

Trilingual Education: Main Items and Outcomes for Kazakhstani Youth

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Abstract.

The article is devoted to the aspect of developing trilingual competence of Kazakhstani students of linguistic and non-linguistic specialties. The authors present the study with duration of one academic year. The study results presented demonstrate the effective impact of techniques chosen in order to develop the trilingual competence. The aim of developing such a competency is to prepare students for communication and life in trilingual and polycultural modern world, to lead the country to prosperity and remember the dignity. The authors also try to underline the importance of trilingual competence which is significant today in modern Kazakhstan. The trilingual competence is the basis for learners of any specialty. Developing the chosen competence students become polycultural. Aside from that students due to English knowledge as the international language are ready to communicate in global process of constant integration in all spheres. The techniques that were used in the experiment demonstrated the effectiveness according to the survey that has been taken in the end of the academic year to reveal the results.

Keywords: *trilingual competence, trilinguality, quiz, analyses, specialty, polycultural competence.*

I. Introduction

✓ *The relevance of the study*

The relevance of this article is caused by state policy of the Republic of Kazakhstan; namely by "State program of education and science development of the Republic of Kazakhstan for 2016–2019 years", "Roadmap of trilingual education development for 2015–2020", "The language education concept of the Republic of Kazakhstan".

✓ *Main priorities in the Kazakhstan state language policy*

The trinity of languages is one of the main priorities of state policy. The Kazakhstan's language development ideology was for the first time announced at the 12th session of Assembly of the people of Kazakhstan in October, 2006. In the Call of February 28, 2007 "New Kazakhstan in the new world" the task to start implementation of the special program "Trinity of Languages" was given. This assignment contains in the 26th direction of Message: Spiritual development of the people of Kazakhstan and trinity language policy (The message of the President of Kazakhstan to the people).

As it is noted in the State program of functioning and development of languages for 2011–2020 "One of the most important conditions of successful language development is the organization and ensuring stable functioning of

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the language training system which is a fundamental component of the culture society. This system has to represent the interconnected consecutive and continuous process which is carried out at various levels and in various forms".

✓ *The cultural project "Trinity of Languages in the Republic of Kazakhstan"*

In order to create "the optimum socio-linguistic space in the country determined by functional languages ratio achievement which is used in the territory of Kazakhstan", the unique formula of cultural development and languages of all ethnoses is developed:

- development of Kazakh language as the state language;
- preservation of Russian language as the language of international communication with all functions guaranteed to it by the Constitution of the Republic of Kazakhstan;
- learning of English language as the language of successful integration into global economy.

In the following situation the cultural project "Trinity of Languages in the Republic of Kazakhstan" declared by the President of the Republic, is directed to define and realize state strategy in the sphere of language education which is based on linguocultural pluralism with the aim to train and educate the polycultural trilingual personality, capable to self-actualize effectively, keeping the ethnic structure of the personality in the conditions of the polycultural world with variety of different ethnic groups.

Today the current situation is that worldwide there is much more opportunities and open new pathways ahead if one knows several languages. In Kazakhstan the youth is sure that trilingual education leads to a better future. The state is developing and now the trilingual specialists are in high demand. The President Nursultan Nazarbayev in his annual call to the people "New Kazakhstan in a new world" stands for the development of three main languages: Kazakh language as the state language; Russian language as the language of interethnic language; and English language as the key to successful integration to global economics.

✓ *The fundamental strategy in language development in Kazakhstan*

The fundamental strategy in language development in Kazakhstan is based on "The State program of language functioning and development: 2011–2020". The principal aim of document is to strengthen the social and communicative function of the state language, which is Kazakh; to preserve the culture aspects of Russian language; and to develop English language as well. In Kazakhstan the idea of languages development is the mainstream these days. Many actions from the society and educators are aimed to support the learning languages. Thus, considerably not long ago, the decision of expanding English into the primary education was made. According to the strategic plan of the Ministry of Education and Science of the Republic of Kazakhstan for 2011–2015, in 2013 were developed for primary education and curriculum for teaching English to Grades 1–4. As the plan states, the English learning age now is 6–7, usually it is the age of Grade 1. Besides, the modern curriculum directed to shape intercultural communication and presents the integration of culture diversity within units of different themes.

