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METHODS IN EARLY LANGUAGE TEACHING IN THE LIGHT OF TRILINGUAL EDUCATION POLICY IN KAZAKHSTAN

Summary. Study of sources on pedagogic issues of the tri-lingual education in Kazakhstan with the aim of examining the pedagogic issues

Key words: foreign languages, early learning, effective assistance, early learning of foreign languages.

The system of education in Kazakhstan has been experiencing significant reforms since the early years of independence. Policies and initiatives that have been adopted were targeted to affect all levels of education with a particular focus on the further enhancement of the content and quality of education in line with global demands. Integration with European higher education area has demanded from Kazakhstan to pay more attention to foreign languages and, in particular, English which was recognized as the language of information and communication with the global community. The language issue has always been central in government agenda as Kazakhstan is a multinational country.

As the status of Kazakh, a national language was quite low during the Soviet times, and consequently, not every citizen of Kazakhstan could speak it including those for whom it was their native language.

Thus, the intentions were to recognize Kazakh as the official state language, Russian as a language of interethnic communication, basically lingua franca, and English as a language of global information and communication

The recent initiative announced by the Ministry of Education and Science Minister suggests that trilingual education should start from high school with some social science subjects to be taught in Kazakh and Russian (both in Kazakh and Russian schools), and STEM subjects to be taught in English. Moreover it implies that Russian, Kazakh and English should be taught from the first grade of elementary school. This initiative puts an immense pressure on both subject teachers who need to improve their second and foreign language skills, and English language teachers who need to revise and reconsider approaches and methods in early language teaching to maximize its effectiveness.

In framework of the given initiative at the tertiary level pedagogical universities are tasked to provide theoretical foundation for prospective teachers and equip them with methods and tools for trilingual teaching and learning.

This paper draws upon practical experience of the department of foreign languages of a regional state university in Kazakhstan in providing foreign language

education to students across fields and discipline. Theorizing on approaches and methods in early foreign language teaching the paper discusses the issues of early foreign language learning and teaching in Kazakhstan which is supposed to be the first step in implementing trilingual education policy in high schools. This paper draws upon various legislation and public discourse available in printed and electronic media.

In a modern society the trend is internationalization and integration of the different spheres of human activity. The development of multilateral relations with other countries made foreign language really demanded by society. In the last 5-6 years the number of people who is learning a foreign language has increased dramatically. Parents will now as early as possible to start with learning of foreign languages of their children. Globalization has affected the fact that learning of foreign language is part of a child's life, not only as an academic subject, but also as one of the constituent parts of his life: the child hears a foreign language in the media, traveling abroad, taking advantage of Internet. The scientists cannot come to a common point of view on the most favorable age to start learning of foreign language. This is probably due to the fact that every age has its advantages and disadvantages for learning of foreign language. The question is how to teach foreign language young children. Among the scientists and experts there is no consensus what is meant by early foreign language learning. Nowadays the early learning of foreign language has become a priority in education. Currently many schools and various language centers are beginning with English teaching. Learning of foreign languages at primary school goals, content and forms of education are associated with the world and life experience of the child. They have a direct relevance and application in daily life of the child. The early learning of foreign languages contributes to not only more durable and practical knowledge of them free, but also carries a high intellectual and moral potential. The main argument of the opponents of early language study is the fact that a foreign language can have a negative impact on the development and establishment of native speech.

Supporters argue that the early teaching of foreign languages contributes to a strong and free practical possession and carries a high intellectual and moral potential. It may seem that this question is quite new and only began to be studied, but if we look at the history of educational thought, we see that the early learning of foreign language problems are considered for several centuries.

