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РЕЗЮМЕ

В данной статье дается философский анализ превращения этических вопросов современной науки в составной элемент научно-исследовательских программ. Автор показывает возрастание значение этического регулирования научного исследования. Доказывает также необходимость проведения социально-гуманитарной экспертизы современных научно-технических проектов.

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MULTILINGUAL EDUCATIONAL ENVIRONMENT: SIGNIFICANCE AND RESEARCH MAIN METHODS

ANNOTATION

Language is a social phenomenon. His research suggests raising the consciousness of society. Multilingual environment is the basis of modernity. Due to the fact that the study of a foreign language has become more multilingual among the Kazakhs. The diversity of the nation and the people as a whole is a complex phenomenon, which is the object of research of sociolinguists. In the conditions of mass multilingualism communicative forms (dialects, dialects, various jargons, separate languages) make hierarchy of very difficult application. Some countries are based on a multilingual environment. Each language must retain its own characteristics. Therefore, learning a multilingual environment is important.

Multilingual education is the core of the formation of a multicultural personality. Today, multilingual education is a necessity that allows the younger generation to move freely in the educational space, navigate the mysteries of world science and show their abilities.

Key words: *multilingualism, linguistics, trilingualism, language families, language composition, research methods, communication.*

Introduction. Kazakhstan is a multinational state. The unity of the people is based on mutual respect, as multilingual and multinational terms are close to each other. In Kazakhstan, along with Kazakh and Russian languages, English is used. Nursultan Nazarbayev, the Head of the State, noted, "We are increasing the pace of development of trilingualism. It's not a thought. Already 20% of people in Kazakhstan speak English. That is, the possession of three languages is a direction in the global world". The Republic of Kazakhstan does not allow discrimination of citizens' rights on the basis of language. The actions of officials who impede the functioning and study of the state and other languages in Kazakhstan shall entail liability in accordance with the laws of the Republic of Kazakhstan [1]. In this case, there is a need to study the multilingual environment.

Materials and methods. Methods of studying language knowledge, depending on the nature of the application, are divided into General and private methods. One of the first methods that became known to science is the comparative-historical method. It was based on the works of R.Raek, F.Bob, I.Grimm in the early XIX century. Its basic principles:

1) by comparing languages, it is possible to determine their characteristic features, mutual affinity with some other languages, an exit from one basis.

2) thus languages are divided into related groups, families.

(3) the difference between related languages arises from continuous historical development.

The weak side of the comparative-historical method is the inability to explain the typological identity of unborn languages and the inability to reproduce a complete picture of the synchronous system of language in historical periods. In the 20-ies of the XX century there was a structural (structural) method, which caused great changes in the development of linguistics. Its founder Ferdinand de Saussure, I.A.Baudouin de Courtenay. The basic principles of this method:

1) the true meaning of the language is expressed in the system, not in its individual elements, not in a simple set of elements of the system, the value of each element is determined by the system;

2) the structure of the core of the language system is formed on the basis of excess relations that prevail in the elements of the language system, its history. As a result of this priority, mathematical and other methods of studying the language system can be used. Thus, the structural method is a scientifically significant method of determining and describing the original structure and system of elements of the language. Its weak side is too abstract, which does not allow to study language as a social phenomenon, a historical system. Insufficient opportunity is able to reveal the semantic sides of the language, the nature of the development of intertextual links. New constructive methods are needed to solve these problems. According to these methods, born in the 60s of the XX century, the construction of theoretical objects, that is, formal samples of the object of the research should be developed. Since the main form of research is the proposal, great importance is attached to the study of the system of General supply. Because speech (sentence), which ensures that the language

is a developed system. The main result of constructive methods are generative grammars, born in connection with the theory of N. Chomsky (USA). In modern linguistics, various individual and General methods (component analysis, mathematical analysis, statistical, comparative, text analysis, etc.) are used, combined with general methods.

