

Towards the Issues of Multilingual Competence Formation

Hacia los problemas de la formación de competencias multilingües

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Received: 27/12/2017 • Approved: 20/01/2018

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ABSTRACT:

In conditions of expanding international relations and business contacts, it is necessary to have a professional translator to ensure the communication process. Multilingualism becomes an integral component of modern professional education. Interethnic, multicultural space requires the translator to be able to conduct multicultural dialogue, know cultural realities of native and foreign languages, and realize this knowledge in direct communication. This direction is a qualitatively new stage of foreign-language education, opening vast horizons for the creation of effective methods, development of innovative scientific professional and personality-oriented studies that can significantly upgrade the existing classical educational programs for translators. **Keywords:** multilingualism, multilingual education, multilingual competence, translators, multilingual image

RESUMEN:

En condiciones de expansión de las relaciones internacionales y los contactos comerciales, es necesario contar con un traductor profesional para garantizar el proceso de comunicación. El multilingüismo se convierte en un componente integral de la educación profesional moderna. El espacio interétnico y multicultural requiere que el traductor pueda llevar a cabo un diálogo multicultural, conocer realidades culturales de lenguas nativas y extranjeras, y realizar este conocimiento en comunicación directa. Esta dirección es una etapa cualitativamente nueva de educación en lengua extranjera, que abre amplios horizontes para la creación de métodos efectivos, el desarrollo de profesionales científicos innovadores y estudios orientados a la personalidad que pueden mejorar significativamente los programas educativos clásicos existentes para traductores. **Palabras clave:** multilingüismo, educación multilingüe, competencia multilingüe, traductores, imagen multilingüe

1. Introduction

The processes of globalization, the organization of training in a multilingual and multicultural space are very important for the Republic of Kazakhstan. The tendency for

internationalization in education along with active development of information technology creates favorable conditions for the achievement of inter-ethnic, inter-state agreements in the field of education. The era of internationalization makes researchers significantly revise their views on the issue of multilingualism and its impact on modern education. Multilingualism, multiculturalism are facts of undeniable reality. Multilingualism is the use by an individual or a group of people of multiple languages, each of which is selected in accordance with a specific communicative situation.

However, it is not only the ability to speak multiple languages, it is also a special type of thinking, which absorbs cultural values of multiple civilizations, and is open to dialogue.

Today it becomes apparent that globalization creates a demand for multilingually trained specialists who are able to use foreign languages with a view to socio-professional communication. The larger number of languages each potential participant of the process of cross-language communication speaks the easier to understand the mentality of representatives of given countries; this is particularly important in multilingual training of students. This means that multilingualism is becoming an integral part of modern professional education. At the same time, the analysis of references showed that issues of theoretical and methodological foundations of multilingual competence of future translators have not received any sufficient reflection in the academic literature.

The issue of multilingualism associated with entering of our country into international space and community, as well as the impact of multilingualism on contemporary education should be addressed with urgency, because multilingualism is currently becoming an important component of competitive specialists' education. As we can see from the above, there is contradiction between the urge to build multilingual competence among future translators and the lack of respective theoretical and methodological support in universities.

2. The Phenomenon of Multilingualism

The foundation of democracy in the European Union (EU) is the linguistic democracy as a necessary condition for the development of the European integration processes, currently including 28 states and 24 official working languages with 500 million of citizens (Podestá, 2001). The debate on language policy in various intergovernmental institutions have revealed a number of conflict situations in an attempt to recognize basic and secondary languages, since languages form the basis of democratic negotiation processes with the active participation of EU citizens in these processes. Language, as is known, is a social phenomenon. It cannot be acquired outside of a social context. '... It has become impossible to stay in separate "national apartments" since the world is too small, the migration is massive, and the racial and ethnic amalgamation is intensive' (Mechkovskaya 2003).