✓ *The role of English language in Kazakhstan*

Modern youth comprehends the importance of English language clearly. They need English to communicate with people all around the world, to hold proper positions at work, to serve to motherland and to whole world as the highly educated person who spreads the harmony and friendly attitude to a great diversity of cultures. For this purpose, in mind, the knowledge of English provides an opportunity to be aware of the latest news in every sphere of human life, whether it might be the scientific research or economics; an entertainment updates or

historic events. According to the data in Kazakhstan since 2004, 32 schools have introduced an experimental program of studying English starting from the second grade with one hour per week; in 2011, English was studied from Grade 2 in 115 schools, involving a total contingent of more than 51 000 students. Today when the economics is in developing process in Kazakhstan, the young professionals who know international language are in a high need to direct the country to a prosperous way of living. Study shows that there are nearly 3500 international companies in Kazakhstan. Moreover, the President makes business trips to powerful countries all around the globe to suggest to investors to be partners because the business communication with the foreign investors is very beneficial to both sides. Periodically in Kazakhstan business forums take place; they aimed to make agreements that will support and increase the economics of country.

✓ *The phenomenon of trilinguality in Kazakhstan*

Polylinguality is a phenomenon that means combining more than two languages within a single human being. Polylinguality is also comprehended using the culture peculiarities of language that is having being used by the exact moment. In Kazakhstan the polilinguality is named trilinguality. It has been happened in Kazakhstan (as well as in some other post-Soviet Union countries) as the result of historic facts.

The notion "trilinguality" is used in the following article. European colleagues mean the same phenomenon in a "multilingualism" notion. For the conditions of social life in Kazakhstan the two terms are synonyms.

II. Literature review

The modern epoch of multilingualism is identified as the linguistic diversity co-existence and might be seen as a challenge. The magnificent analogy is presented by Garcia. The idea is the following: the language diversity is like a backyard garden full of different varieties of beautiful flowers. In order to survive they need a protection and proper care. Furthermore, scientists claim multilingualism as a common global phenomenon. They also state that nowadays the number of existing languages in a world is nearly 7000, while the number of independent countries is 200 only. In a modern world the linguistic is dynamically changing. The immigrants' flows across the borders, languages are no longer preserved. As Bjorklund M. states:

"The awareness of the importance of well-planned linguistic and cultural enrichment strategies has increased".

Although, multilingualism may be described as a common phenomenon, Malykh presents it as the rare phenomenon if it is understood as the qualitative usage with high knowledge of three and more languages both in a daily life and professional area. Regarding the comprehension of term "multilingualism", the language policy might be a part of it. From this aspect Ricento and Hornberger used a metaphor of an onion, as onion consists of many different layers.

III. Analytical Research

Concrete steps towards trilingual education realization

The State education and science development program for 2016-2019 it is declared that:

"The education programs content of the universities will be modernized due to renewed education transmission. Starting 2017-2018 academic year in 15 main universities the pedagogical staff preparation in 4 pedagogical specialties will be taught in English; the education programs, course books will also be designed in English".

This presents the practical concrete steps towards trilingual education realization.

In accordance with western countries experience in teaching in schools the "master in pedagogical sciences" is brought widely. The new pedagogical staff preparation system will become a principal base which will launch brand new qualitative level of whole education system in Kazakhstan. In Kazakhstan particularly in schools the teachers of "master" degree are welcomed.

Among the 131 republican universities, the "Education" group of specialties will provide 61 of them, which 3 of the universities are national, state – 21, 1 international, private limited – 2, private – 34.

Kazakh national pedagogical university introduced the program of 8 pedagogical specialties. The preparation of future English teachers' specialty (5B011900 "Foreign languages: two foreign languages") includes "Information-communicative technologies" discipline in English. In third semester the required component is represented by "Basic main foreign language (B2)" and "Second foreign language" disciplines. The component of disciplines that may be chosen consists of: "Linguoculturology", "Modern practical phonetics", "Practical phonetics". In the fourth semester the following disciplines are presented: "The modern practical grammar of foreign language", "Functional grammar" and the same disciplines considering second foreign language.

Main factors and peculiarities of trilingual education in Kazakhstan

The trilingual education realization is gaining speed nowadays. Thus, the clear-cut objectives of the trilingual education in Kazakhstan may look like as the following:

- Providing scientific research in trilingual education sphere;
- Inserting the leveled language learning model as prototype of CEFR (Common European Framework of Reference: Learning, Teaching, Assessment);
- The broad usage of CLIL (Content and Language Integrated Learning);
- The institutionalized support trilingual education development.

