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ANTHROPOLOGICAL PROBLEMS OF TEACHING KAZAKH AS A SECOND LANGUAGE

In the article examined are the anthropological aspects of teaching the Kazakh language as a second major to university students in Kazakhstan. The author examines the Kazakh language teaching system as a component of language education in general. Also attempted is the extension of anthropological problems in teaching the Kazakh language to university students.

Key words: *the Kazakh language, official language, learning, anthropology, vocational training, language education system, institutional education.*

Introduction. The role and function of any language is determined by its status in society and the state. Kazakh language, as the state language of the Republic of Kazakhstan, today serves in almost all the spheres of social interaction including education. The function of the Kazakh language in education is teaching in this language, the study of the Kazakh language as a compulsory subject at all the levels of education system. And today one of the most pressing problems in Kazakh higher education is identification, functions, elements and components of the Kazakh language teaching and the creation of methodological basis of it [7, 46-47]. The current state of teaching and learning the Kazakh language at the state educational establishments is still traditional. Therefore, most students who have mastered grammar, can hardly speak the language. The authors of textbooks put forward the scheme "a single textbook-uniform methodology for all. As a result, there is no differentiation in the level of the programs in terms of learning, language ability, not tailored to the particular nature of the languages", to functions of the language in the country [10, p. 341]. This situation reveals the lack of evidence-based methods of teaching Kazakh as the state language in higher educational establishments of the country.

One of the most important areas in people's life is education, in which the knowledge skills are formed, as well as the ability to learn the language. In the educational system fully realized is the internal potential of the language, which, in its turn, can provide its external application. Today, language teaching and language learning theory completely changes its form and content, which are the source categories of "language as a means of forming the personality and mentality of thinking", "person in language", and "language person". All of these involve taking an anthropocentric principle as the leading one in determining the features of language education as a process. And this principle puts the student as the subject of educational activity and the student becomes the central element in the system of language education. The problems of the language in education and language education in the world is now one of the most pressing problems of pedagogy and didactics [11], it also addresses the problem of English as a lingua-franca in the world of social and communicative space and its influence on the formation of information space of national languages [12], arouses interest in cross-cultural study in teaching second and foreign language in higher education with the use of mobile technologies in two educational spaces – East (China) and West (Sweden) [13]. The analysis of the sources over the past three years shows absence of the studies concerning the problem of anthropocentric approach to language learning and language education; though the problem turns acute when the world and science go as far as the problem of man himself as the essence of life in general.

Anthropocentric approach to the definition of language education as a process means that students in this process are in the situation where they need to exercise their own activity to solve communicative cognitive tasks wearing creative and problematic character in language learning [1, p. 14]. Curricula in Kazakh, Russian and English languages designed for educational institutions in Kazakhstan do not meet the requirements mentioned above, and they do not adhere to the anthropocentric principle which could enhance educational aspects of teaching Kazakh as the state language, Russian as an official language and the English language as a means of familiarizing with the world economy and science.

The main part. Education today from a closed, centralized system is transformed into an open system having an opportunity to innovate and provide services in differentiated instruction. Therefore, the learner in this system becomes the subject having the right to choose education along its trajectory, based on its features, abilities and interests [5, p. 57]. Opinions about the free choice of one's learning and in accordance with internal capabilities of students are to be discussed in modern didactics and pedagogy of the educational system of Kazakhstan, also they should be implemented in practice. There can be mentioned a variety of innovative technologies and methods, which have already been introduced into the educational system of Kazakhstan: the level system of higher education and post higher education, the credit technology of teaching, technology of variable teaching which offers a choice of subjects in secondary schools, etc. Educational system as a whole consists of subsystems that include vocational training, higher education, cultural education system, a system of language education, etc.

Language education system involves organized, institutional, occasional subsystems. All these systems consist of constant elements and changing components. The elements of the system are the institutional language education, extra-institutional education, occasional language education where each element has its corresponding

component. Institutional Kazakh language education includes compulsory study of the subject at schools and training in this language in vocational, higher, and post higher education [7, p. 57]. It is well known that language education operates and develops like any other system and its function at a certain level helps to achieve the expected results and specific purposes. The subsystem elements of language education can achieve the desired results only when they are fully focused on specific objectives and are aimed at expected results. A well-formulated goal leads to successful formation of language education.