Linguistic method, their types. The linguistic method is understood as the research methods used in language knowledge. In every literature there is also the name of linguistic methods in one word philological or humanitarian method. In both world linguistics and Soviet linguistics, there is no consistency in its classification. In some books, including methodological approaches that should be included in the methods, significantly increase the number of methods, and in others-add to each other those methods that should be considered as an individual method, and in two or three among themselves. For example, in the "dictionary of linguistic terms", formed By S.Akhmanova, the number of methods is brought to 15-16, in the third volume of the work "General linguistics", published in 1973, divided into four types: comparative-historical, linguistic-geographical, structural, typological. In addition, in the textbook "Introduction to linguistics", published in 1973, B.N.Golovin divided methodological characteristics, comparative-historical, historical-comparative, structural, stylistic, digital, automatic methods of analysis into eight types, including in 1974 in the textbook "General linguistics", published in 1974 by V.I.Kodukhov "General linguistics", historical, comparative methods have been considered as areas of comparative method. And now in the works of O.S.Akhmanov, B.N.Golovin other species considered as a method, V.I.Kodukhov considered the method characteristic of the method of description [2, 3, 4].

Such disagreements appeared firstly, because the word methodology was used in a broad sense, as methodology, and secondly, because similar methods tried to unite in one method. We'll talk about that later.

Results and discussion. In modern language knowledge, there are several types of linguistic method, which are known as generally recognized, and the object of research. These are: descriptive, comparative-historical, comparative, structural, mathematical methods [5, 6, 7, 8, 9, 10, 11]. Description or synchronous method. The descriptive method is the oldest of linguistic methods. Almost all the first studies related to language were conducted using this descriptive method. Descriptive method does not take into account the state of the studied object in the past, the historical path of development, and it is engaged in the description of the state of the synchronous state of its state in a certain period of time. The aforementioned method is not an outdated approach to application, but a creative approach to modern language knowledge. Structural linguistics relies almost entirely on this descriptive method. At the same time, according to scientists, the structural method consists in updating and improving this method, which is considered as part of the descriptive method, combining the two and is called the synchronous method. Such consideration is not unreasonable. Because let the descriptive method, the method of the structural state of language in a certain let and epochs, explore static systems. Structural method. This method has been used in language education since the 20s of the current century. But it, as a method of scientific research, has long been used in other Sciences, translated into linguistics. It is the first user-Czechoslovakia and Danish linguist structural method of language research in this day is widely spread around the world as a linguistic stream called structural language formation or structuralism. far-sighted historical research - not only complementary, but also single-handedly studying a family of languages, but also did not bother to combine the languages belonging to each family and reveal the typical features common to all or most of the languages of the world. And the General linguistics assumes not only definition of relationship of languages, but also creation of typological classification of languages which can open universal features, typical signs of languages of the world, to cover all names of language. One way to explore typological research is to create multilingual comparative feelings, writing rational grammar, which began in the XVI—XVII centuries, although at the beginning of the XIX century - the first ABCs of this method. Friedrich Schlegel-leader of the German romantics, first proposed to determine the typological features of languages in the world and classify languages on the same grounds. In 1809, in the language and wisdom of the Indians, he divided languages into two groups-inflectional, agglutinative, depending on the presence and absence of doubles, transforming the personality of the word into personal phenomena. The typological small features mentioned here cannot cover languages in the world. In the study "article on the Provençal language in literature", published in 1818 by Schlegel-related August Schlegel, both anterior add an amorphous/formless language. There will be no

language without form, only its visibility will be in every language. Therefore, this classification is also not exhaustive. Wilhelm von Humboldt had proposed to base two different features of the classification of languages on typological features: one of them is the relations of language persons, the second is the ways of sentence formation.

Based on these characteristics, Humboldt divided the languages of the world into four groups, adding to the three above-mentioned incorporated languages and attributed to them the American Indian and Paleoasiatic languages. as the main typological feature the word acquires structure-personal transformation of words, word-forming forms, word-forming forms, syntactic relations. Since the structure of a word is one of the main objects of morphology, in science typological classification is also called morphological classification. Special importance is attached to morphological features - this is the most stable of the small language systems, secondly, in languages of morphological type, not quite boring and characteristic foxes are clearly and stable, so they are easy to systematize. According to these features, the division of languages into root, agglutinative, inflectional, polysynthetic languages is a principle common in modern linguistics. The typological method is not only applied to the classification of languages, but is widely used both in the creation of comparative dictionaries and in teaching a foreign language [12].

