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Development of professional and personal qualities of MA students in the context of multilingual education

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Abstract

Relevance. The relevance of the study lies in its exploration of the development of professional qualities among Master (MA) students within the framework of multilingual education in Kazakhstan, offering insights crucial for addressing the nation's human resource needs and fostering socio-economic advancement.

Purpose. The aim of the study was to find the optimal criteria for assessing the multilingual competencies of MA students.

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Methodology. The study was based on the Abai Kazakh National Pedagogical University. MA students of the first and second years in the amount of 38 people and teachers of the university in the amount of 25 people. The analysis of statistical and theoretical data on multilingual education, a focus group to identify the existing problems of multilingual education at this stage and a pedagogical experiment conducted with students of the specified university were chosen as research methods.

Results. Various models of multilingual education in the Republic of Kazakhstan were considered. The problems that teachers face in conditions of multilingual education were identified. The criteria and indicators of the development of professional qualities, as well as the parameters of their manifestations in the conditions of multilingual education, have been determined.

Conclusions. The work highlights the problem of the development of professional qualities among MA students in the process of professional training. In the future, the study can become the basis for creating a program for training personnel for a multilingual educational environment.

Keywords: professional training; future teachers; multilingualism; multicultural education.

Introduction

Modern socio-economic conditions for development and the education system of Kazakhstan make high demands on the professional training of Master's (MA) students. Particularly important in these conditions is the development of the professional and personal qualities of MA students, namely, educational psychologists. In addition, the Republic of Kazakhstan today is a polyethnic, multicultural state, therefore, the education system intends to implement the idea of multilingual education for its citizens, and multilingual education is becoming an important benchmark for modernizing the activities of higher professional education organizations. Thus, the process of developing the professional and personal qualities of MA students in the conditions of multilingual education is an important direction of the educational program of the university. The modern MA student assumes progressively and is ready to see the latest approaches to the education system in the choice of methods of organizing the educational process. According to the theory of activity, the development and formation of the necessary qualities outside of activity are impossible [1; 2]. Accordingly, in the educational process, it is necessary to create situations close to the professional activities of future masters [3].

The new decade opens up new opportunities for the development of Kazakhstan. The problem of the revival and development of national higher education is very relevant among a number of measures aimed at ensuring internal political stability, the unity of the nation, the participation of every Kazakh citizen in the economic growth of the country. Reforming and reorganization should correspond to the issues of meeting the ethnocultural needs of representatives of different ethnic groups and, at the same time, to the national, state interests of the modern development of the entire society [4-6]. Multilingual education is an effective way to update the national university education in accordance with the new development opportunities for Kazakhstan in the coming decade. The figure of a teacher is undoubtedly at the center of all activities to introduce multilingual education, and much in this key direction of the development of

ethnocultural education depends on his personality and professionalism.

The relevance of multilingual education is legislatively enshrined in many regulatory documents, such as the Law of the Republic of Kazakhstan No. 151 "On Languages in the Republic of Kazakhstan" [7], the cultural project "Trinity of languages" [8], Decree of the President of the Republic of Kazakhstan No. 110 "On the State Programme for the Development and Functioning of Languages in the Republic of Kazakhstan for 2011-2020" [9]. Analysis of the works of foreign researchers revealed the high importance of the idea of multilingual education in the upbringing [10-12] and teaching of the younger generation [13; 14]. The works of Kazakh scientists B.A. Zhetpisbaeva & O.T. Arinova [15], A.D. Abdirova & Zh.A. Isingalieva [16], N. Zhumay *et al.* [17] and S.K. Moldabekova *et al.* [18], in which the relationship of communicative processes with the development of education and self-realization of a person in a multilingual educational environment was revealed and established, play a particular role.

Works of foreign researchers devoted to the problems of teacher training for multilingual schools have made invaluable contributions to the development of the problem under study [19-21]. In connection with the above, the works of leading scientists, revealing general theoretical and methodological aspects, acquire a special significance in the aspect of research. In general, the analysis of the research shows that the multilingual approach in the process of their professional training is of particular importance in the preparation of MA students in a multilingual environment [22; 23].

