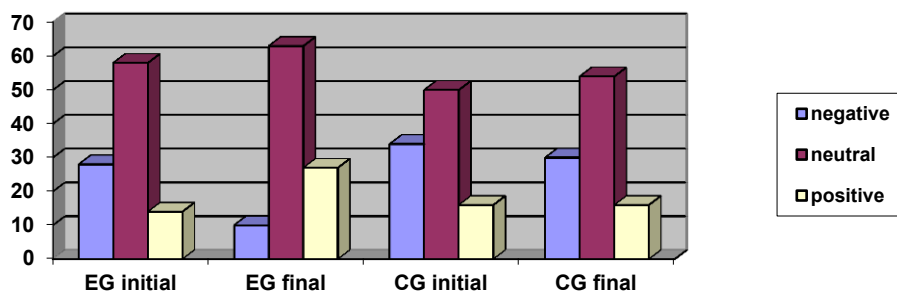
The analysis of students' answers showed that after the introduction of several methods of advanced training in foreign languages classes, students have a higher level of multicultural competence on such a criterion as an understanding of cultural diversity that was observed in the position of the students to culturally pluralism. Comparing the result obtained with the results of the discussion at the stage of the experiment, it can be concluded that the students began to feel more aware and tolerant about representatives of other cultures, began to see the advantages of



multiculturalism, to note the importance of multiculturalism for enriching their country.

In order to ensure the effectiveness of the discussions method based on certain information obtained by the students themselves,

a statistical analysis of the answers results was made and compared with the initial level of the students' real position on cultural pluralism. The discussion included questions from the questionnaire (see Figure 1).



*Diagram 1. Dynamics of changes in students' position on cultural pluralism in experimental and control groups at the beginning and the end of the experiment*

Some lessons were conducted on the basis of training to determine the degree of intercultural competence of each student and the development of his ability to self-analysis. The training was based on program material, and therefore organically fit into the course of the lessons, without violating the integrity of the learning process of a foreign language.

The result of the method of role-playing game in accordance with the communicative approach is active participation in the learning process of foreign language, in activities that simulate real situations; collective work of students. The role play was based on the information provided at the beginning of the training. This method is similar to the method of cultures dialogue, because the game involves tasks related to presenting yourself as a person of another culture, nationality.

Analyzing classes using the method of role-playing game, it can be concluded that

this method contributes to the achievement of learning goals for learning foreign language; improvement of national and cultural realities knowledge, which are the basis for multicultural communication; the formation of emotional resistance to intercultural differences, the ability to empathy; erasing negative stereotypes; increase the level of multicultural competence of future teachers.

For the purpose of monitoring the level of acceptance of others in future pedagogues and comparing it with the initial level after introduction in classes in English in the experimental groups of the above-mentioned methods, we used the repeated diagnosis of acceptance of others (on the Feyey scale) (see Fig. 2).

Results showing the level of acceptance of others by students can be interpreted from the standpoint of indicators of communicative skills, because the factor of another person acceptance is important in communication.

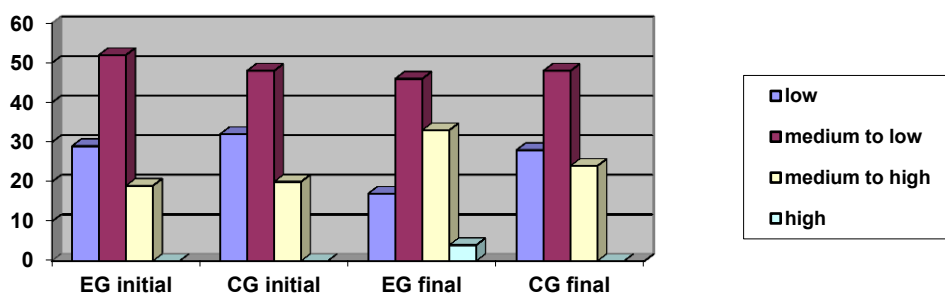


Diagram 2. Dynamics of changes in the level of acceptance of others in students on the Feyey scale in experimental group (EG) and control group (CG) at the beginning and end of the experiment

In the diagram, we can observe the increase in high and medium to high levels of acceptance of others and a decline in the low level. In order to ascertain the increase in the level of communication skills, a diagnosis of communicative inclinations, which we used in preliminary diagnosis, was carried out. In this diagnosis, the same students from the experimental group participated.