Before the installing the trilingual education in modern Kazakhstan the main factors, that affected trilingual education model were taken into account, accepting:

- It is proved by scientists that two or more languages learning increases their education quality;
- Scientists trustfully claim that the 8th grade pupils' level is equal to European 6th grade and 7th grade pupils in Russia;
- Highly developed countries like Finland, Norway, Germany, Singapore, Malaysia started the pathway of improving namely by trilingual education, by learning English language.
- If Kazakhstan ignores above mentioned factors then country will remain as the deliverer of sore material only, the people of Kazakhstan will only use high technology products of abroad, producing anything within the country itself.

Every country has own peculiarities, so does Kazakhstan. Such wise, it may be underlined the peculiarities of trilingual education in Kazakhstan:

~ In the Kazakh language teaching schools from 1 to 9 grades the subjects will be mostly in Kazakh – 91.8%; two disciplines will be taught in Russian and one in English.

~ In the Russian language teaching schools, the percentage will be 87.5%; e. i. the huge part will be in Russian, then two subjects will be taught in Kazakh and one in English.

~ In all schools in 10th and 11th grades pupils will study in English the following subjects "Informatics", "Chemistry", "Physics", "Biology" and "English language". The rest of the subjects in Kazakh schools will be taught in Kazakh, in Russian schools in Russian language. So, 9.3 % of study time is devoted to learn lessons in English.

~ The studying above mentioned school subjects in English will be discussed by the common decision of pedagogical and parents` communities, taking into consideration the pupils` wishes and pedagogical staff opportunities.

~ To launch the English teaching subjects` innovation, the peculiar methods (such as introducing the terminology in English of Informatics, Chemistry, Physics, Biology; and outdoor events) will take place.

The Roadmap of trilingual education program

The language policy in the state is directed towards the triunity of Kazakh, Russian and English. In general, in Kazakhstan the state language policy is based on:

- Reaching the total 100 % Kazakh language acquisition;
- Not losing the current Russian language acquisition achievements, that exist due to historical reasons in Kazakhstan;
- Adding to existing Kazakh–Russian bilinguality the knowledge of third language — English as the language of integration to world community.

In Kazakhstan, the program "Roadmap of trilingual education development for 2015-2020" is set up. The "Roadmap" realization will support the study programs; conduct the trilingual education inherence; improve the preparation system of pedagogical staff in the aim of effective setting trilingual education up; provide effective scientific investigation in trilingual education field in Kazakhstan; popularization "Triunity of languages" culture project. "Roadmap" is aimed at:

- ✓ The improvement of trilingual education official documentary;
- ✓ Scientific investigation on trilingual education problems study;
- ✓ Methodological support of trilingual education;
- ✓ Pedagogical staff preparation and qualification improvement;
- ✓ Trilingual education informational providing;
- ✓ Financing trilingual education.

The preparation of pedagogical staff for trilingual education

The trilingual education transmission is the complicated process. The most important issue is the preparation of pedagogical staff. The difficulty is in that, first of all, pedagogical mind set is inert, as they say; the conservative stereotypes of teachers. In the whole, the process of shaping skills towards innovative changes remains problematic, yet.

In the while, the experience that is worked in trilingual education in Kazakhstan brings the optimism and the belief in success. In the state the following model is approved in 33 secondary schools, in 30 Kazakh–Turkish lyceums and Nazarbayev Intellectual schools — 20.

In the system of higher education there is some certain experience in studying in three languages. Thus, since 2008 Kazakh Ablai Khan University of international relations and world languages and E.A. Buketov Karagandy state university were defined as the universities on coordination in trilingual education direction. In 2012–2013 academic year in 32 universities of the country were installed special departments of English teaching disciplines (Pedagogical staff preparation programs analyses for work in the trilingual education conditions). In 2014–2015 academic year 1002 trilingual groups were gained, where 10800 students were studying. Also, in 2014–2015 academic year in 7 pedagogical institutions and universities were created 111 trilingual groups. For this purpose, Kazakh, Russian and English-speaking pedagogical staff was formed.