Language is the main, socially recognized type of communicative behaviour, the knowledge of which is the key to the culture of another ethnic group speaking the same language. Language is not only a means of communication and expression, but also an accumulation of the values of a culture, a reflection of the experience of people, their history, material and spiritual existence' (Sysoev 2003). The point of view of Lotman is interesting as well, who showed that the space of reality is not covered by any of the language in isolation, but only by their totality. In his view, 'the idea of the possibility of a perfect language as the best mechanism for the expression of reality is an illusion. The minimal working structure is two languages with regard to their inability to separately embrace the outside world. The idea of optimal model with one ultimate language is replaced by the structure image with at least two, and in fact with the open list of different languages, mutually necessary to each other by virtue of inability to express the world separately by them. These languages may be superimposed, differently reflecting one and the same, and also be located 'within one plane, forming internal borders' (Lotman 2001).

Considering multilingualism as an essential feature of modern education has been carried out recently: since 1970-s, when national ethnic communities with more or less constant composition surged throughout all European countries and the United States. Multilingualism in the European institutions was seen as a long-term investment by means of culture and education, creating future generations of European citizens. A world where each linguistic

group is isolated it is not possible in today's reality.

Let's consider the basic scientific concepts necessary for understanding the phenomenon of "multilingualism". Multilingualism should be understood as an inherent to all speakers' ability to explore (either independently or in the learning process) and to use more than two languages in varying degrees and for the achievement of different goals.

Multilingualism as a sociocultural phenomenon raises challenges for education to prepare young people for life in a multinational and multicultural environment, building skills to communicate and cooperate with people of different nationalities, races, religions. That is, the integration of the world community, the development of planetary ideologies take into account national traditions in education of youth; creation of conditions for the formation of cultural identity; formation of diverse and complex cultural environment for personal development.

Life in multilingual and multicultural society has its advantages and disadvantages. First and foremost, this is a unique opportunity to become familiar with traditions, customs and culture of another country or countries. However, it is worth pointing out some problems. For example, people are afraid of losing the individuality of their own and of their culture.

The panorama of contemporary world culture is a melting pot of many interacting cultural entities. They are all original and are in constant dialogue, as evidenced by the processes of globalization and the convergence of professional fields in the modern world. Dialogue, as a means of communication of cultures, suggests this convergence of interacting entities where they do not inhibit each other, do not tend to dominate, but "concord" and "cooperate" making a delicate and careful contact. Therefore, the learning process should provide such conditions to train a professional to be an actor of professional and personal dialogue of cultures.

The theoretical issues of teaching foreign languages in the context of multilingual society were explored in the works of Barsuk (1970), Gabdulkhakov (1998), Ilyasov (1996), etc. However, in determining the content of the logic of our work, we also took into account the extent of research on bilingual education: Barsuk (1970), Pevzner (1999), Shirin (2007), Atkinson (1987), Grosjean (1982), Hamers (1989). The issues of bilingualism were explored by Weinreich (1979), Minyar-Beloruhev (1991), Mikhailov (1989), Khaleeva (1989), Thiery (1978), etc. In determining the conditions of multilingualism, we relied on the definition of multilingualism and plurilingualism adopted in the Council of Europe instruments (Guide for the Development of Language Education Policies in Europe, 2007). In another seminal document on language education 'plurilingual and pluricultural competence refers to the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent has proficiency, of varying degrees, in several languages and experience of several cultures' (Common European Framework of Reference for Languages, 2001). Thus, the social nature of modern multilingual education is not just building communicative language competence (Nedelcheva and Derkach 2015). Multilingual competence of future translators is based on the idea of multilingualism, because multinational multicultural space requires the interpreter to be able to conduct multicultural dialogue, to know the cultural realities of both native and foreign languages, to be able to realize this knowledge in direct communication with foreign partners.

3. Structure of Multilingual Competence

The competence approach as a notion and as a system concept began to develop especially intensively in the late 1990s and in the first years of the 21st century and it became one of the most relevant approaches in the educational paradigm, due to several reasons: firstly, the reorganization of the entire education system was caused by significant changes in the world economy; secondly, the system of training professional personnel is focused on the requirements of employers and labor market.

Competencies and references are taken as the basic units of the competence approach, which are also considered as the leading criterion for the graduate of a higher educational institution to prepare for professional work. The principle of competence is typically referred

to the studies of famous American linguist Chomsky (competence-based education - CBE, Massachusetts University). He noted that "... we make a fundamental difference between the competence (knowledge of one's own language by a speaker-listener) and the usage (real use of the language in specific situations). Only in an idealized case the usage is a direct reflection of the competence" (Chomsky 1965).