Based on the results of the diagnosis, there was established a tendency to increase communicative skills through methods aimed at the advanced training. Consequently, we were able to organically achieve the ultimate goal of learning foreign languages – the formation of communicative competence.

The conducted research gives grounds to assert that each of the methods of the advanced training is effective due to changes in the criteria and indicators of the multicultural competence of the future teachers in a positive way. Based on observations of students, the method of project activity and the method of Internet communication are the most effective. The efficiency of the allocated methods is determined by us on the fact of the minimum time spent by the teacher due to the increase of independent individual and group assignments. It is worth noting that the method of training requires considerable preparation of the teacher, but is also effective. Accordingly, it is possible to recom-

mend the inclusion of methods of project activity, dialogue of cultures, Internet communication, role play as the most effective in teaching a foreign language and the formation of multicultural competence in the learning process of the foreign languages. The use of these methods and the development of appropriate productive assignments with a culturally appropriate subject allow the formation of important qualities of future teachers: communicative skills, empathy, tolerance, emotional resistance to the acceptance of other personalities.

As evidenced by the results of the experimental work, the number of students from experimental group with a high level of multicultural competence increased; the number of students who at the beginning of the experimental work had a low level of multicultural competence decreased.

Concluding the analysis of the results obtained, it can be concluded that the aim of the research has been achieved, the hypothesis has been confirmed.

The results of the study make it possible to conclude that the developed and approved model for the formation of cultural competence and the pedagogical conditions for its implementation positively influence the formation of multicultural competence of future educators in the process of teaching foreign languages in non-linguistic faculties.



In the **summary** on the basis of the conducted research the following **conclusions** are formulated:

1. It was revealed that the problem of the advanced training of future teachers should be solved on the basis of expedient use of the author's systematization of existing principles and approaches to multiculturalism and multicultural education, with the aim of adapting them to the development of advanced training process technology in a teachers training educational institutions.

The author revealed that the methods of effective advanced training of future teachers in the process of teaching foreign languages are dialogue, project, Internet communication, role play, training, discussion, which allow to correlate them with the principles of multiculturalism, which ensures the expansion of the boundaries of the students' world outlook; tolerant interpersonal and intercultural relationships; self-determination of one's own culture; emotional resistance to cultural differences; forming a sense of empathy; creative development of students; the formation of global thinking; liberation from stereotypes.

2. In the course of the study, the possibility of the advanced training of future teachers in the process of teaching foreign languages in non-linguistic faculties is grounded.

3. As a result of the theoretical analysis of the literature on the research problem, the content of the concept of "multicultural competence of future teachers" is specified, which was oriented towards future pedagogical activity and reflected the professional relations of the future teacher to other nationalities. Adequate criteria and indicators for assessing the level of multicultural competence of future teachers have been determined.

4. Structural and functional model of multi-cultural competence of future teachers containing target, substantial and effective components, which together provide the effi-

ciency of formation of multi-cultural competence at future teachers, without violating the integrity of the foreign languages learning process was developed and tested.

5. The effectiveness of the model was proved in the course of its experimental testing and confirmed to commit any changes that have occurred in experimental groups of students – strengthening the positive position on cultural pluralism, tolerance acceptance of other cultures, positively expressed attitude towards other cultures and their representatives, the orientation in intercultural situations, severe empathy, a positive mental attitude to cooperation with representatives of other cultures, the desire for multicultural dialogue, the lack of negative cultural stereotypes and, as a consequence, increase of the communication skills level.

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