In trilingual education direction in 2015–2016 academic year the studying is conducted by 65 Bachelor, 32 Master, 8 PhD specialties in 42 higher institutions.

The trilinguality in the high education sphere

According to the latest data, the number of Russian department students who study disciplines in Kazakh language is 3842; students of Kazakh department who study disciplines in Russian are 5704; students of Russian department who study in English are 2886; students of Kazakh department who study in English are 7450.

The results that presented by universities tell that bilingual (Kazakh–Russian bilinguals) teachers are major; it is 5228 or 37.3 % of all teachers that participated in monitoring. The number of teachers who teach disciplines in English is 1506 or 10.7 %. The Ministry of Education and Science of the Republic of Kazakhstan has made a huge work on setting the trilingual education in the country up.

Kazakh Ablai Khan University of international relations and world languages since 2006 realizes the leveled model of foreign language education which aimed on unite national system of foreign language model creation. The model was introduced in "The foreign language education development concept of Kazakhstan", where the levels and content of foreign language education for the primary and secondary schools, specialized schools, linguistic and non-linguistic universities were presented.

As the base for the leveled system the document of "Common European language competencies" in accordance with which 6 European levels of study was used. The defined levels are harmonized with the peculiarities of national education system and in accordance with accepted in the Concept education structure. The realization is presented as:

- For the Kazakh and Russian languages as native flows as a scale from A1 level to C3 level;
- For the Kazakh and Russian languages as second language the number of levels decreases and the result in secondary school conditions suits to B1 level. The highest result could be C2 level, which is higher education characteristic;
- For the foreign language with the mention of the right conditions' absence; the learning starts with elementary program level. Thus, in professional education learning starts with B2 level. The highest level in the specific language education conditions are B2, C1, C2 levels with certification of IELTS (European standard) or TOEFL (American) + 2 programs: LAP (Language for academic purposes) and LSP (Language for specific purposes).

The national model of learning trilinguality

In accordance with the following unique scale the national leveled model of learning trilinguality was created by Kazakh Ablai Khan University of international relations and world languages scientists and was adopted. The learning languages as the model proposes range like this:

1. The minimal level (I national standard) that is similar to A1, A2 levels CEFR;
2. Basic level (II national standard) is similar B1 level;
3. Basic standard level (III national standard) is similar B2 level;
4. Super basic standard level (IV national standard) is similar C1, C2 levels;
5. Maximum level (V national standard) is similar C3 level.

The cognitive-trilingual methodology

The following national leveled model of learning was designed on the base of cognitive-linguocultural methodology. The effectiveness of language education that leads to shape trilingual and polycultural person might be realized with the help of principal system-methodology changes. Such a scientific-theoretical basis is the cognitive-linguocultural methodology and the foreign language and trilingual education theory. The author is Kunanbayeva S.S.

The cognitive-linguocultural methodology and the foreign language and trilingual education theory stand that:

- The disciplinary field of "foreign language" widens to "foreign language education" level, that contains the "culture" as the main base of language;
- The unite "foreign language education" object defines the interdisciplinary segment in a form of didactic whole as "language-culture-person";
- As the methodological category that promote integration into whole "language-culture-person" the synthesized whole "linguoculture" is highlighted;
- The cognitive-linguocultural methodology's set of methodological principles is defined that equally, systematically and fully reflects the whole methodology; they are: cognitive, communicative, socio-cultural, linguo-cultural, conceptual, reflective;
- The principal category as "intercultural communication" was introduced, shaping of which is unite process of becoming "subject of intercultural communication"; qualitative result of being "subject of intercultural communication" shows up as the reflection of 6 above mentioned principles;
- The final result and acquisition level in absence of appropriate conditions and socio-cultural surrounding is the shaping person "subject of intercultural communication" with the ability of proceed intercultural communication in a wide diversity of professional and daily situations, demonstrating adequate behavior culture and national specific mentality, that is characterizes language and culture of the native speakers of learning language. The educational potential of the trilingual educational environment of educational institutions "the Commonwealth" contributes to overcome intercultural barriers in the educational environment of Kazakhstan.

Overall, the dynamic changes are taken towards the trilingual education realization. The trend of being trilingual is vital nowadays.