The identification of pedagogically effective conditions for the development of professional and personal qualities of MA students, within the framework of the most important component as the readiness and ability for permanent self-education, constituted a research problem. It was important for the authors to theoretically substantiate and experimentally test the process of developing the professional qualities of MA students (pedagogues-psychologists) in the conditions of multilingual education.

During the study, the following tasks were solved:

1. The theoretical and normative approaches to the study of the problem of the development of professional and personal qualities of MA students were determined.

2. The features of content and language integrated learning (CLIL) technology as a means of developing the professional qualities of MA students were studied.

3. A program for the development of professional and personal qualities of MA students in the context of multilingual education was developed and tested.

The purpose of the study is to confirm the following hypothesis: if, in the process of teaching first-year MA students, purposeful work is carried out to develop the professional and personal qualities of MA students (pedagogues-psychologists) in multilingual education, then conditions are created for improving the foundations of their professional and personal competence, since permanent training is not only the most important component of the studied phenomenon but also the most important means of its formation.

Materials and Methods

To solve the set tasks, a complex of complementary research methods was used: theoretical analysis and generalization of psychological, pedagogical literature; psychodiagnostics methods, pedagogical experiment. Organization and base of research: Abai Kazakh National Pedagogical University. MA students of the first and second years in the amount of 38 people and teachers of the university in the amount of 25 people. First of all, the theoretical works of colleagues on the topic of multilingual education in a university environment were studied. Statistical data and information on models of multilingual education in schools and universities of the Republic of Kazakhstan were collected. To find the most effective ways to implement the model of strong multilingual education, an analysis method was chosen. Analysis is a method of thinking, which implies the separation of an integral subject into its constituent parts (sides, signs, properties or relationships) for the purpose of their comprehensive study. The researches of the last 5 years on the peculiarities of multilingual and multicultural education in Kazakhstan were analyzed. Also, the global trends in this issue were analyzed.

Then the synthesis method was used. Synthesis is a method of thinking that involves the combination of previously identified parts (sides, features, properties or relationships) of an object into a single whole. With the help of synthesis, questions were identified that should be raised when communicating with teachers. Then a conversation was held with a focus group of 25 teachers of the pedagogical university. The focus group method (or, as it is also called, focused interview) is essentially a group discussion, during which the attitude of the participants to a particular type of activity or product of this activity is clarified. Focus group research is the most common qualitative method of collecting information. The interviews with teachers were aimed at identifying the problems that arise in conditions of multilingualism in teaching.

The final stage was a pedagogical experiment. A pedagogical experiment is a research activity carried out with the aim of studying causal relationships in pedagogical phenomena. An experiment is carried out when there is a need for a comparative analysis of the effect of individual factors on the course and effectiveness of the process, as well as a more accurate measurement of the parameters and results of this process. During the pedagogical experiment, the work of 38 students of the pedagogical faculty was analyzed. At the same time, the professional qualities of MA students in the course of multilingual education were considered according to the following criteria: tolerance, professional responsibility, tact and professional intelligence. Their labor actions were considered, the existing qualities and acquired skills were determined.

Results and Discussion

First, it is worth explaining how teachers build bridges between the second language, other languages and cultures in the group. To do this, authors must take into account their points of view. To answer this question, focus group discussions with teachers of a second language were held. During focus group discussions with teachers, it was found that teachers of German and Italian as a second language in primary schools very quickly connect to other languages or refer to different cultural roots present in the classroom, even if they understand the importance of multilingual and intercultural education. The use of the method of continuous comparative analysis revealed the following aspects that create the main obstacles for teachers in combining intercultural education and language learning:

