Ethnolinguodidactic Approach as Methodological Support of Polylingual Education

Bakytgul Asylbekovna Zhetpisbayeva, Gulnaz Koshkimbayevna Tleuzhanova, Zhuldyz Mukhamedgaliyevna Tentekbayeva and Saule Alisherovna Shunkeyeva

Karaganda State University named after academician E.A. Buketov, Karaganda, Kazakhstan

Abstract: This article discusses the questions of methodological support of polylingual education process as which ethnolinguodidactic approach is offered. The essence of ethnolinguodidactic approach reveals on the basis of identification of a ratio of this concept with the methodological principle. It is shown that ethnolinguodidactic approach is a system set of the fundamental principles, specialized methods and the specific means, that allow to isolate problems of polylingual education, to define strategy of their solution in specific sociolinguistic conditions of activity of polylingual and polycultural community.

Key words: Polylingual education • Methodological approach • Methodological principle • Ethnolinguodidactic approach • Content of education • Polylingual personality

INTRODUCTION

Considering the question of methodological aspects of polylingual education, we faced a problem of defining the concepts "methodological principle" and "methodological approach". During the analysis of the corresponding scientific literature we came to a conclusion that a number of scientists considers the methodological principles through the concept of methodological approaches, but there are options and of their separate consideration.

In our opinion, the methodological approach in order to determine the original positions of scientific knowledge of something, has to represent the set of fundamental principles, specialized methods and specific means of its implementation as, according to the interpretation in the dictionary of concepts and terms of education and pedagogics, the approach – is a set of methods in research of any pedagogical problem [1]. As to the polylingual education such approach is admitted ethnolinguodidactic approach which, being called to determine the original positions of scientific knowledge of polylingual education, represents 1) the set of fundamental principles; 2) specialized methods; 3) specific means of its implementation. To the first group of these components refer: 1) the principle of "double occurrence of knowledge"; 2) the principle of functional activity of languages in ethnocultural educational space; 3) the principle of balance of the state and official languages in the content of education [2-3].

Certainly, ethnolinguodidactic approach to understanding the essence of polylingual education can't be limited to set of above-mentioned three principles. They are the main. Disclosure of their internal meaning is in many respects caused by the theory of the educational content. V. S. Lednev, proving the concept of educational content, considered that it is necessary to define analyzed system "… firstly by means of characteristic of its "state" in metasystem, secondly by means of the description of its functions and structure" [4]. In this regard we believe that the content of polylingual education isn't a simple set of language education, i.e. it’s not a total set of the questions concerning the language teaching (native, non-native, foreign). It affects also the technological side, thus it is a question not only of language disciplines. In other words, the content of polylingual education is caused by the characteristic of all education levels (according to V.S.Lednev): the first level – the content of education as a whole; the second level – the content of education according to the main steps of education; the third level – cycles of educational courses (subjects); the fourth level – the main gradation of educational process on the descending line) [4].
Main Part: The principle of actualization of "double occurrence of knowledge", known in didactics as the principle of selection of the educational content, in the context of multilingualism acquires new meaning as parallel studying and mastering of the languages is carried out through the studying of language disciplines and through learning language of non-language disciplines (for example, chemistry, physics are studied in English, history of Kazakhstan, Kazakh literature – in Kazakh, the Russian literature, the world history – in Russian, etc.). Here it is already possible to talk not only and not so much about intersubject communications, as about integration of knowledge from various (unrelated – language and mathematics, language and biology, etc.) subject domains.

For the first time this principle was formulated by V.S. Lednev who, explaining its essence, worked out two lines of double occurrence of basic components in system: firstly, as "throughline" in relation to external (apical) structural components, secondly, as one of the apical components. Not less important is the selection of another principle of the educational content – the principle of pithiness of forms and teaching methods. The use of "technologies" of teaching is included into the ethnolinguodidactic approach. As a method of the object purposes of the general education, therefore, forms and methods of teaching can be considered and as the component of the educational content, of course, without absolutization of such view [4].

Logical continuation of this thought in relation to polylingual education is shown in principle of functional activity of the languages contacting in ethnocultural educational space which means creation of conditions for active use of various languages according to requirements and interests of society in the institutional and separate social groups in extra institutional and informal spheres.

The principle of balance of state (Kazakh) and official (Russian) languages in the content of education means considerations of a sociolinguistic situation of the concrete region. The emphasis in these two languages is dictated by that in various regions of Kazakhstan their functional activity is inadequate. We mean that Russian is less active in the southern regions of the country whereas in the northern – it possesses wider sphere of the use [5-6].