IV. Methods

Implementation of innovative programs in educational system

The main issue of "State program of education and science development of the Republic of Kazakhstan for 2016–2019 years" is updating and upgrading the education content. It requires implementation of innovative programs in education systems, systemized adoption of competence-oriented teaching model. Such program is "Roadmap of trilingual education development for 2015–2020".

In Kazakhstan children before entering the University learn English at school, and all new-comers at the first academic year in the University study English material in Intermediate level, but here is the problem for teachers: students have different levels of language, some come with advanced (the smallest part), some with Intermediate and the huge part of fresh-comers enter the Universities with the lower levels. Occasionally students study in groups with mixed knowledge and abilities in English classes. The following situation relates to students of non-linguistic specialties of L.N. Gumilyev Eurasian national university. Most of the times the aspect of social-communicative skills development is connected clear-cut to behavior of students, thus:

"Deficits in social communication skills are associated with poor developmental, educational and behavioral outcomes".

In other words, the more learners communicate within society the more interesting full and bright life they have. The trilinguality leads to comprehension several languages which, overall, arises the chances and possibilities of successful communication.

The educational program by Kunanbayeva S. S.

During the lesson of English some students cannot present the knowledge of language even if he knows the lexical and grammatical material. However, as modern study tells:

"Improving opportunities for personal and social development in students is of particular interest to schools".

English teachers find the solution in the communicative method. It therefore goes some way to addressing the further: the intercultural-communicative approach. The magnificent major work of Kazakhstani scientist Kunanbayeva Salima Sagieвна presents the educational paradigm where the intercultural-communicative competence is the core of modern "foreign language education". Thus, the whole paradigm and the conception present the new way of teaching international language so that the learners become representatives of modern society where all language learners are the subjects of intercultural-communicative competence. In sum, learners feel free to communicate not only in classroom but also within a community with representatives of different cultures and ethnics. Moreover, students who learn languages shape intercultural competence. The final destination of foreign-language education is the person of intercultural-communicative competence. Trilingual competence is being developed by trilingual person. According to "The language education concept of the Republic of Kazakhstan" it is said that principal rules take place when person becomes trilingual. Firstly, the main obstacle is the surrounding. When the person is emerged in an atmosphere of learning language, then the language acquisition flows naturally. Then, secondly, linguo-cultural base is needed. Thirdly, the form of linguistic consciousness comes out. After that, the shaping object is activated. Here, concerning the first language the linguo-professional-communicative competence is developing. The second language deals with linguo-communicative competence. Finally, the foreign language aims to the intercultural communicative competence.

The trilingual competence

The competences issue is the principal in education. Following this thought, except trilingual competence (which is the core reason of writing the article), the intercultural competence, that is magnificent in learning international language. Moreover, the two previously mentioned competences are interrelated because the direction is one; they aimed at successful communication with different cultures in several foreign languages. Nevertheless, the professional competence is important too. Besides, the study groups are shaping the professional competence as well as the trilingual in learning process. Thus, the group of scientists claim:

"By professional competence we understand the willingness and ability of the specialist to act appropriately in accordance with the requirement of the situation to solve tasks and problems methodically correct and independently as well as to evaluate the results of their activities".

The up-to-date demand of modern education needs to shape the trilingual competence. Trilingual competence is being developed by trilingual person. According to "The language education concept of the Republic of Kazakhstan" it is said that principal rules take place when person becomes trilingual. Firstly, the main obstacle is the surrounding. When the person is emerged in an atmosphere of learning language, then the language acquisition flows naturally. Then, secondly, linguo-cultural base is needed. Thirdly, the form of linguistic consciousness comes out. After that, the shaping object is activated. Here, concerning the first language the linguo-professional-communicative competence is developing. The second language deals with linguo-communicative competence. Finally, the foreign language aims to the intercultural communicative competence. However, the current circumstances in the world call for intercommunication, collaboration and integration within all spheres. The trilingual competence means not knowledge of only many languages, but the awareness of different cultures and their peculiar features. Undoubtedly, being tolerate and open to communication with world cultures makes one successful and spiritually rich individual. In the following article the trilingual competence is understood as the combination of:

- *the language aspect* — to have speaking, reading, writing, listening skills in the mother tongue, second language and international language;
- *the culture aspect* — to have wide vision and know and practice the different culture peculiarities (we believe that trilingual individual is the polycultural one);
- *the professional aspect* — to combine the language and culture aspects in a professional field with the sense of harmony and respect.