Universities are not satisfied with the level of language proficiency of school graduates and one of the ways to increase this level is to shift of the teaching of foreign languages in the first year of schooling, which is traditionally considered the most favorable age for learning of foreign language. Early age is unique to language acquisition by virtue of mental characteristics of the child as a quick memorization of language information, the ability to analyze and organize voice streams in different languages without confusing the languages and means of expression, a special ability to imitate, lack of language barrier. Learning of foreign language at an early age is beneficial to overall mental development of the child, his speech abilities, to enhance the overall outlook. Researchers say that the children of 6-8 years have mastered native language and it can be not difficult to learn a new language. Young children spend fewer forces to memorize words they are not yet burdened with prejudices, they have fewer stereotypes in thinking and behavior, they are very curious, and therefore easier to accept the rules of the "new game".

Early learning of foreign languages is designed to promote the development of the individual abilities of children. Therefore an important goal is the personal development of the child object means. This goal is strategic and it allows organically including a foreign language in the context of student life activity and defining specific ways of the integrative object relations with other kinds and forms of activity of preschool age child. At the initial stage of learning of foreign language children can acquire the basic skills to use the foreign language for communication. Communicative orientation of exercises in verbal communication will develop the oral speech and reproduce what the child heard as evidenced by numerous psychological and methodological researches.

The native language plays a large role in the learning of foreign languages of children. Experience of students in their native language involves cognitive activity of children in relation to the phenomena of native and foreign languages. Translation from foreign language to native language is considered as an important learning tool that children enjoy in the first steps of learning of foreign language. With the help of the native language the children are aware of the value of new words and speech patterns. The role of the native language is great by reading or listening fairy tales in a foreign language, because the content of them the children know in their native language. Ignoring of native language by learning foreign language is wrong, which is the cause of understanding or complete misunderstanding of language phenomena for example

lexical and grammatical material. This leads to improper or inadequate use of such language phenomena in the speech, the mechanical nature of their assimilation. Learning styles (cognitive learning styles) and personality cannot be separated clearly distinguished from each other. The term learning style will also not used uniformly; moreover, it is often difficult to distinguish from learning strategies and learning styles. Edmonson House operates with the term "cognitive styles" by which they mean the habitual approach to problems of all kinds. Some of dedicated define Riding and Cheema cognitive style as the preferred and habitual approach of a person to organize and present information. Cognitive Styles therefore refer to the perception, retrieving and processing problems.

Learning styles have been excluded then the perception, retrieving, and processing of "tasks" related to learning tasks. Language learning styles are then further restricted to tasks in the field of language learning and identify the preferences of a learner when learning a foreign language.

Striating still is, first, whether cognitive styles congenital or acquired during socialization, and secondly, to what extent they can be changed. Further, it is discussed that the same learners at different exercise types may also prefer other styles. Based on Oxford and Anderson then concrete teaching methods for learners are conducive to learning. The result for foreign language teaching, that there can be no better method than the method mix.

The terms used here are not binding but provide an overview of the many facets that distinguish learners from each other. Learning styles reflect (as well as the learning type) so - as just shown - the preferences of learners in information acquisition and processing resist. They often correlate with the speaker's biography, which in turn is influenced often culturally. A Thai woman who has learned English in school with the grammar-translation method that tends to make the methods used there to voice their personal learning style, even though they may actually be able to learn differently better. Most are the individual's preferences, so its actual learning styles, unaware. Learning styles often, lead to concrete learning strategies individually differs.

Although most people learn words best with movement and visualization, there are also learners, for example, by the color signals, e.g. be more impaired in the articles or the limbic system shuts off the motor learning. The teacher must be aware of these differences and they - pick up in class and make thematic- at a higher language level or in the respective native languages. Their own preferences, they should not be regarded as universally valid here.

All representations give merely tendencies and sometimes appear seeing stereotyped. The aim should be here but to raise awareness of the many different facets. Probably the most decisive factor for success in learning is motivation. Motivation arises from the interaction between the motives of the learner and the external situational factors. Roughly intrinsic

motivation (the motives are anchored in the learners themselves, e.g. joy of learning German) and extrinsic motivation (motivation caused by external similar conditions that, for example, better career opportunities) differentiated. Siebert further distinguishes between manifest and latent motivations for learning, their transitions, however, are fluid, and displays them based on the iceberg model. Interest and motivation of expressed in increase of noradrenalin, which increases the general attention, increase of dopamine and cholinergic system. Hippocampus and cortex are so ready to accept new knowledge.