Language education system is the object of study of a complex organization, so the system of language education is part of the complex, giving a certain holistic conception. If we take the extra-institutional system of teaching the Kazakh language, we can see that it cannot be taken separately from the institutional language education, as both are mutually reinforcing elements. Kazakh language teaching throughout the education system demands a different approach which agrees with the spirit and requirements of the time. The Kazakh language learning system has to be considered as constituting the education system, where intensively introduced are innovative technologies and teaching methods. The situation is somewhat different in extra-institutional system of Kazakh language teaching. It includes the courses for adults who do not speak Kazakh, i.e. government officials, employees of large commercial organizations, banks and many others. In the system of teaching the Kazakh language for adults one can clearly trace all its elements and components. In extra-institutional system of teaching the Kazakh language adults can fully realize the concept of modern education with a free choice of the learning trajectory. I must say that in adult Kazakh language learning system available are scientifically sound concepts based on developed standards, syllabi where the acmeological, axiological, logical andragogic and anthropological aspects of learning have been taken into account [8]. The institutional system of learning the Kazakh language, which is implemented by educational institutions today must adhere anthropocentric direction. Modern didactics which introduce anthropocentric direction in all the areas of science and education explains that "all social processes and structures of human life begin and end from person to person, because the whole world revolves around the person" [2, p. 17]. Resolution of anthropological problems of the Kazakh language teaching at universities presupposes considering age peculiarities of the students as the future workforce, the constituent elements of the socio-economic system of the country. Anthropological principle in education means the development of human elite, augmenting its creative power, the development of its spiritual and human strength as a parameter of social development and social development itself. In this respect, students enrolled in the university should be recognized as part of the human wealth and they should receive appropriate education to the parameter, which can provide its highly educated, spiritual wealth. Humanity in order to optimize their work today reached many heights in terms of technology: from basic hand tools people already moved to digital devices and technology, where a single press of the button gives instant "desirable" and "right" result.

These achievements optimize human labor; the scholars give the following definition: "To use powerful environmental energy sources, people replaced energy functions by technological functions. Technological functions of machines and tools for automatic control developed by technical means, and the man only manages these funds. Such a regulatory function-controlling human was automated with the aid of cybernetic devices and instead of brainwork there came automating human activity. However, in all automatic control a crucial role belongs to people. Therefore creating a perfect machine needs considering both a relevant human and machine. In this respect, the human activity encountered technical and anthropological sciences. They now abut upon digital computing and digital technology" [2, p. 17].

The anthropological approach to teaching the language focuses on multi-factor personality development and puts forward the following principles:

– person initial category, and all other categories come from the original categories as explaining and describing the function of human essence;

– the principle of integrity and human uniqueness;

– ontological principle considers language as a mode of education, the final value of the person, and self education here is an ontological category;

– ontological principle considers language education as the final value of a human being;

– meaning of language education should be viewed as universal interaction of components, the concrete historical and national culture.

Anthropological problems of learning the language involve consideration and psycho physiological aspects of learning. Learning is the process and the result of acquisition of individual experience, knowledge and skills in the result of which appear certain ways of behavior in specific stimuli [4].

Using linguistic knowledge with psycho physiological perspective involves the formation of spatio-temporal organization of activity of the human brain [9, p. 315]. And on this basis newly acquired students are involved in the learning process according to the new conditions [3, p. 12-14]. For example, the knowledge generated by a university student studying the Kazakh language during one academic year passes through several types of controls: current, interim, final. But some time later only a small part of students can demonstrate language and communication skills in the Kazakh language at the level of professional activity. During the academic time the spatio-temporal organization of student's brain activity in learning the Kazakh language was low. It can be explained by many reasons: from the methodological framework of the subject to organizing training activities for student discipline. Therefore, the organization of the institutional system of learning the Kazakh language must be considered and the anthropological aspect, in its turn, gives a great opportunity to purchase the required knowledge

and the application of this knowledge in practice of the learner. Application of linguistic knowledge is realized only when the student forms the skills to organize brain activity in a specific time and space, and this, in its turn, requires the development of training and test materials aimed at enhancing communicative skills among students. In anthropology the human being is considered as an evolving personality with inherent creativity, change and restructuring. As well as one of the main features of man is his integrity and it is manifested in its contradictions [3, p. 12-14]. The human potential for creativity is directly related with his life activity. Creativity in the intellect is determined by his social nature [3, p. 214-215]. The presence of different types of creative tasks and exercises in language learning gives a great opportunity to build on the knowledge and skills of Kazakh language [8].