In the process of learning the higher school students build competencies, increase the volume of their professional knowledge (practical and theoretical) what affects the view of the world in their minds. The use of a foreign language as a means of comprehension of the world, expertise, introduction to the culture of various peoples, dialogue of different cultures, promoting awareness of people belonging not only to their own country or civilization, but also to global cultural community - all of these ideas are important for Kazakhstan higher school in terms of the formation of multicultural and tolerant personality of a student (Vasilyeva 2009). Multilingual image of the world becomes a model, which is being built on the basis of linguistic, professional and cultural characteristics of a particular country, further mediates the expansion of vocational and linguistic experience of students. Multilingual image of the world defines the system of coordinates, which allows them to be competent not only professionally, but also in the communicative and dialog-oriented way, resulting in the successful professional communications.

The objective of multilingual learning is to enable each human to become multilingual and multicultural personality, knowing several languages, including mother tongue, languages of nearby ethnicities, and foreign languages. In the modern multicultural and multilingual world dialogue becomes a crucial factor in the rapprochement of people, in the mutual understanding among professionals working in different cultural and linguistic settings.

At this level the dialogue paradigm in education based on multilingualism has the priority. Dialogue brings people of national culture to a higher level - the level of the dialogue of cultures, at the same time keeping them with their ethnic environment.

Considering the formation of the linguistic personality of a future interpreter in the multilingual society from the point of view of the competence approach, we come to the conclusion that the future interpreter must have multilingual competence for a number of reasons: 1) he/she must equally speak both foreign languages and the native language into which he/she would translate; 2) the interpreter in terms of multilingualism has varying proficiency of at least three languages; 3) the subsystem of professional language belongs to the system of general language and is simultaneously an additional sublanguage; 4) in terms of the expansion of international relations in the process of activity the interpreter may face the problem of mastering additional language caused by professional or personal needs. In developing the definition of the required competence, we relied on the documents of the Council of Europe which addressed the issues of plurilingualism, multilingualism and plurilingual competence. Also, we observed the viewpoint of Evdokimova, who proposed the concept of "multilingual competence" as "the system of linguistic knowledge, understanding the mechanisms of functioning of language and algorithms of speech actions, good command in metacognitive strategies and developed cognitive ability" (Evdokimova 2009). Galskova and Guez, in turn believed that: "...plurilingual competence cannot be regarded as a collection of individual foreign language competences possessed by individual who knows several languages. This competence has a complex multicultural and multifaceted character, which manifests itself in its integrative essence and different levels of proficiency in its main components (for example, a good knowledge of culture, but a poor command of communicative skills and vice versa)" (Galskova and Guez 2004).

Drawing on the analysis of the variety of approaches to the study of this problem, we deem to highlight the following components as important in the structure of multilingual competence.

Value-axiological competence presupposes students' understanding of the axiological value of a foreign language, its importance in the subsequent professional activity, knowledge of the surrounding world, interest in the values of another culture, traditions and customs, the elimination of stereotypes about people of different nationalities, the desire for tolerance and dialogue in the multiethnic, multinational world, aspiration to the global exchange of values.

Linguistic competence implies the assimilation of vocabulary, grammar, phonetics, as well as knowledge of the relationship between the language of the original and the target language, similarity and divergence at the levels of their linguistic systems, linguistic and speech (usual) norms. Linguistic competence includes the knowledge of terminology in some specialized subject (thematic) domain and the ability to use this knowledge in the language context, orally and in writing.

Cognitive-communicative competence forms the cognitive abilities of students to communicate through language, i.e. transfer thoughts and exchange them in different situations in the process of interaction with other communicators, using the system of language and speech norms correctly, choosing communication behavior that is adequate to the situation of communication.

Intercultural competence is determined by a set of skills to solve professionally-directed tasks in situations simulating the conditions of intercultural interaction with partners; to understand the national and cultural specifics of the use of the material; to use formal and informal styles of speech behavior. Discourse competence is determined by the ability to understand different types of statements, to build logical, related statements, of various functional styles, having cohesion and clear compositional design, and, if necessary, to switch from one language to another.