The proverb says: "Practice makes perfect", the knowledge of basic methodological set of rules and pedagogical principal features to future English teachers is essential. Also, as Canadian researchers notice:

"Looking across several surveys of teachers and research concerning professional development in Canada, subject and pedagogical knowledge continues to be a priority".

V. Results and Discussion

Integration of the trilingual competence shaping within the learning process

As the trilingual competence is the destination for learners to achieve the research took place. During the academic year Kazakh Ablai Khan University of international relations and world languages students of the specialty "Foreign languages: two foreign languages" and L.N. Gumilyev Eurasian national university students of

the "Informational systems" specialty. Students were at the second course of Bachelor. It is necessary to point out that Kazakh Ablai Khan University of international relations and world languages is language centered (in other words it is linguistic University); whilst L.N. Gumilyev Eurasian national university is not; both institutions are leading in higher education and hold top positions in rankings among all Kazakhstani universities. The results of the experiment were shaped in a survey. At the end of the academic year students were asked ten questions.

Students in the period of one academic year had different types of assignment; the three main blocks may be underlined: checking, analyzing and practicing. At the end of each lesson students are given the topic (title) of the upcoming next lesson so that students read the information by themselves. Following the logical chain, the lesson begins with mini-quiz of ten questions. Obviously, students read from different sources, but, nevertheless, the principal idea remains the same. So, the quiz questions are structured in a way one may find out the correct answer simply reading the question attentively. Analyzing the mistakes that have been done during the quiz after the shifts with filled answers had handed in to the teacher. Some students pass the analyzing part emotionally, usually those who care about the education (or scores). Overall, practicing stage is the empirical reflection of theoretical knowledge gained up to this moment.

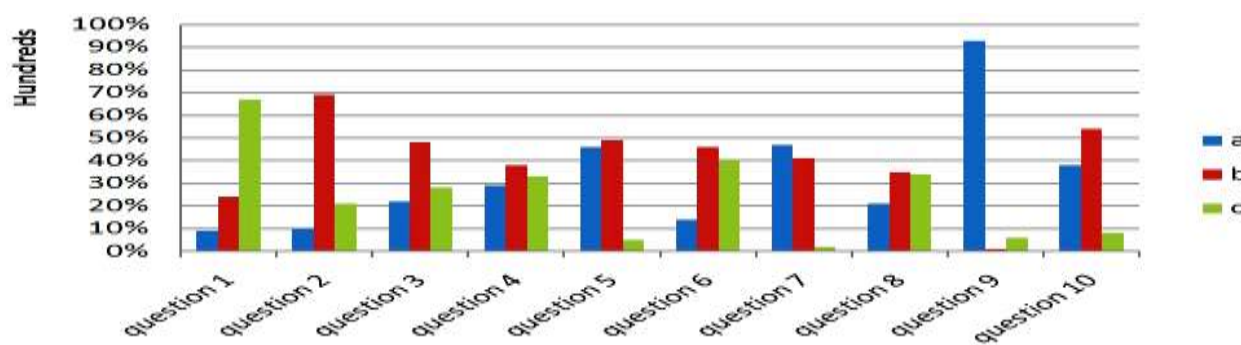
At the end of academic year, the survey was held among the students mentioned above. The aim of the survey is to investigate the whether the trilingual competence is being shaped within the learning process

Table 1. Survey statements

	Finish the sentence	Answer		
		a	b	c
	My English level is	Pre-intermediate	Intermediate	Upper-Intermediate
	I perceive new material firstly	Audibly	Visually	Kinesthetically
	I prefer to learn English	Individually	In small groups	In pairs
	I find ... the most productive part	Doing quiz and discuss the answers afterwards	Discuss new lesson material in class	Doing home-work: making up exercises and products by ourselves
	I search for more information about different cultures	Always	Sometimes	Never
	I prefer to ... when learning new material in	Learn the definition by	Understand the definition	Make notes of definition

	English	heart		
	I find making analyses in English class ...	Effective	Productive	Not necessary
	Being trilingual person is ...	To know many languages	Is being open minded person	To deal with representatives of other cultures
	I consider myself as trilingual	Yes	No	Haven't decided yet
0	At the end of the academic year I	Improved all four skills	Realized the importance of polylingual competence	Learnt much