When studying the main shortcomings of the primary methods, they do not take into account the peculiarities of related languages within one country. Does not describe the identity of languages that do not belong to the same language family. It turned out that this is a method that does not correspond to the study of multilingual environment. The method is based on the Ferdinand de Saussure's study of the language outside of history and society. Therefore, many systems in the language are ignored. For example, two peoples close to the historical side may belong to different language families. In them, borrowed words, as well as changes in vocabulary, are not described by time, history is explained only by factors. To sum up, the importance of studying a multilingual environment is that each language does not lose its identity. The obvious proof of this is the Republic of Kazakhstan. Our country has undergone many changes in the flow of history. Kazakhstan, which is a multilingual environment, has not lost the purity of the language. There are several language groups in the country that do not belong to the same language family, Russian and Kazakh. Each has retained characteristics, dialect and vocabulary. This is the result of the work of philologists in the study of multilingual environment. The head of the state N.A.Nazarbayev in the article "A look into the future: modernization of public consciousness" is talking about the national identity. National identity consists in changing a number of its characteristics, preserving the core of national being [13]. Today's development of society requires labor market specialists to master and take into account not only national values, but also global human values. Because the space of activity of today's specialists and the range of knowledge is quite wide. Nevertheless, today's competitive time requires that specialists, studying social needs, are able to choose the most life experience and knowledge, effectively use it. This, in turn, will solve the problem of forming a multilingual specialist as a multicultural personality.

At the same time, based on the trilingual policy of the future course of a sovereign country, it is a reflection of the global cultural space of the modern information society. After all, this is a requirement of today's society and the desire for development on a par with developed countries.

Multilingual education is the core of the formation of a multicultural personality. Today, multilingual education is a necessity that allows the younger generation to move freely in the educational space, navigate the mysteries of world science and show their abilities [14, 15, 16, 17].

President of the Republic of Kazakhstan N.A.Nazarbayev in his article "New Kazakhstan in a new world" noted: "We live and work in an era when all spheres of human activity are experiencing the process of globalization, requiring a review of current problems in the field of education [18]. In accordance with the Law of the Republic of Kazakhstan of January 23, 2001 "on local government and self-government in the Republic of Kazakhstan", the government of the Republic of Kazakhstan of May 21, 2013 No. 504 "on approval of the Model rules of social assistance, establishing the size and definition of the list of certain categories of needy citizens" district maslikhat decided: Because history does not stand still, the world community faces a lot of criticism caused by historical need, which cannot be bypassed.

It is not considered a global movement that is happening all over the world, variously called "globalization", "globalization", "globalization". The nature of the Trinity basis of the language causes the specificity of foreign language knowledge in the Republican educational space. Russian Russian-

English, Russian-English trilingualism will compete in the framework of trilingualism: Kazakh-Arabic-English, Kazakh-Chinese-English, etc. Arabic, Chinese and other languages prevail as the language of international communication. Therefore, teaching a foreign language on the basis of the native language, in addition to the linguistic aspects of the studied language necessary for communication, to justify the procedure of speech and literature on national cultures and intercultural relations should become a new typical character of the methodology of teaching a foreign language. There are also cases where through fluency in a foreign language interest in the spread of various subcultures belonging to our people, and publicly and anonymously spread the interests of various foreign companies. We think that communication awareness of the language being studied is necessary for comparison, juxtaposition and juxtaposition of history, culture, economy, people, Kazakhstan, and even binding.

We must take part in the development of mechanisms that should be aimed at the future and the future of the state language, as well as the development of the values of the Kazakh language as a community, parent, educator, teacher, politician, employee, student, student. The problem of the versatile development of the Kazakh language is not only in the competence of the language Committee or language Sciences, but also in direct connection it would be clear that its national consciousness, promotion and development of national culture. Therefore, today, along with information and communication competence, multiculturalism is one of the key directions in the formation of the global educational space and a key competence in the field of education as recognized by the global educational Association. The urgency of the problem of multicultural and multilingual education is inextricably linked with the transition to the integration of economic, cultural and political spheres around the world. According to our recognition, multilingual education is a process of obtaining special education through parallel study of several languages and mastering the historical and social experience of different countries and nationalities, through which purposeful introduction to world culture, clearly warns of the need to educate multicultural specialists.