Compensatory competence includes the ability to use various strategies to maintain communicative contact in the process of solving professional problems - to attract the attention of the interlocutor, to suggest the topic of communication, to initiate communication, to keep the interlocutor's attention, to maintain the conversation, to complete communication, to develop the sequence of translational actions on the basis of determining factors, to justify the used translation strategy. Most of the foreign researchers: Dörnyei and Scott (1997), Faerch and Kasper (1983) offer the following means of compensation, such as a paraphrase, the use of synonyms, new words, etc.

Information technology competence is important because translation activities at the present stage is inconceivable without modern technology, without the skills to apply information resources and technologies, software and networking tools for professional translation activities using a computer. The formation of this competence is a sine qua non condition for the development of professional capacity of a translator.

Thus, the formation of multilingual competence of students gives them an opportunity to interact in the world of professional space, to perform the role of a facilitator in cross-cultural communication in professional settings, using the potential of all languages spoken by the individual. The structure of multilingual competence of a translator is a system of interrelated and interdependent components (linguistic, cognitive-communication, intercultural, compensatory, information technology subcompetences) that ensure its functioning as a whole. 4.

4. Methodology

The model of the process of forming the multilingual competence of students is not only the ability to set the requirements for future translators, the prediction and the prospects for their further professional activity, but is also the main element of effective planning of professional training of specialists at the university stage in fundamentally new conditions for reforming the Kazakhstani education and introducing innovative technologies. The conceptual framework of the model reflects its methodological foundation. In designing the model we relied on the basic provisions of the concept of "dialogue of cultures" and multicultural education; social and intercultural directions; the concept of a multicultural linguistic personality; competence-based approach and others. Effective implementation of the training process for future translators is possible when considering the following principles: plurilinguism; independence (autonomy) of the individual in learning; professional orientation; problem-oriented cognition and situativeness.

The model of development of multilingual competence is considered by us as a didactic system in which the mechanism of the process of professional preparation of future

translators is realized and all structural components of this structure are scientifically grounded: goal-directed, content, organizational-active, technological, reflective-evaluative and productive components.

The goal-directed component characterizes the internal prerequisites for mastering multilingual competence and the initial educational guidelines expressed by the learner's need for self-expression and self-affirmation. Teachers give an orientation to the active inclusion of a student as a subject in the process of their own professional orientation, to create conditions for the development of a conscious and responsible attitude to their future on the basis of real and practical assessment of the entire body of information about the "Translator" profession and the surrounding multilingual and multicultural world.

If we consider the orientational and objective function as a personal function of a future professional translator, it is expressed in the construction of an individual personal image of the world - an individual worldview that allows a student to assert oneself within their own profession and future professional activities. What modern students want and what they seek, how they see their future profession, how to quickly achieve professionalism and qualifications, be demanded in their field - the answers to these questions can be found from the examples of own university experience and practice.

Since the interpreter activity continuously crossing with representatives of various nationalities and cultures, one of the main objectives of students is a commitment to implement various foreign economic communications. This is why the multilingual competence has special purpose and significance in the structure of the professional competence of a translator.

The content component defines the content of training based on the dialogue of cultures, including culturological, social and linguistic content; describes the program of multilingual learning, taking into account the integration of subjects; defines the activities associated with the formation of multilingual competence of students. The integrated content of linguistic and cultural disciplines is guided by the universal values and basic values of national cultures as a way of integrating general cultural and professional knowledge with the aim of eliminating its fragmentation, forming a holistic system of knowledge and skills among students, and ethno-cultural and professional identification of an individual.

The unity of educational and extra-curricular activities ensures the acquisition of experience of communicative activity and behavior for students; prepares students for solving practical problems of interpersonal, intergroup and intercultural communication; provides the mastery of new ways of acting in conditions of a specially organized communication environment; brings training closer to the tasks of personal self-determination.

The training subjects make reference to the linguistic and cultural concepts, mythological cultural and linguistic units, symbols, stereotypes, standards, hierarchical system of values, value dominants of cultures, images (as the most important linguistic essence, which contains basic information about the connection of words with culture), allow to penetrate in the spiritual life of another culture, the concepts as an object of emotions (are not only understood, but also experienced), cultural texts as an aggregate of cultural-marked signs, consistent with their linguistic and cultural value.