Conclusion. Based on anthropological problems of pedagogy, we have identified the following problems of anthropological teaching the Kazakh language in higher educational establishments:

– taking into account the peculiarities of man as a social entity there should be selected the appropriate content for teaching the Kazakh language to university students;

– identify the patterns, ways, forms, methods, and process-oriented humanistic forms of education. Humanization is the reference to a person's identity; trust him, adapt to his personal goals and interests. Teaching the future professionals to Kazakh language should be developing character;

– rationale for the development and status of human creativity in the educational system. Here, "the student advances to the rank of the subject of educational activities and becomes a central element" [5] in learning the Kazakh language;

– it is also important to note that the need to justify the terms and condition of human creativity in the education system, the solution of this problem will be the basis of forming the subject-subject relations in teaching and learning the Kazakh language in higher school [8, p. 143].

The problem of anthropological aspect of learning the Kazakh language awaits its deeper research into the teaching methods. The study of anthropological aspects of Kazakh language teaching in higher educational establishments, revealing its role and the importance of learning the Kazakh language, gives us an excellent opportunity to solve the problem of students' communicative activity after graduation, i.e. of the active usage of the Kazakh language in its natural function.

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АНТРОПОЛОГІЧНІ ПРОБЛЕМИ НАВЧАННЯ КАЗАХСЬКОЇ ЯК ДРУГОЇ МОВИ У ВИШАХ

Розглядаються антропологічні аспекти системи навчання казахської мови як другої у вишах Казахстану. Автором виокремлюється система навчання казахської мови як складова системи мовної освіти. Робиться спроба окреслити антропологічні завдання навчання студентів вишу казахської мови як другої. Роль та функція будь-якої мови визначаються її статусом у суспільстві та державі. Казахська мова як державна мова Республіки Казахстан обслуговує майже всі сфери соціального спілкування, в тому числі й освіту. Функція казахської мови в сфері освіти полягає в підготовці кадрів казахською мовою, у вивченні казахської мови як обов'язкового предмету на всіх рівнях освіти. Актуальним завданням у казахстанській системі вищої освіти є виявлення складу, функцій, елементів і компонентів системи навчання казахської мови і створення сучасної методичної бази її викладання.

Ключові слова: казахська мова, державна мова, друга мова, навчання, антропологія, професійна освіта, система мовної освіти, інституціональна освіта.

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АНТРОПОЛОГИЧЕСКИЕ ПРОБЛЕМЫ ОБУЧЕНИЯ КАЗАХСКОМУ ЯЗЫКУ КАК ВТОРОМУ ЯЗЫКУ В ВУЗАХ

В статье рассматриваются антропологические аспекты системы обучения казахскому языку как второму в вузах Казахстана. Автором выделяется система обучения казахскому языку как составляющая системы языкового образования. Делается попытка выделить антропологические задачи обучения студентов казахскому языку как второму. Роль и функция любого языка определяются его статусом в обществе и государстве. Являясь государственным языком Республики Казахстан, казахский язык обслуживает почти все сферы социального общения, в том числе и образование. Функция казахского языка в сфере образования заключается в подготовке кадров на этом языке, в изучении казахского языка как обязательной дисциплины на всех уровнях образования. Актуальной задачей в казахстанской системе высшего образования выступают выявление состава, функции, элементов и компонентов системы обучения казахскому языку и создание современной методической базы его преподавания.

Ключевые слова: казахский язык, государственный язык, второй язык, обучение, антропология, профессиональное образование, система языкового образования, институциональное образование.