1. Structural barriers: divided university systems impede linguistic and cultural integration.

2. Teacher training: lack of teacher training and ideas on how to build bridges between languages and cultures.

3. Teamwork: Difficulty working with teachers who do not take an intercultural approach.

4. Environment: learning difficulties in areas where there is no contact with students from different cultures.

5. Attitude: The idea that intercultural education happens effortlessly.

Stop and consider the structural barriers better. When teachers were asked how universities are trying to build bridges between different languages and cultures in day-to-day group interactions, most responded that there were no preconditions. The main category "structural barriers" can be distinguished, to which all other categories belong. The teachers showed some frustration in their efforts to incorporate diversity into their groups. Teachers at universities with strict language divisions felt that their efforts were useless as long as educational systems were divided. The following statement illustrates the teacher's perception of the missing prerequisites for transcultural education.

Most of the teachers who had previously worked in English or German primary schools agreed with this view. However, teachers at universities offering second language programs were confident in their impact and emphasized that it was possible, even to a small extent, to help children develop intercultural understanding. They mentioned that they organize cultural and linguistic events and invite parents, masters from other universities and other citizens to them. They try to get to know more about unknown traditions, dishes and behavior. Thus, they facilitate direct interaction with representatives of other cultures and languages.

Another important issue to look out for is teacher training. If they are not guided and they are not doing some projects, then teachers have to come up with something – it's difficult. There is no additional training for teachers, teachers do not know how to cope with the situation of multilingualism. It is clear from the teachers' statement that they are conscious about the problem, but they think that teachers do not know how to deal with the diversity in everyday classroom interactions. There is an apparent helplessness. This reminds of the importance of transculturalism, which needs to be integrated into everyday classroom activities. Teachers note the lack of advanced training

for teachers on this topic. The list of professional qualities of a teacher at the present stage of development of the education system should be, on the one hand, the result of the integration of the theoretical analysis of psychological and pedagogical literature and the regulatory requirements for the teacher, presented in professional standards. On the other hand, the professional qualities of a teacher should help him to realize his professional activities in accordance with the modern requirements set out in regulatory documents.

The authors understand the professional qualities of a teacher as the totality of all socially, pedagogically and psychologically determined components of an individual that predetermine his stable behavior in the professional sphere. Having summarized the approaches to the study of professional qualities, the authors have identified an approximate list of the professional qualities of a teacher, which are reflected not only in theory, but also in modern regulatory requirements. This list is presented in Table 1, became the basis for the development of the professional qualities of MA students (teachers) in a multilingual education (Table 1).

Table 1. Professional qualities of MA students (teachers) in conditions of multilingual education

Quality	Coordination with the requirements of the professional standard of a teacher
Tolerance	Formation of tolerance and behavior skills in a changing multicultural environment.
Professional responsibility	<ol style="list-style-type: none"> 1. Determination and adoption of clear rules of behavior by students in accordance with the charter of the educational organization and the internal regulations of the educational organization. 2. Regulation of student behavior to ensure a safe educational environment.
Tact	<ol style="list-style-type: none"> 1. To communicate with children, recognize their dignity, understand and accept them. 2. To protect the dignity and interests of students, help children who find themselves in a conflict situation and/or unfavorable conditions.
Professional intelligence	<ol style="list-style-type: none"> 1. The taught subject within the requirements of state educational standards and the main general educational program, its history and place in world culture and science. 2. History, theory, patterns and principles of construction and functioning of educational systems. 3. Basics of teaching methods, basic principles of the activity approach, types and techniques of modern pedagogical technologies. 4. Priority directions for the development of the educational system of the Republic of Kazakhstan, laws and other legal acts regulating educational activities, regulatory documents on the training and education of children and youth.