Realization of these principles demands the corresponding methods, i.e. ways of achievement of the goal and the solution of specific objective which are present implicitly in the content of above designated (and not only above designated) principles.

Owing to objectively present features of the investigated phenomenon methods which are become actual and more active in a special way within ethnolinguodidactic approach, have to be specialized. Also, considering the question of methods in pedagogics, it is necessary to take into account not just their classification, but the concretized classification, i.e. to remember accurately, whether the question about methods of pedagogical research, or about teaching methods, education methods, methods of pedagogical management. In this regard set of methods which reflects all above-mentioned groups is represented. With the support on it we included in this set of methods: 1) ascension method from abstract to concrete; 2) methods of motivation and stimulation of various languages use according to requirements and interests of interacting in ethnocultural educational space; 3) methods of educational process organization on studying the languages (first of all, state and official) according to a sociolinguistic situation of the concrete region [7].

The ascension method from abstract to concrete is a universal method of knowledge. Nevertheless, it was necessary to include it in the structure of ethnolinguodidactic approach. As a method of the object research, consisting in transition from abstract and unilateral knowledge of it to more and more its concrete reproduction in theoretical thinking, it will allow to learn and explain the nature of polylingual education. It’s, firstly. Secondly, any theoretical knowledge is carried out as an ascension from abstract to concrete. As to the problems of teaching languages «the abstract» means that, while studying the languages, the person works, first of all, with sign system for which high degree of abstractness is inherent.

Then, their organic unity within polylingual education predetermines that situation, when, studying the language through other disciplines (for example, learning mathematics in English), subjects of polylingual education use languages as means of active interaction, communication and knowledge. In other words, within this method language acts and as object of knowledge and as a learning tool.

Methods of motivation and stimulation of various languages use according to requirements and interests of interacting in ethnocultural educational space is the group of methods directed on formation and fixing of the positive relation to learning and stimulation of active cognitive activity, i.e. they have the indirect, vicarious relation to methods of scientific research of polylingual education problems. It means that this group of methods is applicable in scientific knowledge of the investigated
Phenomenon in case this knowledge is considered from the point of view of the organization research (practical in fact) activity. Without the share of convention this group of methods refers to teaching and education methods. Classifications of teaching methods of Yu.K.Babanskiy includes two subgroups: methods of stimulation and motivation of interest to learning (creation of emotional, moral experiences, situations of novelty, surprise, relevance; informative games; stagings and dramatizations; discussions, analysis of life situations; creation of the situation of success in learning) and methods of stimulation of duty and responsibility (explanation of the personal and public importance of learning; requirements, encouragement and punishments) [8]. It is clear that in the organization of polyligual education as pedagogical process the described method has all-didactic value.

Today the real language situation in Kazakhstan society not fully motivates and stimulates active realization of available bundle of language skills. It means that unified requirements to the usage of languages in the institutional sphere haven't been formed. For example, official documentation management is conducted in two languages and in many regions documentation in the state language represents the duplicate of Russian executed documentation. On this background the motivation and stimulation as knowledge of languages and their use in educational process are represented by all means obligatory. For example, the organization of free language courses, activization of other forms of language qualification increase at the expense of internal resources of the educational organizations, etc.

Methods of educational process organization on studying the languages (first of all, state and official) according to the sociolinguistic situation of the concrete region are connected with that despite unitarity of Kazakhstan as the state formation, it owing to its territorial integrity covers very diversified geographical landscape which in many respects causes mentality specificity of those who settles and lives in it. Therefore, in different regions (areas) it creates also a different language situation. This situation, first of all, is connected with the character of bilingualism: Russian-Kazakh and/or Kazakh-Russian. It, in its turn, causes also prevalence in this or that region Kazakh-national and national-Kazakh (for example, Kazakh-Uigur or Uigur-Kazakh) or national-Russian and Russian-national (reciprocally, Russian-Uigur or Uigur-Russian) bilingualism. But the special emphasis is placed on the Kazakh and Russian languages. This accent is proved by that they, unlike foreign, develop in the natural language environment, but in different degree of activity. The state obligatory standards of education don't provide this situation, but possess potential possibility of its adjustment and regulation. Therefore at distribution of school hours in variable part of working curricula it is necessary to consider the priority of studying of one of them (the southern region, as a rule, needs the bigger volume of school hours on Russian studying, northern regions – opposite).

