# A DELPHI ANALYSIS OF TRILINGUAL HIGHER EDUCATION MODEL AND THE DEVELOPMENT OF GLOBAL COMPETENCIES

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**Abstract.** Globalization and intercultural exchange require individuals to function effectively in diverse, multilingual settings, emphasizing the importance of global competencies—knowledge, skills, and personal attitudes that facilitate successful intercultural interaction.

Aim of the study - this study aims to assess how multilingual education contributes to the development of global competencies among students.

The research centers on three core dimensions of global competencies: character traits and motives, self-perception and attitudes, and knowledge and skills. It underscores the role of multilingual environments in fostering flexibility, openness, and cultural respect.

Scientific significance - by examining the link between multilingual learning and the growth of complex global competencies, this study advances the broader field of international education research.

Methodology - A mixed-methods approach was employed, incorporating content analysis of international literature and expert interviews conducted using the Delphi method. This approach provides a comprehensive perspective on multilingual education's impact.

Findings demonstrate that students in multilingual contexts display enhanced adaptability, tolerance, and readiness for intercultural collaboration. The study also identifies barriers to implementing multilingual models in Kazakhstan, such as resource constraints and insufficient teacher training.

Practical significance - the proposed strategies and holistic model can inform the improvement of multilingual education programs in higher education, preparing graduates for success in globalized work environments.

By analyzing both the integration of global competencies and existing challenges, this research highlights the value of multilingual education as a key driver of global competence development.

**Keywords:** multilingual education, global competencies, intercultural communication, cognitive flexibility, globalization, students, higher education, trilingualism

## Introduction

Intercultural interaction and integration actively influence all aspects of life, including the economy, politics, science, and education. Consequently,

competencies essential for effective communication and work in multilingual and culturally diverse environments come to the forefront. These global skills, combining knowledge and abilities, have become a crucial condition for a successful career and personal growth in today's world [1].

The current situation compels each of us to coexist within a shared world, which requires the ability to build mutually beneficial dialogue with all participants in this shared space and to create humanitarian intercultural bridges between representatives of different professions and cultures. Language plays a critical role in this, as it is the only feasible tool through which we can construct bridges of mutual understanding and interaction between representatives of various linguistic and ethnic communities. Hence, there is a clear shift in linguistic and methodological research towards addressing global competencies, specifically focusing on developing students' ability to participate effectively in this context.

Multilingual education plays a key role in developing these competencies by providing students not only with knowledge of multiple languages but also with skills that enhance their ability to understand and interact with representatives of diverse cultures. This education goes beyond just learning languages; it offers an opportunity to develop cognitive flexibility, communicative abilities, and an appreciation of cultural diversity. As a result, students participating in multilingual programs become more adaptive and are capable of working effectively in an international environment [2].

The theoretical and methodological foundation of the modern scientific and practical synthesis of multilingual education has been laid in the works of domestic and Russian scholars such as S. S. Kunanbaeva, M. R. Konubaeva, T. A. Kulgildinova, Z. I. Konnova, A. G. Shirin, N. Chomsky, S. Savignon, D. N. Kulibaeva, and K. M. Iriskhanova, as well as in the works of foreign authors, including N. J. Adler, L. W. Brody, J. S. Osland, C. Bingham, J. S. Black, T. Felin, B. L. Boyd, L. L. Moore, J. Williams, C. D. Elbert, M. Goldsmith, C. L. Greenberg, A. Robertson, M. Hu-Chan, T. Jokinen, M. W. McCall, G. P. Hollenbeck, M. E. Mendenhall, and D. A. Ravenscroft.

Among the approaches used in multilingual education are sociolinguistic, anthropological, axiological, cognitive, and cognitive-linguocultural approaches. The sociolinguistic approach emphasizes the status of languages in society and prioritizes teaching based on their role, whether it be as a national or international language. The anthropological approach, developed by W. von Humboldt, highlights that language reflects unique aspects of human perception and serves as a tool for cognitive development, expanding one's worldview [3].