Source: compiled by the authors

In the process of preparing future MA students (teachers), it is necessary to take into account the requirements for the professional and personal qualities of teachers when determining the content and organization of the disciplines of the curriculum. This can be realized if CLIL lessons are successfully working in multilingual groups. Positive dynamics in the development of the professional competence of a master student in the aspect of multilingual education

can be achieved as a result of a purposeful system of the following organizational, pedagogical and management activities:

- organization of creative teams generating progressive ideas for the promotion of multilingual education, and a group of enthusiastic and innovative teachers;
- planned courses of multilingual education at the regional institute for advanced training of teachers;

- organization of regularly operating in-school scientific and methodological seminars on multilingual education, at which, once a month, topical issues of introducing a program for teaching subjects in a second language are discussed;
- individual consultations of teachers of experimental classes with multilingual education by scientific methodologists;
- regular reporting by teachers of multilingual methods at quarterly meetings of university staff;
- acquaintance with teaching aids and demonstration lessons of teachers at meetings of methodological associations of teachers of higher education of related subjects;
- creation of an electronic database of teaching materials on multilingual education;
- systematic testing of teachers for language proficiency and the content of subjects in a second language;
- monitoring of educational achievements and the effectiveness of multilingual education (results of pedagogical activities of teachers).

A recent international study of the quality of mathematics and science education TIMSS among schoolchildren in 4th and 8th grades showed an interesting and unique result for Kazakhstan [18].

Bilingual students who study in one language and communicate in another at home perform better. Moreover, this gap increases with age. This fact once again confirms much other scientific evidence about the increase in the intellectual abilities of children due to multilingualism. More than 150 major scientific studies over the past 50 years show that children who study 2 or more languages in primary school have a deeper understanding of the language, communicate more effectively, are more flexible and independent.

Multilingual education is ensured by the fact that it is provided in the curriculum and has various models. All these models can be divided into two main groups: weak and strong. With weak models, the native (first) or second language is taught only as a language subject. For example, if in an English-speaking school, Spanish is taught only in the lessons of the subject "Spanish". The weakness of such models lies in the fact that they lead to monolingualism, even if a student knew two languages when entering a university (Figure 1).

Strong models of multilingual education (Figure 2) suggest a certain percentage of immersion in target languages. When in one educational institution during the training the first and the second (in some countries the third) languages alternately play the role of the main language of instruction.

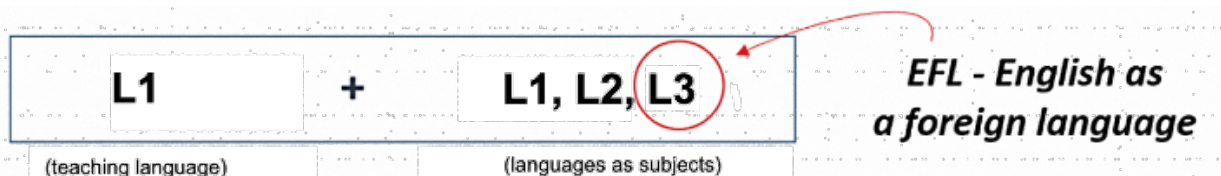


Figure 1. An example of a weak model of multilingual education

Source: compiled by the authors

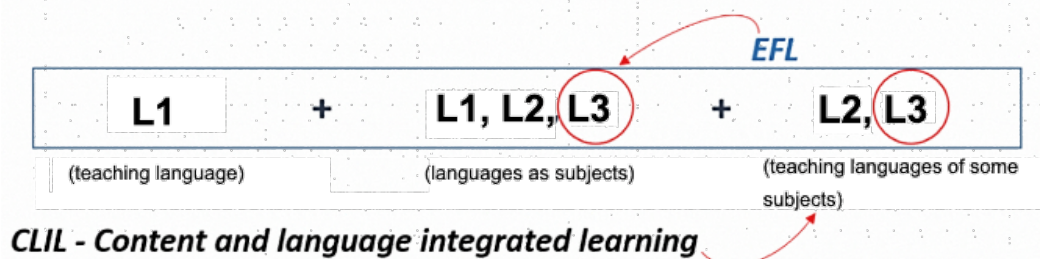


Figure 2. Elements of a strong multilingual education model

Source: compiled by the authors

Guided by the best practices and experience of domestic and international scientists, in accordance with the instructions of the Head of State, a phased transition to teaching some subjects in English in grades 10-11 began in 2019. In classes with a social and humanitarian direction, there are 2 subjects – science, technology, engineering and mathematics (STEM) and information and communications technology (ICT), with a natural and mathematical direction 4 – physics,

chemistry, biology and computer science. This decision contains elements of multilingual education, since it is not about the transition to English as the teaching language for a significant part of the subjects, but only some. But even this, albeit a partial introduction of multilingual education, as conceived by the authors, and as empirical experience shows, is much more effective in learning English than the existing model (Figure 3).