Results of investigation in the Kazakh Ablai Khan University of international relations and world



languages

Fig. 1. Survey results of Kazakh Ablai Khan University of international relations and world languages students

The results of Figure 1 are divided into *10 questions*

1. English level of students

Thus, 67% of them know English at the Upper-Intermediate level, 24% — Intermediate, 9% — Pre-Intermediate. This may tell that most of students can express their opinion and communicate in English in a confident way. The study also demonstrates that learners are already trilingual: they know mother tongue (usually use it at home with family members), they know Russian language as the result of historical events (in the streets, in backyards youth speaks in Russian), and young people know and learn English (students use English not only to do home-work, but also for entertainment — watch latest films TV channels online, read fiction, listen to English songs).

2. The ways of perceiving new material

So, 69% of answers are “visual”. It means that the biggest part of learners prefer to see visually to remember the information. 21% (almost three times lower percentage) perceive kinesthetically. And finally, the smallest number of learners chose "audibly".

3. *"I prefer to learn English"*

The 48% like to learn in small groups, while 28% prefer working in pairs, and the third part, the smallest one (only 22%) — individually.

4. *The most productive part of the lesson*

The 38 % chose "*Discuss new lesson material in class*". The 33% answered that doing home-work and creating the exercises at home is very much helpful to practice material. 29% think that "*Doing quiz and discuss the answers afterwards*" is much more productive. It should be noticed that all three groups of answers are similar which means every part (discussing, creating exercises as home task and answer the quiz) is significant all are important in learning English.

5. *Searching for more information about different cultures*

Sometimes look for more information about different cultures and their peculiarities — 49% of students, 46% always do that, it certainly tells that students demonstrate an interest in learning cultures diversity, what makes them polycultural young people. Only 5% don't search for information.

6. *I prefer to ... when learning new material in English*

It is obligatory to learn definition in studying process. Meanwhile it is important to figure out how student deal with remember notions and terms. The study showed that 46% try to understand definition and then remembering it flows naturally. 40% make notes so that the definition reflects in visual memory. And 14% learn the word by heart which has only temporary effect and won't be in mind memory for long.

7. *Making analyses in class*

Making analyses in class is helpful tool for students to comprehend all the peculiar features of material. According to learners' opinion they find the analyses an effective part of the lesson, 47% goes to this answer. 41% chose "productive", and the rest 2% — "not necessary". The results show that analyses making is the essential segment of learning.

8. *The current attitude toward being trilingual*

The understanding of what being trilingual means is discovered as "*Is being open minded person*" and "*To deal with representatives of other cultures*"; the percentage is 35% and 34% identifies the result. 21% suppose that being trilingual is to know many languages, which is true also, but it is only the surface of the trilinguality phenomenon.

9. *Whether student considers himself as trilingual or not*

Almost everybody (93%) believe he is trilingual. 1% does not believe and 6% have not decided yet.

10. *Conclusion of the personal achievement of learner*

Thus, according to the responds 54% of students realized the importance of trilingual competence. 38% claim that they improved speaking, writing, listening and reading skills which is also brings positive reaction. 8% said that they learnt much.

As results also may be interpreted the fact that the majority of students are the owners of trilingual competence, they simply develop the competence with new knowledge in English every day. From early childhood children speak two languages at least. In the kinder gardens, at schools, in the Universities the foreign (except English children may learn German, French at school and many more languages at the University such as Chinese, Arabic, Spain etc.) language is being taught.

Results of investigation in the L.N. Gumilyev Eurasian National University

Figure 2 shows results for L.N. Gumilyev Eurasian national university learners` answers.