The value-semantic interdisciplinary professionally significant skills formed on the basis of knowledge of the culture of the countries of studied languages, their history, mentality, and value system, about culture, about intercultural communication and communicative act as a system are being developed; the main factors of the national conceptsphere are also considered.

The content of teaching foreign language for students concentrates on expanding the professional horizons; on flexibility and multivariate assessments of what is happening; on willingness to accept unusual information arising from the communication of professionals working in different linguistic and cultural spaces.

The organizational-active component includes the organization and management of the educational process and is characterized by the presence of: the organization of independent and group work of learners; the prompt feedback in the learning process; the monitoring

and analysis of the results of the ongoing evaluation of the process of multilingual education.

The technological component includes methods (cognitive, creative, interactive), means (information and communication technology, media and Internet resources), forms (individual and group, independent work), and modern technology to facilitate the most complete organization of the educational process for the formation of multicultural competence among students. This includes: project (research, problem-developing, practical-oriented projects, presentation projects), problem-developing, gaming, integrative, professionally oriented technologies, dialogical, creative, communicative, case technologies, cultural and language practice, etc.

Means of information and communication technologies provides the opportunity to use video content for conducting lessons with smartboard, to communicate with students in the online system when working on projects, to study English independently, to use online dictionaries and electronic translators for various tasks, using corpus technologies – concordances, etc. Varantola (2003) lists a number of skills that are formed in the process of working with corpus technology. In drawing up the text corpora students learn to identify selection criteria for texts' selection, using analytical skills and research techniques; critically evaluate sources; choose the best search engines on the Internet; use computer-based tools and corpora of texts, combining them rationally.

The reflexive-evaluative component represents criteria, indicators, and levels of multilingual competence of students. The productive component contains an analysis of the results on the formation of multilingual competence of students and measures the effectiveness of constructed models.

The productive component includes criteria (motivational-descriptive, cognitive-reflexive, procedural-active and personal) and indicators for assessing the proficiency level of multilingual competence (adaptive, productive, or creative).

Thus, a distinctive feature of the developed model of the formation of multilingual competence of students is consistency and integration of the components reviewed, resulting in a comprehensive orientation of educational process which forms a multilingual competent graduate.

5. Discussion and results

The analysis and results of theoretical-methodological research necessitated an experimental work on content-technological support of the model of formation multilingual competence of future translators at university.

In the process of organizing the pilot research, it was necessary to specify the control and the experimental groups, to reveal the levels of formation of the multilingual competence of future translators, allowing to compare the initial and final results; to conduct a qualitative analysis of new components (technologies) included in the experimental work and subsequent quantitative measurement of the results of the process using a known set of diagnostic techniques.

The experimental work involved more than 120 people from among the students of the Translation Faculty: students numbering 30 (60) people accounted for the experimental group and 30 (60) students accounted for the control group. The purpose of the ascertaining experiment stage was to identify the initial level of multilingual competence among future translators. The goal defined the tasks of the initial stage of the experiment: a) to study the personality of the students, b) to reveal the levels of the multilingual competence of the students of both groups: c) to determine the system of students' value preferences, as it determines the motivation of getting a profession and mastering knowledge, and also underlies students' attitude to the world around them, to people, to themselves. Different diagnostic methods (questionnaires, surveys, the method of expert estimations, personal conversation with the students, monitoring, analysing products activities, etc.) were used to solve these tasks.

For example, the aim of the questionnaire survey at the initial stage was the study of students, their understanding of the importance of building a multilingual competence, the

essence and content of this concept, the awareness of a profound learning of foreign languages, the acquisition of knowledge of rules of behavior and communication, etiquette, customs and characteristics of the culture of other peoples; understanding of the culture of other peoples, specific rules of conduct; knowledge of the traditional culture of behavior of foreign partners, free communication with representatives of other nationalities, commitment to respect, etc.

The first question of the questionnaire was formulated as follows: 'Formulate important professional qualities of an interpreter capable of implementing a multilingual activity.' A large part of the students gave the following answers: 'an interpreter must understand the specific character of their future profession'; 'he/she must possess the high level of professional erudition'; 'must have skills of inclusion into another culture' and 'know foreign language medium'; 'must possess a certain etiquette', 'demonstrate special features of conduct in standard and business situations', etc.

