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Formation of professional competence of future teachers and psychologists

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Abstract

The objectives of our research is to determine the prevalence of multilingualism through surveying Kazakh students. A semi-structured interview method was used in our research. Semi-structured interviews are a part of a qualitative research methodology. As a result, the Department of Philology and Multilingual Education has an effective multilevel program for the study of the national language; a scientific and methodical system of teaching the Kazakh language has been formed on the basis of the multi-level modular technology. It can be concluded that educational psychologists in Kazakhstan are not properly educated in terms of multilingual education.

Keywords: Practice-Oriented, Training, Educational, Activity, Multilingual.

Formación de la competencia profesional de futuros docentes y psicólogos

Resumen

El objetivo de nuestra investigación es determinar la prevalencia del multilingüismo mediante encuestas a estudiantes kazajos. Se utilizó un método de entrevista semiestructurada en nuestra investigación. Las entrevistas semiestructuradas son parte de una metodología de investigación cualitativa. Como resultado, el Departamento de Filología y Educación Multilingüe tiene un programa multinivel efectivo para el estudio del idioma nacional; Se formó un sistema científico y metódico de enseñanza del idioma kazajo sobre la base de la tecnología modular de niveles múltiples. Se puede concluir que los psicólogos educativos en Kazajstán no tienen una educación adecuada en términos de educación multilingüe.

Palabras clave: Orientado a la práctica, Capacitación, Educativo, Actividad, Multilingüe.

1. INTRODUCTION

Bilingualism or multilingualism is a common phenomenon due to conflicting globalization trends. Labor force migration contributes to the formation of multilingual communities around the world. Labor migrants often migrate with their families and children. Bilingual education is a common term that describes a number of education programs that have been developed for a wider range of pupils and for many specific reasons. In fact, the definition of multilingual education refers to any school curriculum in which more than one language is used to teach a non-linguistic

subject, or the language of instruction does not correspond to the home or community language. However, the reasons for incorporating the languages, the chosen languages, curriculum structure and the relationship between the language of instruction and the community language may vary and affect learning outcomes. It is based on the difference between bilingual education and the education of bilingual children. These two concepts are completely different (BIALYSTOK, 2018).

For many centuries, bilingual education was the subject of many ideological debates that had political implications all over the world. These discussions sometimes led to great success: for example, in the mid-1800s some American states adopted the legislation on bilingual education. However, in the early and mid-1900s, the United States was focused on monolingualism. The original version did not contain a definition of bilingual education and did not require schools to use a child's home language (BAKER & WRIGHT, 2017). However, the re-authorized version of the Law on Primary and Secondary Education provided a clearer definition of bilingual education and required grant schools to teach the curriculum in the native language of students in order to allow non-English-speaking students to successfully develop (CLARK, FLORES, SMITH & GONZÁLEZ, 2011).

Due to various political changes taking place over the last fifty years, bilingual education has shown contradicting results in

terms of academic performance. The success of bilingual education is determined by those who teach linguistically diverse students. With a due account for the ethnic and linguistic diversity of schools in different countries, it is extremely important to carefully and critically evaluate bilingual teacher training programs. Thus, the main goal is to train bilingual teachers and educational psychologists to effectively teach students who speak their home language, as well as to create a fair transformative learning space in which students can become bilingual and multicultural (ALFARO & BARTOLOMÉ, 2018). The main task is to explain to teachers that the meaning of a language should be understood through the assumptions that govern it, as well as the social, political, and ideological relationships that it points to.

According to the existing theoretical studies, the outcomes of bilingual education are affected by several interconnected factors (CONTEH, 2007). These factors include the ratio of the use of languages in the classroom, the demographic and socio-cultural structure of students and the strategies of bilingual education implemented in the classroom. In particular, bilingual education teachers face daily dilemmas when negotiating between two languages in the classroom teaching and determining the optimal language instruction ratio for children of different age groups and language backgrounds (GORT & PONTIER, 2013). According to recent studies, the coexistence of two languages in the same classroom requires a flexible teaching approach, as the use of the

languages should be negotiated on a regular basis. Bilingual educational programs all over the world have traditionally taken the one teacher - one language approach to separate instruction in two languages.

It should also be noted that limited data on the work of bilingual teachers demonstrate that teachers participate in various negotiation processes when there is some tension arising from the implementation of the official policy. The tension appears to be especially tough when it is necessary to determine the optimal ratio between the first and the second language in a bilingual class. Education cannot be completely politically neutral. It is based on the dominant political and economic mechanisms which are reflected in educational structures, including teacher training (COLE, 2010). Thus, for example, bilingual education in the United States is not free from the contradictions of advanced capitalism (GARCÍA, FLORES & WOODLEY, 2012). As for teacher training, while there is a demand for bilingual subjects, the education system trains accredited teachers whose understanding of bilingual families, students, and the curriculum is included in the monolingual concepts of the language and proficiency (CALLAHAN & GÁNDARA, 2014).