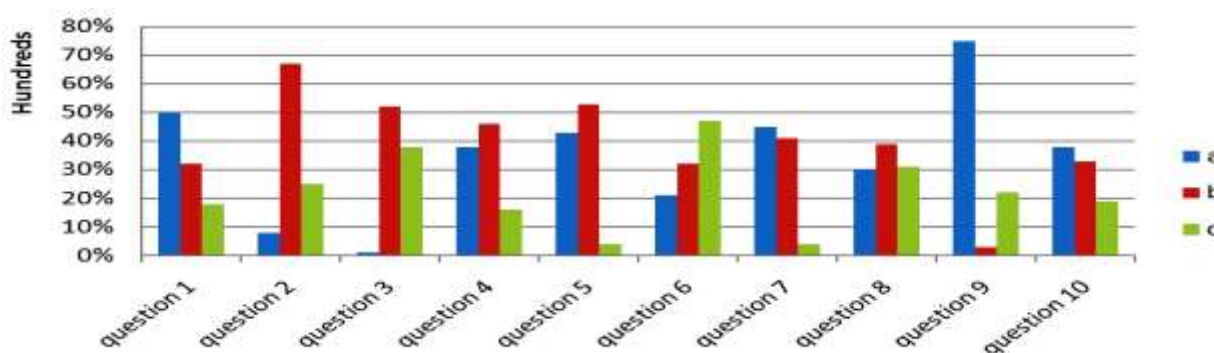


Fig. 2. Survey results for the L.N. Gumilyev Eurasian National University students

As the discipline of previous group of students was "Innovative computer technologies in teaching foreign language", it means the subject relates to their specialty. So, the discipline of non-linguistic specialty students is called "Professionally oriented foreign language", the subjects also related to the specialty.

1. The level of English is not as high as the linguistic specialty students have, and the fact is obvious. 50% of students are Pre-Intermediate, 32% — Intermediate and 18% are Upper-Intermediate. Usually the young learners who chose the Information Faculty have Intermediate level. Some faculties demonstrate lower knowledge of English.

2. Are visual learners — 67% of students, 25% are kinesthetical and 8% — audible learners. The fact that the most of the students of both groups are visual learners is clear.

3. According to the answers 52% of "Information systems" students prefer to learn English in small groups in class, and then 38% of them chose "in pairs" answer and 10% learn better individually. The situation is almost similar to previous group answers` but slightly higher (the difference is 4%). Perhaps students feel lack of confidence working individually.

4. Students finished the forth sentence and 46% of them think that discussing material in class is the most productive, while 38% — doing the quiz and 16% chose to do home task at home as the productive part. The analogical situation with a little difference shows as comparing the answers of two groups.

5. The 43% answered that they always search for more information about different cultures, 53% try to find more knowledge sometimes and 4% — never. Students of both research groups are interested in learning and expanding information and knowledge about cultures.

6. Here, 47% of learners prefer to make notes when the task is to remember new definitions in English related to their specialty, 32% try to understand the notions and 21% learn the definitions by heart as a rule. Here the difference seems to have the following explanation: the students of "Information systems" suppose understanding the definition is more complex for them than making notes and besides, maybe it is the matter of feeling confident expressing one's knowledge in English.

7. As the results show the 45% of students believe that making analyses in class is effective, 41% — think that it is productive and 4% chose "not necessary" (usually this is what who do not want to study at all say). The first group agrees with non-linguistic specialty students' answers.

8. The 39% declared that being trilingual person is "Being open minded person", 30% of students think that it is the matter of foreign languages amount and 31% answered "To deal with representatives of other cultures". The similarity is in the "B" answer, the students of two sides believe in their majority that trilingual person is the synonym of open minded.

9. The 75% of students consider themselves as the trilingual, 22% still thinking, 3% said "no" (probably it is the answer of so called "low" students). The general view is similar to previous: more than 90% believe they are trilingual; it is the fact that students who do not study English as the main discipline are less confident in language.

10. The last statement "At the end of the academic year I..." has the following rates: 38% stated that they improved skills, 33% realized the importance of trilingual competence and 19% learnt much.

VI. Conclusions

In this paper it was defined that young people of Kazakhstan are being bringing up in trilingual surrounding and afterwards at school and in the University the trilingual competence is developing. The more students practicing in English the deeper they feel the trilinguality. Doing multiple variety of assignment while learning English professionally oriented (whether the linguistic or non-linguistic the specialty is), students emerged the trilingual competence. As a rule, the following results are having been showed:

- students enlarged the professional and general lexis in English;
- students became more aware of peculiarities of different cultures and this process has no limits (trilinguality leads to polyculture);
- students develop the trilingual competence as the naturally first but then direct the further education consciously towards trilinguality.

To develop students' trilingual competence different ways could be chosen. Although the teacher may use other techniques, the analyses making, quiz doing exercises creating and cultures awareness are ought to be productive in order to develop trilingual competence.

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