The attempt to detail the understanding by the students of some professional qualities, concerning multilingual competence led to the following: Students showed that they realize the significance of learning foreign languages, since the foreign language acts as a mechanism of cognition of the surrounding world, ensures free cross-cultural communication which enables a translator to become a competitive specialist in the labor market. To the question 'Should a student be that directed to the world-wide exchange of values, ideas and to the dialogue of different cultures, be tolerant, be ready to acknowledgement of foreign cultures; possess patience and condescension dealing with nonconformity, another opinion, judgment, or views?' The students answered as follows: 72% showed an agreement with these statements, 28% were not determined with the answer.

Besides written survey there were carried out oral conversations with the students, that discussed and analysed who is a translator, what methods of self-education he/she must apply to become competitive and high-demand specialist in the labor market. Most frequently students named the following: "self-assessment", "self-reflection"; the incentives for future professional activity included interest in the international politics, the foreign cultures and traditions; independence and responsibility; the desire to obtain high qualification and importance of mastering foreign languages.

To the question 'Do you find interesting to participate in the discussion of the problems, connected with the future professional activity (problems of economics and politics, foreign economic activity, briefings and meetings with foreign partners, treaty-making, etc)?', the large part of the students answered positively.

The questions raised at students' round tables and conferences dedicated to mastering the future profession caused counterquestions from students: on the one hand, their interest in obtaining a profession, on the other hand, the confusion in the effective implementation of professional activities after receiving a diploma. Within this stage of the experiment the degree of students' commitment to the formation of multilingual competence was also revealed. The evaluation given by the students of personal qualities encouraging the formation of multilingual competence among future translators is interesting and sums up the follows: the proficiency in a foreign language as a mechanism of cognition of the surrounding world provides free intercultural communication; the interest in the values of another culture, traditions and customs; the desire for tolerance, worldwide exchange of values, ideas and dialogue of different cultures, etc.

The formative experiment was carried out in the natural conditions of the university's educational process in various groups with aligned initial parameters undergoing experimental verification. The objective of the formative experiment was to test the methodology of formation of multilingual competence among students (Table 1).

Table 1

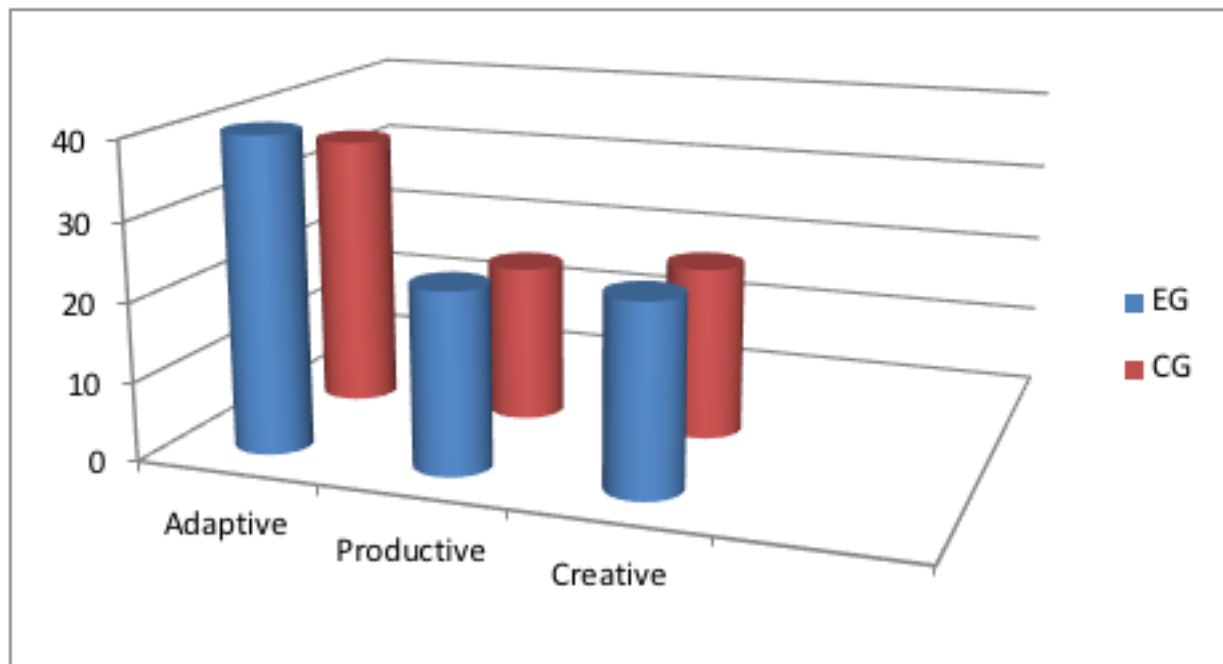
Proficiency levels of multilingual competence of students at the beginning of the experiment