There were only a few exceptions when bilingual education was regarded as a tool for cultural and linguistic domestication. Bilingual education and bilingual programs are considered

colonizing (FLORES, 2013). Despite the efforts to institutionalize bilingual education as part of the U.S. civil rights movement (GRINBERG & SAAVEDRA, 2002), monoglossic ideologies dominate in the education of emergent bilingual learners, and negative perceptions of a foreign language and the abilities of such learners put a threat to their educational success (AKKUZOVA ET AL, 2018).

Linguistic purism is one of the main concepts supporting monolingual and colonizing practices in bilingual education. This is the assumption that there is a right way to speak, read and write (FARR, 2009). School curriculum is still based on this idea despite the fact that many residents are fluent in the official language in everyday life. Teachers generally believe that family and community communication is not appropriate for schools (TLEKSHI, LYAZZAT, KALAMKAS, GULNAR, & NURTAZA, 2019).

The objectives of our research are:

- To conduct interviews with Kazakh students regarding multilingual personality;
- To study the websites of Kazakh universities for the availability of multilingual programs, in particular for educational psychologists;

- To form a problem and possible solutions based on the results obtained.

2. METHODOLOGY

It was decided to divide the research into two stages. In the first stage, semi-structured interviews were conducted with Kazakh students regarding multilingual education. Then, the websites of Kazakh universities were studied for the availability of multilingual education programs for educational psychologists.

Table 1. Survey participants

Number of students surveyed	University
50	Abai Kazakh National University
45	L.N. Gumilyov Eurasian National University
65	Yessenov University

The survey involved 160 undergraduate students aged 18-21 years old (72% of women and 28% of men). All respondents are intramural students. The most appropriate sampling method was purposive sampling. In order to expand the research coverage in the

existing limitations of the questionnaire, the survey involved students from the first to the fourth year of study.

The respondents' study at the following departments: Pedagogy and Psychology, Psychology, Social Work and Social Pedagogy and Self-Knowledge. To expand the research coverage, students from the first to the fourth year of study were selected. This is explained by the fact that, depending on the year of study and the age of the respondent, their opinion may vary. The semi-structured interviews were attended by the students directly or indirectly involved in psychology and / or psychology in education.

A semi-structured interview method was used in our research. The questionnaire consisted of two questions. The first question was to describe a multilingual personality. This question is very important since it is difficult to judge whether a multilingual personality is being formed without proper understanding of this concept. That is why students were invited to express their opinions and come up with their ideas.

The second question was to describe the benefits of multilingualism. This question is important for understanding whether students recognize the importance of the phenomenon. In the learning process, this knowledge is essential as it is difficult to achieve a good result if there is no specific goal. In addition, this

question will help to determine the students' assessment of multilingualism.

Semi-structured interviews are a part of a qualitative research methodology. During the survey, all the students' answers were recorded and analyzed in order to highlight the most common descriptions. Then, the responses were structured. The STATISTICA software was used for the response categories which required the percentage rate calculation. This software-based on Microsoft Windows allows data visualization in the statistical analysis.

3. RESULTS

Based on the answers to the first question of the semi-structured interview several categories were identified. They were divided into sub-sections. The first one was the verbal-semantic level of a multilingual personality. It includes the following aspects:

- Willingness to pronounce, perceive and distinguish sounds, sound combinations of different languages. This is very important since Russian, Kazakh and English have a different phonetic system. It is impossible to successfully

master each of these languages if there is no solid understanding of their phonetic structures;

- Readiness to distinguish intonational constructions of the languages being learned. In addition to the phonetic system, the intonation is also different in the three languages. This also affects successful perception of information.

The next category was the ability to evaluate and use the means of the languages being learned, which includes:

- Willingness to perceive vocabulary in each of the three languages;
- Willingness to correctly and adequately choose words in each of the three languages;
- The ability to understand and use linguistic terminology;
- Readiness to speak Kazakh, English, and Russian;
- Knowledge of spelling rules;
- Readiness to write in each of the three languages;

- Willingness to understand and use grammatical structures in speech.

The last category was the motivational level, which includes:

- Willingness to understand and reproduce non-academic texts, that is, to use languages for everyday activities;
- Spontaneous speech fluency;
- Ability to keep the conversation, distinguish phrases, ask questions, etc;
- Willingness to retell the text read;
- Ability to make judgments;
- Interest in the culture and characteristics of the countries of the languages being learned.

In the next question, the students were asked to highlight the existing advantages of multilingualism. The most common answers were the following:

- Memory and thinking development: the respondents noted that the brain is more active when learning several

languages; this helps to develop memory, problem-solving skills, etc;

- Ability to learn new information: the respondents mentioned the opportunity to study educational material in various languages, which will allow receiving more detailed information. This is especially true for self-education or writing scientific papers;
- traveling: it was noted that knowledge of two or more languages provides more opportunities for traveling;
- More employment opportunities: in the increasingly globalized world, it is necessary to have language mobility, which can be fully provided by multilingual education;
- Cultural aspect: the students mentioned the opportunity to learn more about other cultures (intercultural communication) and the opportunity to get more acquainted with the national culture;
- Everyday communication: one of the existing problems in Kazakhstan is that the study of the Russian and Kazakh languages is not balanced. In schools where only Russian is studied, children may not know Kazakh and the converse is also true. This can lead to serious difficulties in everyday

communication. This problem can be solved by multilingual education.