Thus, modern pedagogical science faces the need to develop educational strategies of the XXI century. Although the creation of a multicultural education system of a multinational society has become one of the priorities in pedagogy, at present there are no full-fledged mechanisms for solving this problem.

Currently, the need to prepare the theory and practice of education of culture of interethnic relations, which allows to stabilize the social sphere, critically analyze the accumulated experience in the field of interethnic relations, remains urgent. Modern methods and techniques of education of spiritual and moral culture of interethnic relations in the young generation do not meet modern requirements.

The need and implementation of multilingualism is a new experience used in the global educational space and demonstrates the effectiveness. For example, the European Council proposes multilingualism as the main goal in the field of foreign language learning for European citizens: every European resident should possess at least two foreign languages, know one of them well. In all European schools, as the first foreign language, along with compulsory English, the most commonly studied languages are economically developed foreign languages. At present, in all spheres of human activity, due to the fact that the process of globalization has a broad trend, are reviewed in the field of education. Therefore, along with information and communication competence, multiculturalism is currently defined as one of the main directions of educational competence, forming the space of the world educational community.

In encyclopedic dictionaries, multilingualism is understood as the action of several (three or more) languages in a certain multinational territory; the knowledge and use of several languages by a person as needed conversation. In many regions, the phenomenon of multilingualism is not often seen as bilingualism, as the level of application of several languages and functional status have a small area. It is more limited to education in secondary schools and other educational institutions.

The term "multilingualism" is explained as the spread of different languages in society, the ability of individuals to communicate through several language tools. Kazakhstan is a multinational state. Kazakhstan is a dynamically developing country in which the unity of the nation of representatives of more than 130 ethnic groups with a common historical destiny is the unity. Today in our society, bilingualism is gradually moving to the English language. This is the main priority of multilingualism is given to the native language, as the study of the Kazakh language as the state promotes the citizens' Association, Russian language is a source of scientific and technical

information, and foreign language necessary for the development of the ability of people to identify themselves in the world community. Knowledge of several languages in all documents relating to the sphere of language policy is an urgent problem, and it is a requirement of the time.

There are many works of Kazakh scientists concerning the study of bilingualism. For example: B.Khasanuly, E.D.Suleimenova, etc. [19, 20]. During this period in Kazakhstan there was a new situation in language, demographic and socio-economic life. Today, the state language in the country is becoming the most popular language in various spheres of life. One of the main directions of development of Kazakhstan's economy in the President's Address - for the development of quality human capital " of our Country-in the hands of the current generation, that great hopes, and their fate in the hands of teachers, noted that it was. It is a great faith in the teacher, a high responsibility to get out of this faith. I also believe that the project of the Head of state "Trinity of languages" has received the support of society and its implementation is the duty of every citizen of our country. In the era of globalization, the development of the national language, its activities and essence will undoubtedly be fulfilled the desires of the nation, the interests of the state and the people. Therefore, our universities have a high opportunity to educate a multicultural specialist through the effective organization of multilingual education. The possibility of forming an environment is huge. Therefore, in his Address to the people of Kazakhstan in 2007, the head of state determined the place and status of the three languages: I propose to start a phased implementation of the cultural project "Trinity of languages". Kazakhstan should be recognized throughout the world as a highly educated country whose population uses three languages. These are: Kazakh – the state language, Russian-the language of interethnic relations and English-the language of successful integration into the global economy. Nevertheless, although the creation of a multicultural education system for a multinational society has become one of the priorities in pedagogy, there are currently a number of difficulties in the formation of full-fledged mechanisms for solving this problem.