Proficiency levels of multilingual competence	Number of correct answers of students from 100%	
	The experimental group (EG)	Control group (CG)
Adaptive (low)	40	35
Productive (average)	23	20
Creative (high)	24	22

The research data, allowed identifying indicators at the adaptive, productive and creative levels as the criteria for formation of multilingual competence of students (Figure 1)

Figure 1

Indicators at the adaptive, productive and creative levels as the criteria for formation of multilingual competence of students.



The represented data testify that students of the control and the experimental groups have approximately the same level of multilingual competence which indicated the need to develop an experimental program for its subsequent introduction into the process of vocational training in the university with the use of innovative technologies that entail the formation of the qualities of students attributable to the component composition of multilingual competence. These techniques were also used for the final monitoring of proficiency level of multilingual competence among students with "Translation studies" major.

Training of modern specialists would be impossible without expanding educational borders and training within the framework of higher education through elective courses, introduction of innovative technologies, trainings, and simulation of professional activity.

Along with that, we actively used discussions, talks, open round tables, role and business games, reflecting professional issues, as well as modern teaching aids – multimedia, informative, interactive – allowing to simulate the most diverse conditions of the process of building multilingual competence. In the course of experimental work, the following results on the formation of multilingual communicative competence of students were achieved (Table 2).

Table 2

Dynamics of change of students prepared to project activities

Proficiency levels of multilingual competence	Number of correct answers of students from 100%	
	The experimental group (EG)	Control group (CG)
low	55	45
average	31	26
high	26	29

Proficiency levels of multilingual competence Number of correct answers of students from 100% The experimental group (EG) Control group (CG low 55 45 average 31 26 high 26 29 The data obtained when comparing the results of the assessment at the initial and final stages of experimental work showed positive dynamics in the formation of multilingual competence of students from the experimental group compared to students from the control group. The assessment tests included blocks of questions and tasks for each of the competencies that allow you to record the levels of multilingual competence of students in both groups. If at first, the students vaguely understood the essence and content of multilingual competence of future translators, by the end of the experiment a greater number of students were independently identifying the competence and realized its significance. The students have also shown considerable dynamics and growth of communication inherent to multilingual competence. As a result of the formative experiment in both groups – and EG and CG – a change in the levels of multilingual competence occurred, however students from the experimental group acquired higher indices in all competences, than those from the control group.

6. Conclusion

The beginning of 21st century was marked by the tendency of considering multilingual education as the bases for the retention of lingual heritage and cultural diversity of humanity. The multilingual education encourages the formation of new lingual thinking and nurturing the belonging to the general human culture, and the readiness for a constant self-perfection in the professional career. These tendencies acquire special significance in the conditions of globalization, which causes the appearance “organic solidarity”, integration and cooperation, which assume the ability to understand each other.

One of the most important conditions for the mastery of another culture is mastery of its forms, and, first of all, the language which ensures the possibility of the competent review of the most important information needed for professional and personal development, its adequate perception and interpretation. This causes an increase in the requirements for the quality of understanding the language, which the partner uses. The proficiency in different languages becomes the condition for the successful vital activity of human in the contemporary world, the necessary condition for the successful adaptation of human in the social and professional environment.

The range of tasks of a future translator requires not simply the knowledge of foreign languages, but the skills to solve professional problems in multilingual professional settings, i.e., to possess the high proficiency level of multilingual competence, which is deemed pluricomponent.

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Revista ESPACIOS. ISSN 0798 1015
Vol. 39 (Nº 17) Year 2018

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