The axiological approach focuses on developing students' values that facilitate intercultural interaction, such as tolerance, respect for cultural differences, and adaptability. These qualities are particularly important in multilingual education, as they help students to acknowledge and respect both their own cultural roots and those of others. The cognitive approach is aimed at developing intercultural knowledge in students and encourages the integration of foreign languages into the educational process, leading to a deeper understanding of cultural diversity [4].

The cognitive-linguocultural approach aims to develop a linguistic personality prepared for intercultural communication. This approach includes educational programs that foster intercultural competence and help students navigate culturally diverse settings, while also strengthening their self-directed learning skills. The educational environment created in this way teaches students to make quick and well-reasoned decisions, which is particularly relevant in the rapidly changing world.

The relevance of multilingual education in developing global competencies is rooted in the understanding that language is more than a communication tool— it is a bridge to cultural understanding. Proficiency in multiple languages allows individuals to access different cultural perspectives, enabling them to approach global issues with greater sensitivity and awareness. This skill is particularly valuable in Kazakhstan, a country with a diverse population that includes various ethnic groups, each with its own cultural heritage. By promoting Kazakh, Russian, and English in education, Kazakhstan is not only preserving its cultural diversity but also positioning its future generations to thrive in a multicultural world. The trilingual model provides students with linguistic flexibility and cultural adaptability, qualities that are essential for success in international settings.

In the Kazakhstani context, multilingual education has been actively integrated into the curriculum at various levels, from primary to higher education. This approach ensures that students develop language skills in a progressive manner, starting with their native language and gradually incorporating Russian and English. The focus on Kazakh reinforces national identity, while Russian serves as a link to the broader post-Soviet region, and English opens doors to global opportunities. Through this layered language acquisition process, students gain the cognitive and social skills needed to work in diverse environments. Additionally, exposure to different linguistic and cultural frameworks enhances cognitive flexibility, allowing students to approach problems from multiple perspectives and fostering critical thinking skills.

One of the most significant benefits of Kazakhstan's multilingual education program is its role in developing intercultural communication skills. According to The Decree of the President of the Republic of Kazakhstan No. 611, dated July 30, 2024, "On the Approval of the National Development Plan of the Republic of Kazakhstan until 2029," emphasizes key issues and shortcomings in the system of vocational and higher education. Specifically, gaps also remain in the organization of education, including the need to enhance the level of functional literacy: the average PISA results of TVET students were lower compared to their peers in regular schools. Additionally, TVET faces a shortage of practitioner teachers, who make up only about 25.8% of the total teaching staff [5].

Consequently, this article aims to examine how multilingual education contributes to the development of global competencies among students in Kazakhstan. By analyzing the impact of multilingual education on linguistic skills, cognitive abilities, and intercultural communication, this study aims to highlight the role of multilingual education in preparing students for the demands of a globalized workforce. This research is particularly relevant given

the rapid globalization of the labor market, where employers increasingly seek candidates with the ability to operate effectively in cross-cultural settings. Through multilingual education, Kazakhstan is building a foundation for future professionals who possess the skills, knowledge, and attitudes necessary for success in a multicultural world.

**Materials and Methods**

*Research Design*

This study uses a qualitative approach which includes couple steps.

Firstly, authors conducted a content analysis of scientific literature using keywords such as *"multilingual education," "global competencies," "intercultural communication," "cognitive flexibility," "globalization," "students," "higher education," and "bilingualism."* A systematic selection of articles was conducted from databases such as Scopus and Google Scholar, with a primary focus on highly cited articles and journals with high rankings to ensure data quality. Selection criteria included studies examining the impact of multilingual education on cognitive, intercultural, and communicative competencies, as well as articles addressing theoretical models of global competencies.

Secondly, contributors of this article developed a set of questions related to the advantages and problematic issues of integration of global competencies in higher education in Kazakhstan based on the systematic analysis of the literature:

What do you perceive as the key advantages and challenges of implementing multicultural education in contemporary educational settings?

What specific skills, strategies, or competencies should educators develop to effectively

In your opinion, what is the significance of fostering global competencies in multicultural education, and how do these competencies contribute to student success?

What distinct features or practices of multicultural education can you identify within the context of higher education in Kazakhstan? How do these align with global trends?

Are there any government or institutional programs in Kazakhstan specifically designed to promote multicultural education? If so, what are their most notable characteristics or achievements?