Conclusion. International relations of the Republic of Kazakhstan with foreign countries are becoming more and more popular. The development of these relations requires specialists who speak a foreign language. We are President Nursultan Nazarbayev. We know that The President's Address to the people of Kazakhstan set the task to prepare a competitive specialist who speaks three languages-Kazakh as the state Language, Russian as the language of international communication and English as the language of harmonious integration into the world economy. This, in turn, sets new tasks, new requirements and new goals for educational institutions. In particular, the main goal of the policy of training specialists in modern higher education institutions is the formation of a multicultural personality with multilingual and multicultural competencies, able to freely behave in communication, quickly adapt to any environment, to show knowledge and skills in a particular field of science. Therefore, such work should be carried out.

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ТҮЙІН

Тіл – қоғамдық құбылыс. Оны зерттеу қоғамның саналығын арттыруға көзделген. Көптілді орта қазіргі заманның негізі. Шет тілін үйренуге ден қойыла бастағандықтан, қазақтар арасында да көптілділік көбейіп келеді. Бүтіндей ұлт пен ұлыстың көптілділігі – социалингвистердің зерттеу нысаны боларлық күрделі құбылыс. Жаппай көптілділік жағдайында коммуникативтік формалар (диалектілер, говорлар, әр алуан жаргондар, жеке тілдер) өте күрделі қолдану иерархиясын құрайды. Біршама елдер көптілді ортаға негізделген. Әр тіл өзіне тән ерекшеліктерін сақтап қалуы қажет. Сондықтан көптілді ортаны зерттеу маңызды.

РЕЗЮМЕ

Язык – общественное явление. Его исследование предполагает повышение сознательности общества. Полиязычная среда – основа современности. В связи с тем, что изучение иностранного языка стало повсеместным, в Казахстане получило распространение полиязычие. Многообразие нации и народа в целом – сложное явление, которое является

объектом исследования социолингвистов. В условиях массового полиязычия коммуникативные формы (диалекты, говоры, различные жаргоны, отдельные языки) составляют иерархию очень сложного применения. Некоторые страны основаны на полиязычной среде. Каждый язык должен сохранять свойственные ему особенности, поэтому важно изучение полиязычной среды.

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PRACTICAL APPLICATION OF INTERACTIVE PROGRAMS IN STUDYING ENGLISH AT THE UNIVERSITY

ANNOTATION

Modern information and communication technologies provide broad opportunities for students to develop additional skills and abilities compared to traditional means. The use of information technology significantly increases the role of the computer as a didactic means of teaching, presenting the material in a special way and impact of teaching. Modern society requires the highest practical skills of foreign languages not only in communication but in professional sphere. The article describes using the interactive computer program Hot potatoes at individual learning of English language by students of chemical specialties. In recent years, much attention has been paid to students' individual work in the educational process, including the study of foreign languages. Some examples of exercises of five blocks of the program, the purpose of which is the diversity of students' work and implementation of teacher's creative ideas are given. The use of interactive exercises in the classroom contributes to the intensification of the educational process of learning, increasing the motivation of students, more successful and meaningful assimilation of educational material, and also allows you to combine a foreign language, computer skills and mental activity. The use of both forms of telecommunications and the resources of the global Internet in the educational process contributes to the development of cognitive activity of students and the achievement of the main goals of teaching a foreign language.

Key words: *programming, computer, individual work, communication, interactive program, information, exercise.*

Introduction. In recent years, more and more attention has been paid to the individual work of students in the learning process, particularly in teaching foreign languages. This is due to many factors, including the fact that in today's dynamic, constantly changing world, it is not enough to have a certain amount of knowledge.

A person should be able to independently replenish their knowledge, engage in self-education. The ability to self-educate in the field of English becomes particularly relevant, since English is used by representatives of most professions and it is the knowledge of English that contributes to the successful socialization of graduates. Independence is not an innate quality of a person. In order for a student to be able to work independently, students need to be taught this [1]. It is therefore particularly relevant are the problems of organization of independent work. I would like to focus on the use of modern pedagogical technologies in English classes, which contribute to the formation of individual work skills. One of these technologies is information and communication [2].

Research Methods. Modern information and communication technologies, which only a few years ago seemed to be the "distant future", quickly became the "real present". Thanks to its didactic properties (along with the development of speech skills and the formation of language skills), modern information and communication technologies can significantly enrich the educational process. Thanks to its didactic properties (along with the development of speech skills and the formation of language skills), modern information and communication technologies can significantly enrich the educational process.