The frequencies of mention of each category are presented in Figure 1.

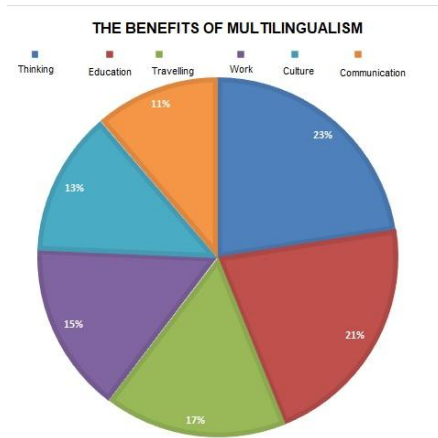


Figure 1. The benefits of multilingualism

The next stage of our research was the study of university websites for multilingual programs. The goal of the study was to identify how popular multilingual education is among future educational psychologists. This is an important aspect, as if there are trilingual programs, they may not be implemented at all departments.

The websites of the universities participating in the survey were examined first. The study showed that multilingual education programs can be found in the three universities.

At Abai Kazakh National University, there is the Institute of Philology and Multilingual Education, where qualified teachers of the Kazakh/Russian/English/Chinese/Turkish/Arabic language and literature are trained. The Department of Philology and Multilingual Education has an effective multilevel program for the study of the national language; a scientific and methodical system of teaching the Kazakh language has been formed on the basis of the multi-level modular technology.

However, it should be noted that there are no multilingual programs for educational psychologists in the university. Thus, their professional development may be restricted in a multilingual country. Thus, it can be concluded that educational psychologists in Kazakhstan are not properly educated in terms of multilingual education. This may affect their future professional development.

One of the reasons for the possible problems may be the fact that multilingual communities have developed historically in post-Soviet countries. In these conditions, there are increased demands placed on educational psychologists: they have to be familiar not only with the languages of the community they have to work with, but also with the cultures of different ethnolinguistic groups.

Multilingual and multicultural communities are characterized by conflicts resulting from different cultural backgrounds. The task of educational psychologists is to solve such conflicts. They should be prepared for this. It imposes additional requirements on the education of educational psychologists: a teacher should be involved in a conflictogenic discourse of intercultural communication; address pressing problems and find solutions to them (RYBAKINA, 2018).

The main solution to this problem could be the development of a special training program for educational psychologists, which would take into account both their professional competencies (awareness of the current state of the education system; familiarity with basic regulatory documents of the educational process organization as well as with the main tasks and directions of educational work; ability to solve problems; psychological and pedagogical diagnostics; assessment of students' development and personal characteristics, etc.) and the effective teaching techniques used in the multilingual environment.

A curriculum for educational psychologists in Kazakhstan should include A comparative analysis of recent ethno-social conflicts in South-Eastern Europe and Central Asia and A comparative analysis of recent ethno-social conflicts in Eastern Europe and Africa. This will allow students to better understand the nature of the conflicts between different ethnic groups. It may

positively affect their future practice in solving problem situations, as they will learn to take into account not only the situation itself, but also a possible cultural context.

The Analysis of the efforts of the international community in peace-keeping and democratization in conflict/post-conflict areas should also be taken into account. It will allow students to develop and put into practice possible solutions to cultural problems. Despite the fact that more than 50% of Kazakhstan's population is Kazakh people, there are many representatives of other cultures. Thus, it is also necessary to introduce Culture of the Peoples of Kazakhstan. Intercultural awareness will help teachers to better understand how to work with the representatives of other nationalities. In addition, similar to other professions, training should be provided in three languages.

4. CONCLUSION

Multilingual education in Kazakhstan is a public program that is very important. In order to achieve the objectives of the study, it was decided to divide it into two stages. In the first stage, semi-structured interviews were conducted with Kazakh students regarding multilingual education. Then, the websites of Kazakh universities were studied for the availability of multilingual

education programs. Particular attention was paid to the availability of such programs for educational psychologists.

The results of the first stage of the study demonstrated that Kazakh students completely understand the phenomenon of a multilingual personality and can highlight its various aspects. They can also mention the real areas of the application of multilingualism in daily life. In the second stage of the study, it was found that multilingual programs are most often implemented in technical universities or in technical specialties. Thus, it can be concluded that educational psychologists in Kazakhstan are not properly educated in terms of multilingual education. This may affect their future professional development.

To address this problem, it was proposed to develop a special training program for educational psychologists, which includes courses related to culture and multilingualism. A similar study can be conducted in other countries and educational institutions, such as schools and colleges. The developments and results of our research can be the basis for conducting further research, especially in the countries which are also characterized by multilingualism.

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