He writes that the teacher knows the learning and memory styles of its students in the ideal case. This is however, as Roth writes, illusory. It is, however, one is aware of these differences, as a teacher always offer different approaches or learning and be aware of the different styles in themselves that their learners not so most effectively learn how he himself. Often trying teachers, students but to let them participate in their own successful strategies of learning, this can be counterproductive. Learners who are shut some methods compared with, can either gradual introduction but then benefit from these approaches, but others do not. Games, for example, are generally useful for storing process.

Should be noted the following applies: depending on how the subject matter is taught in the classroom, it is hard for learners easier or harder to anchor the knowledge offered (stimuli) in the cortex. The lesson itself may cause by considering the styles and personality traits the limbic system for the distribution of information and so regulated the secretion of neurotransmitter.

The acquisition of language, including the language which the left hemisphere dominant, eluting with increasing age, language processing is partly taken over by the right hemisphere. From the age of about 25, the right hemisphere is becoming more active.

Speech perception and especially the speech production is a highly complex process that usually takes place casually in our mother tongue. Within milliseconds, multiple processes run simultaneously. The example of the operations are traced here as an example. A spokesperson expressed in German about 3 to 4 syllables per second. They meet as sound waves on the inside of the ear and are converted into nerve impulses. They are analyzed with respect to frequency, amplitude and time relationships of the vibrations. Each word is compared with the contents of the speech memory and compared with the world and context-aware. This total activation of the brain is also the reason why is called language learning as the best memory training at all. The most advertised as Brain Training are much less promising than learning a foreign language.

In the native language processing is very fast, in the target language is needed much more time. Often converting the graphemes into phonemes and the joining of the sounds to words already takes a long time. The search for the correct correspondences of words takes time. At the beginning of the language

learner, the correspondence in the native language (or other entrenched language) is wanted for almost any word. In parallel with the syntactic analysis must also be checked when listening to a sentence again, intonation with which it was associated. "This is a great weather" can be understood as apt or ironic statement depending on the intonation. If the learner is confronted with too many records, the working memory is overloaded quickly. Congestion leads to distress, which prevents further recording of information.

While long time, at least in Germany, assumed that monolingualism is the norm, and bilingualism or multilingualism overcharge the child, we now know whether the many advantages of bilingualism and multilingualism, which are also summarized below again based on current studies be. Basically, all studies show that bilinguals have extensive cognitive benefits.

In the above-mentioned previous studies, it became clear that for early acquisition of three languages they are in a neural network. If the language gradually, after the age of 10, learned to separate networks are formed.

Relevant to learning a foreign language are the findings that more the already existing mental lexicons are activated when vocabulary acquisition up to a level of competence A2 or B1. This corresponds to the following process: The limbic system checks whether the "to-learn" vocabulary is relevant and then looks to which existing neural network it connects them. Abstaining or even the prohibition to activate the native language learning, so does the one not, on the other hand, this is also counter-productive in infancy. Modern beginner textbooks have also addressed this aspect and dock systematically to the vocabulary of existing languages.

Learners want first aid and foreign-controlled positive feedback. Independent work can be pursued only after a familiarization phase. Learning unfamiliar learners have also often had bad experiences with the school learning; even affect their language learning biography. These students must show you that learning can be fun. However, the motivation and the joy alone is not capable of that is learned successfully. The lesson of foreign language today - it's a lesson that takes into account the physiological and psychological characteristics of each child, his life experience, mood and attitude toward the subject. We teach children a foreign language so that students can use these skills in practical life: in tourist trips, during meetings with foreign guests at home. Children must be able not only to communicate in a foreign language, but also to master the skills of intercultural dialogue, be tolerant. Thus, the lesson should be activity-oriented.

One of the most important tasks of a teacher - is to increase the motivation of students to study a foreign language, so it is necessary to constantly maintain students' interest in the subject as a lesson, and after hours. Russian Methodist Alexandrov introduced the model consisting of the following parts – initiation; analysis and evaluation; analysis of the result.