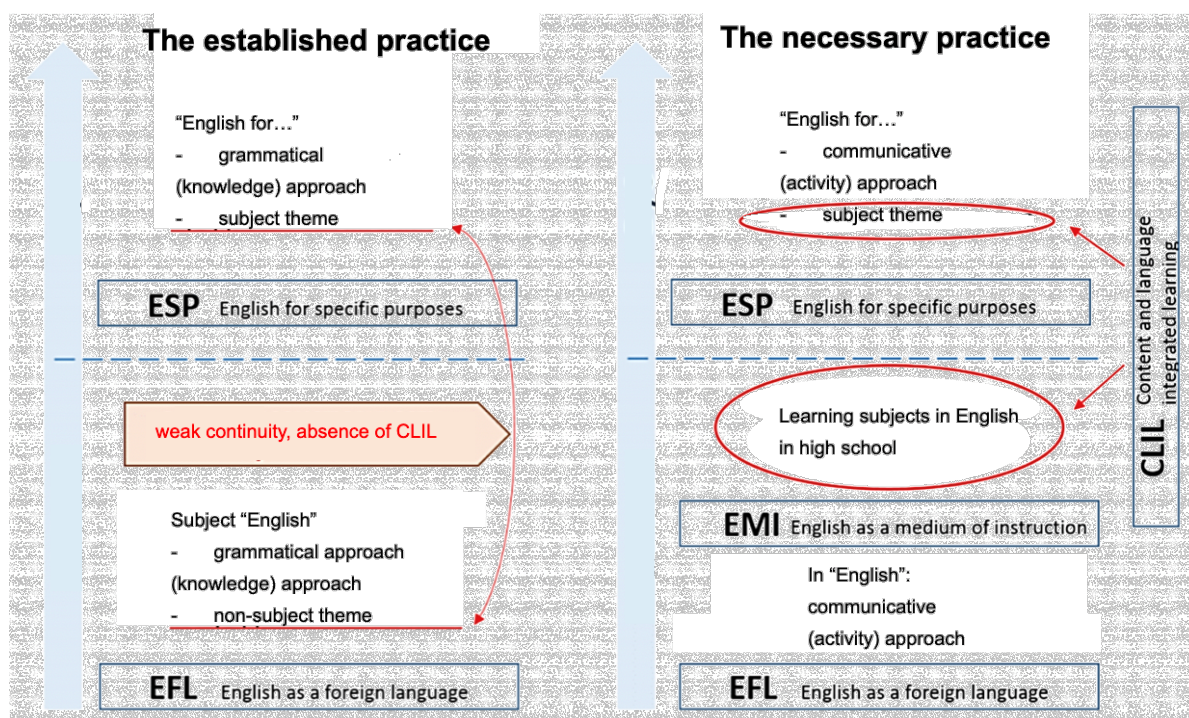


Figure 3. Necessary changes in the model of multilingual education

Source: compiled by the authors

This practice will allow MA students to come up more prepared to continue their studies in English at the university. In accordance with the Decree of the President of the Republic of Kazakhstan No. 205 “On Approval of the State Programme for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019” [24], from the 2017-2018 academic year, the transition to English-language education was conducted out in 15 basic universities that train personnel in 4 pedagogical specialties of the natural and mathematical direction. For this, the development of educational programs, textbooks and teaching materials in English was provided. In addition, this approach should also facilitate the admission of young people, regardless of the language of instruction and the location of their school (city or village), to the country’s leading universities – Nazarbayev University, KIMEP University, Kazakh-British Technical University (KBTU), and Astana IT University, where the main language of instruction is English. In general, the study of the readiness of universities and general education schools to introduce teaching in three languages allows the following conclusions:

- teaching in three languages finds the support of the population, university staff;
- however, preparatory measures are mainly aimed at retraining and improving the qualifications of existing teachers, and re-equipping educational institutions, pedagogical training requires more attention;
- insufficiently qualitative teaching of languages is the main reason for the low level of readiness of universities to teach in three languages;
- the outdated reproductive-grammatical approach to language teaching still prevails in universities;

- there is a regional imbalance in the level of proficiency in Kazakh and Russian languages, teachers’ misunderstanding of the essence of teaching in three languages;

- the phased introduction of teaching in three languages requires the implementation of both specific tasks (personnel, methodological, etc.) and the solution of system-wide problems of education (low status of a teacher, bureaucratic burden, etc.).

Returning to the two main goals of modern education, of course, for the goal of competitiveness it is worth remembering about the cultural goal [25]. In this sense, the quotations from the UNESCO World Report [26] fit perfectly. There said that language is an indicator of the vitality of culture. Indeed, “languages are not only a means of communication, but also a prism through which people and communities understand and fill their relationships and their environment with meaning. In fact, the decline of the language is a consequence of the political, social, administrative and cultural status of the language.”

The information and communication technology revolution has swept the world with tremendous speed, this revolution will lead to progressive changes in the view of a pluralistic society, interactions with others, the quality of decision-making and even the way of life will be influenced [27-29]. The today education will reflect the capabilities of tomorrow’s workforce, so there is a tremendous need to look at the world from different angles to open up multilingual learning for children that will connect them to a pluralistic culture, thus educating modern children and youth about the importance of global harmony and brotherhood.

Peer research on multilingual education shows the need to recognize and exploit the differences between teachers and students from different cultures and

languages. The works show that most of the teachers who form the audience for UK packages are monolingual English speakers, with no personal experience that they could connect with bilingual students in their classrooms. In contrast, most teachers in South Africa are bilingual or even multilingual. While in many cases they have uncritically acknowledged the hegemony of the English language and the low status of local languages, they have a better understanding of the situation of children receiving education in a language other than their first language. In the exercise included in the South Africa kit, which builds on this understanding, participants are asked to shade or color different parts of the drawing representing their body to reflect the languages they speak.

South African teachers were initially wary of these indefinite exercises, but soon became enthusiastic about the task that required them to reflect on their own experiences. However, when the authors worked in these early stages, there were some unexpected changes. For example, they did not anticipate the extent to which adapting the packages would help revise and improve the source material for continued use in the UK; this was not one of the original goals of the project. However, as researchers pondered the needs of the South African instructors, organizational issues had to be faced that were not satisfactorily addressed in the rush to produce materials for the UK.

The initial division of speaking and listening, reading, writing and reading skills accurately reflect the different language skills; however, it has been oversimplified and in practice has resulted in unnecessary separation and missed opportunities for linking common learning processes [30-33]. Analyzing the development of theory and practice for 7 years from the date of writing the materials, scientists were able to develop a clearer vision of the overall program and consider other ways of organizing materials. They created an alternative and much more flexible structure [34; 35]. However, the materials are no longer offered as an established curriculum for presentation in the prescribed manner; they can be used on their own, or they can supplement existing teaching materials so that educators can "pick and mix" according to their needs. This article makes it clear that strong models of multilingual education cannot develop apart from university training.

Analysis of the results of another study allows drawing some conclusions regarding the development of teacher's professional competence in the aspect of multilingual education. The professional competence of a teacher in the aspect of multilingual education implies a complex characteristic of the teacher's personality that characterizes the professional and pedagogical preparedness to teach subjects in a second language (state, official, foreign), and is expressed in the unity of theoretical knowledge, practical readiness and the ability to perform all types of activities [36; 37]. Professional competence of a teacher in the aspect of multilingual education includes: professional knowledge, abilities and skills; personality orientation (motivation, value orientations); the ability to

overcome stereotypes, feel challenges, have discernment, flexibility of thinking; character traits (independence, purposefulness, strong-willed qualities) [38].