Logical continuation of the principles' identification and selection of methods of ethnoliguodidactic approach to knowledge of essence of polyligual education is the development and the choice of means of its implementation (this component according to known definitions of the concept “methodological approach” has practical-oriented character). They include: 1) parallel functioning in educational establishments of several languages of teaching which assumes the development of the Standard regulations defining the list of disciplines, taught on state, Russian, foreign languages irrespective of teaching language of educational establishments and also fixing advantage of extra institutional studying of the native languages of ethnic groups; 2) material reward and moral encouragement assume increase of subjects' motivation of polyligual education in questions of parallel studying of languages; 3) development of unified rules of drawing up educational and organizational documents in the field of polyligual education [9-10].

So, the essence of ethnoliguodidactic approach is represented in materials of the following Table 1.

Development of ethnoliguodidactic approach allows to isolate the real problems of polyligual education and to define the strategy and the main ways of their solution, to analyse the sum of polyligual education problems and to determine their hierarchy and also to carry out forecasting of prospects of polyligual education development as a purposeful process of formation of the polyligual personality on the basis of parallel acquirement by three and more languages.

Certainly, we are far from the thought that ethnoliguodidactic approach is an exhaustive methodological tool set of polyligual education. Representing the central strategic line of polyligual education organization, it only in the complex with other, methodologically significant approaches acquired in pedagogics, can strengthen its positions. Proceeding from the essence of culturological paradigm of language education as a whole in a circle of the approaches which are directly related to polyligual education, we refer:
Table 1: Structural and logical model of ethnolinguodidactic approach

<table>
<thead>
<tr>
<th>Structural components of approach</th>
<th>Characteristic of components</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Fundamental principles</strong></td>
<td>1) the principle of actualization of &quot;double occurrence of knowledge&quot;;</td>
</tr>
<tr>
<td></td>
<td>2) the principle of functional activity of the languages contacting in ethnocultural educational space;</td>
</tr>
<tr>
<td></td>
<td>3) the principle of balance of languages (first of all, state and official) in the content of education</td>
</tr>
<tr>
<td><strong>Specialized methods</strong></td>
<td>1) ascension method from abstract to concrete;</td>
</tr>
<tr>
<td></td>
<td>2) methods of motivation and stimulation of various languages usage according to requirements and interests of interacting in ethnocultural educational space;</td>
</tr>
<tr>
<td></td>
<td>3) methods of educational process organization on studying of the state and official languages according to a sociolinguistic situation of the concrete region</td>
</tr>
<tr>
<td><strong>Specific means</strong></td>
<td>1) parallel functioning in educational establishments of several languages of teaching;</td>
</tr>
<tr>
<td></td>
<td>2) material reward and moral encouragement;</td>
</tr>
<tr>
<td></td>
<td>3) development of unified rules of drawing up educational and organizational documents in the field of polylingual education</td>
</tr>
</tbody>
</table>

- Anthropocentric approach in which such categories as "person in language", "language as means of thinking formation of personality's mentality", "general (global) competence", "language personality", "the secondary language personality", "language and cognitive consciousness", etc. are concentrated and according to which the learner gets the status of the subject not only of educational activity, but also of cross-cultural communication, i.e. becomes the central element of language education as a system;

- Communicative-activity approach which in projection to language education is reduced to the following: the teaching to nonnative languages aimed at formation of ability to cross-cultural communication, has to have the activity character which is expressed in external and internal learner's activity;

- Synergetic approach which is considered as a condition of overcoming fragmentation of pedagogical knowledge and creation of its integral picture, in this sense the effect in teaching of foreign languages is reached through the causative-consecutive stipulation of didactic process by the system of methodical principles as unified complex;

- Culturological approach which has caused conceptual changes in the understanding of processes of foreign language acquirement which joined the course of cross-cultural paradigm formation as methodological basis of modern foreign-language education;

- Axiological approach which is integrally inherent in humanistic pedagogics as the person is considered in it as the supreme value of society and an end in itself of social development;

- Ethnopedagogical approach, which essence consists in disclosure of educational sense of all compiled teaching material (and it is always ethnosemantic), in ability of teachers to present it in such way that this sense could find the niche in the consciousness of the subject;

- Environmental approach which is measured in terms of ethnosemantic, verbal and communicative competences determined by structural and functional characteristics of educational language environment [2, 11].

The analyzed methodological approaches which were developed within the language education, already on this basis, without any specification, have a direct attitude to polylingual education. It allows to judge availability of potential opportunities of the theory and methodology of polylingual education enrichment.

**CONCLUSIONS**

As methodological supporting of polylingual education process the ethnolinguodidactic approach which represents the set of the fundamental principles, specialized methods and specific means is defined.

These theoretical-methodological points can and have to be a starting point for studying the questions connected with scientific and methodical supporting of polylingual education.

**REFERENCES**