In the first step, based on the main goal of learning - "the comprehensive harmonious development of

students, their readiness for self-realization", defines the main goals and objectives of the teaching of the three languages provided by the curriculum and the goals stated in the qualifying characteristics of a specialist (for vocational training).

Integrating in the educational process, it is possible to provide: 1) development of constructive, algorithmic thinking due to the peculiarities of communication with specialized training programs; 2) the development of creative thinking by changing the content of reproductive activity, performing heuristic tasks of research character in the medium of intelligent tutoring systems and simulation software; 3) development of communicative abilities based on the implementation of joint projects; 4) formation of skills in making optimal decisions and adapt in a difficult situation; 5) to achieve a level of competence in the communication is necessary for successful social and professional adaptation of the learner.

As we all know, the lesson consists of several stages. We are going to make a model of combined lesson on lexis that would include the following stages: organizational moment, introduction of a new theme, strengthening of the new material, checking a home assignment, and explaining a home task. Organizational moment is oral, as usual. Teacher and students greet each other, write down the date, teacher can apply a greeting picture on the interactive board. Then the teacher asks students about their mood, about previous lessons, or about the weather. It takes 3 minutes of the lesson. The next stage is the introduction of the new theme, for example, sounds. Students should guess the theme on their own, so the teacher turns on the record different sounds. Students find out a theme, then there appear new words, concerning the theme, on the screen, students write them down. Then, after writing them, students repeat after the tape record these words two times. The teacher says some words in English, and students say the Russian equivalent. Then, the teacher says the word in Kazakh and Russian, and students say the word in English. Then, the teacher gives students the task to create their own sentences, using new words. All these activities take 6 minutes. The next stage is strengthening of the new material. There the teacher uses the following tasks: 1) Turn on a song with new words (it can be an audio- or video-material), and first asks students just to listen. Then, asks to recognize new words, and then displays the words of the song into the screen and let students check themselves (10 min). 2) Turns on a part of the film with new words with subtitles for the first time and allows making notes on their sheets of paper. Turns on the film for the second time and asks to listen attentively. After watching a short part of the film for the second time, asks to retell the content of that part to their partner, using new words and gives a certain time for the task. After time ending asks two-three students to retell the part of the film to the whole class (10 min). 3) Give the sheets of paper to each student, asks to write down their names. Displays to the screen the definitions of the new words one by one and asks to write down the word, the definition on which they see on the screen. Takes the

sheets of paper and, after mixing them, gives them to other students to check. Displays the right answer to the screen of the interactive board, students check their classmates and evaluate their works (10 min).

The next stage is checking a home assignment. Before checking it students revise the words. To revise them teacher displays the Kazakh and Russian equivalents of words from the home assignment, and students should say the words in English. Then students say all the words to each other with translation. To check the home assignment the teacher distributes the sheets of paper and shows students the pictures of the words that they have learnt at home. After passing all the works the teacher shows all the pictures again and altogether orally say the right answers. This stage takes 10 minutes. The last stage is explanation of the home task. The home task is to learn new words, to make up sentences using all the new words and to learn the song. The explanation takes 3 minutes.

The next stage is a presenting a new theme. Students should guess the theme with the help of teacher. There is a video-material: for example a video, where the boy remembers what happened yesterday, a week ago, a month ago, a year ago and etc. Then the teacher asks students about the tense of the activities of the boy. Students answer the questions (it is not obligatory to answer only in English, they are allowed to use Kazakh or Russian languages). Teacher starts to explain the new grammar giving examples on the screen of the interactive board. The teacher can pay a special attention to the difference between the forms of regular and irregular words using tables. This stage takes 10 minutes. The next stage is strengthening of the new grammar material.