The development of the teacher's professional competence in the aspect of multilingual education is provided by intra-school and extra-school forms of professional and personal development of teachers, stimulation and motivation of their self-development. Thus, training in special courses in multilingual education is currently very relevant [39]. It is characterized by a starting, directing and self-development-oriented type [40]. Pedagogical and experimental research activities under the direct supervision of scientific leaders from among university specialists, professional interaction at seminars and conferences, exchange of experience is of great importance in the formation of a teacher's readiness in this aspect [41; 42]. This study shows the need for the formation of competencies that are important for a multilingual teacher at the stage of university preparation and as additional professional development. The proposed methodology for monitoring and assessing the professional competence of a teacher in the aspect of multilingual education serves as an important tool for in-school control over the teacher's activities and his efforts for professional self-development in the studied direction.

Conclusions

In view of the importance of a foreign language in higher education and in larger business, it makes sense to choose English as one of the languages in a multilingual classroom, but English should not replace the home language to ensure literacy. In order for students to maintain and develop their mother tongue while learning an additional language, the importance of micro-level decision-making needs to be strengthened so that they can make decisions that are appropriate to the context. The predominantly monolingual teaching orientation does not reflect the complexity of teacher decision-making processes in multilingual classrooms. In simple terms, it can be said that a multilingual approach will provide students with a comprehensive understanding of a diverse culture and introduce them to the realities of the world they live in. This helps them to be responsible, organized and intelligent in their daily life.

Professional competence of a teacher in the aspect of multilingual education includes: professional knowledge, abilities and skills; personality orientation (motivation, value orientations); the ability to overcome stereotypes, feel challenges, have discernment, flexibility of thinking; character traits (independence, purposefulness, strong-willed qualities). The development of the teacher's professional competence in the aspect of multilingual education is provided by intraschool and out-of-school forms of professional and personal development of teachers, stimulation and motivation of their self-development. Thus, training in special courses in multilingual education is currently very relevant. But it

is no less important to identify and develop the qualities necessary for a multilingual teacher during training at a university.

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Conflict of Interest

None.

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Розвиток професійних та особистісних якостей магістрантів в умовах багатомовної освіти

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Анотація

Актуальність. Актуальність дослідження полягає в тому, що воно вивчає розвиток професійних якостей студентів магістратури в рамках багатомовної освіти в Казахстані, пропонуючи ідеї, які мають вирішальне значення для задоволення потреб країни в людських ресурсах і сприяння соціально-економічному розвитку.

Мета. Метою дослідження був пошук оптимальних критеріїв для оцінювання багатомовної компетентності студентів магістратури.

Методологія. Дослідження проводилося на базі Казахського національного педагогічного університету імені Абая. У дослідженні взяли участь студенти магістратури першого та другого курсів у кількості 38 осіб та викладачі університету у кількості 25 осіб. Методами дослідження було обрано аналіз статистичних і теоретичних даних про багатомовну освіту, фокус-групу для виявлення існуючих проблем багатомовної освіти на даному етапі та педагогічний експеримент, проведений зі студентами зазначеного університету.

Результати. Розглянуто різні моделі багатомовної освіти в Республіці Казахстан. Визначено проблеми, з якими стикаються викладачі в умовах багатомовної освіти. Визначено критерії та показники розвитку професійних якостей, а також параметри їх прояву в умовах багатомовної освіти.

Висновки. У роботі висвітлено проблему розвитку професійних якостей у студентів магістратури в процесі фахової підготовки. У подальшому дослідження може стати основою для створення програми підготовки кадрів для багатомовного освітнього середовища.

Ключові слова: професійна підготовка; майбутні вчителі; багатомовність; полікультурна освіта.