To achieve the results we've chosen the following exercises: 1) The teacher displays on a screen the sentences with the verbs in a Past tense. The task is to find out these verbs, name them and to give a translation of the sentence. There should be about 5-10 simple sentences. 2) The teacher displays on a screen the text about their contemporary about what he was doing the day before with verbs in a Present tense. The task is to change the tense of the verbs into a past tense. Students work in pairs, read the text to each other changing the tense and translating the text. Then students one by one read the sentences to the whole class changing the verbs into the past tense and translating them. 3) The text is still in the screen, and the task is to make up a dialog with a partner about your day before that day. The dialog should consist of 6-8 remarks. The teacher gives 6 minutes for this task, and after finishing, each couple presents its dialog to the whole class. Everything takes 10 minutes. 4) The next stage is checking a home assignment. Students prepared their own sentences with the use of previous grammar. Each student reads 2 sentences and another student should translate his sentences. It takes 5 minutes.

The next task of the home assignment was to present to the class your own time-table. It takes 5 minutes more. A lot of teachers gave students the task to do at home an independent project, usually in groups.

These projects were about a new theme of the lesson. The teacher divided students into groups of 4-5 students with different level of knowledge: there were students which have excellent, good and satisfactory marks in each group. Then, she told the students the main theme of the subject, in this case it was the tense of the verbs. The first group made the project about the past tense, the second group made the project on the present tense, and the third group made the project on the future tense.

One of the ways of forming and formulating thoughts was written speech. Externally expressed as oral, written language was secondary and fixed our thoughts and associations. For years, the letter served only as a means of learning other kinds of speech activity that allowed students to better learn the programming language material, as well as a means of controlling the formation of speech skills and abilities of students. The written form of communication in today's society had an important communicative function. Therefore, at present the attitude to writing and learning skills of students to express their thoughts in writing had changed dramatically.

Internet did not develop writing skills directly, but could only find a number of exercises and rules on working writing technique: The first group of exercises included writing the text (letters, postcards, messages), drawing on the sample, which was typical for primary school. For example, to write a greeting to his beloved teacher in a foreign language; the second group was an exercise in building their written statements using different supports: verbal (keywords, plan, and logic) and verbal - visual (painting, photography, phrases, and expressions). Used in basic school. For example, describe the picture on the plan; the third group of exercises that were productive in nature required the skills of students to express their thoughts in writing the verbal elements without support. For example, to write an essay on the subject.

Researches in psychology and methods have shown that success of a foreign language acquisition is defined not only by cognitive processes, but also the emotional sphere of the personality. The humanistic concept of K. Rogers in relation to teaching foreign languages has found the reflection in works of Ch. Karan and other researchers. They looked at the person, first of all as at an emotional being, and among the qualities that are important for learning foreign language distinguished motivation, level of anxiety and self-evaluation, constraint (relaxedness) and risk proneness. The motivation is the trigger of any activity. Progress in activity increases the motivation. The low self-evaluation quite often leads to constraint, "diffidence" and is connected with the fear of mistakes that negatively influences language acquisition. The level of anxiety at assimilation of a foreign language stands in slight interrelation with a self-evaluation,

constraint, and risk proneness. In this regard personal and situational anxiety can be distinguished. If the first exhausts an organism, being an obstacle in learning, then situational anxiety creates the intellectual passion in learning.

12. The task of the teacher consists in finding a maximum of pedagogical situations in which the aspiration of the child to vigorous cognitive activity can be realized. The teacher has to improve constantly the learning process which allows children to acquire a program material in effective and qualitative way.

13. Modern education needs radical changes in methods of teaching of school subjects, and especially, in teaching foreign languages. Our time demands to introduce all of innovational technologies that we have at the moment into the teaching and educational process. There appears an exigency of creating a union global educational space.

The main purpose of learning a foreign language is the education of the individual, willing and able to engage in intercultural communication, successful in their activities of diverse students, professionals, willing and able to increase self. Participation in various international programs, the opportunity to study abroad involve not only a high level of language skills, but also certain personality traits: communicate, absence of a language barrier, knowledge of international etiquette, open-mindedness, the ability is called the "submit" themselves. To achieve all these objectives, of course, effective assistance to the teacher has the use of many resources in teaching foreign languages.

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