These questions were then distributed to the experts and stakeholders in the field of educational environment in institutions, including teaching staff, dean's office workers, methodologists and independent experts from NGOs with the professional experience of more than five years. Interview itself involved several rounds of expert input collection and consensus building using elements of the Delphi method. The Delphi method was chosen to achieve maximum objectivity and consensus among the experts participating in the study.

The first round involved conducting interviews during which the experts provided their initial responses to the questions related to the advantages and problematic aspects of integrating global competencies into higher education. All interviews were recorded and transcribed. After the completion of the first

round of interviews, the data were analyzed using content analysis to identify key themes and ideas. The analysis results were then summarized and presented to the experts in the second round. In the second round, the experts received the results of the first analysis, which highlighted the main themes, points of agreement, and points of divergence in their opinions. Experts were invited to comment on and evaluate the findings as well as provide additional feedback or clarifications on the presented results.

*Population and sampling*

The sampling method is purposive, so participants possess relevant expertise and professional experience of more than five years. This criterion was chosen to enhance the reliability and depth of the responses. The number of experts were chosen to achieve the saturation point when new participants would not bring any insights in research.

*Ethical considerations*

Ethical standards were maintained throughout the study. All participants provided informed consent before participating in the interviews, and confidentiality was assured for all responses.

*Limitations*

The methodology has certain limitations. The reliance on purposive sampling may limit the generalizability of the findings, as the selected participants may not represent the broader population of stakeholders in higher education.

Table 1. Profiles of experts

| Number | Years of experience | Occupation |
|---|---|---|
| 1 | 20 | Assoc.professor, lecturer of sociological disciplines |
| 2 | 7 | Methodologist from the department of science and innovation in university of Kazakhstan |
| 3 | 8 | Municipal worker in the Ministry of Science and Education of Republic of Kazakhstan |
| 4 | 18 | Assoc.professor, lecturer of sociological disciplines |
| 5 | 7 | STEM teacher in Nazarbayev intellectual school, Astana city |

Results and Discussion

*Analysis of the literature*

Models of global competencies proposed by foreign authors emphasize the need for a multi-level approach, which includes three key levels: character traits and motives, self-perception and attitudes, and knowledge and skills. The first level (L1) represents a combination of personal traits and motives that influence a person's behavior in a multinational environment. These traits include openness, flexibility, and motivation for personal development. They play an important role

in a person's ability to adapt to various cultural codes. For example, McCall and Hollenbeck identify resilience and optimism as key characteristics that help individuals handle diverse challenges in an international setting [8]. However, as Jokinen (2005) notes, many authors do not consistently distinguish between competency levels, leading to confusion in defining these traits. This makes it challenging to separate motivation and personal traits as a distinct level, as qualities such as self-awareness and emotional stability often overlap with the attitudes of the second level [9].

The second level (L2) encompasses attitudes, self-perception, and value orientations that shape a person's approach to cultural diversity and their ability to interact with people from other cultures. Qualities such as respect for other cultures, awareness of their significance, and tolerance determine how successfully an individual can engage in a global context. For instance, Bingham, Black, and Felin (2000) point out that acceptance of cultural differences is a crucial attitude, while Goldsmith et al. (2003) emphasize the importance of thinking in global terms as a key element of the second competency level [10], [11]. Research shows that values like honesty, tolerance, and willingness to cooperate strengthen trust and facilitate the creation of strong intercultural connections. However, there is disagreement in the literature about which specific qualities should be included at this level. Some authors, for example, include cognitive and strategic competencies in L2, which other researchers consider to be part of the knowledge and skills level [12].

The third level (L3) includes knowledge and skills that are essential for effective functioning in an international environment and interacting with representatives of different cultures. This level encompasses technical and professional competencies, such as the ability to build partnerships, negotiate, and make decisions in a culturally diverse context. Boyd et al. (2011) highlight the importance of knowledge in global politics and geography, as well as intercultural communication skills [13]. These competencies help people develop partnerships and strategic connections, which is particularly relevant in international organizations. However, research shows that there are various approaches to defining knowledge and skills at this level. For example, Ravenscroft and Rao proposed models in which knowledge and skills are divided into several subcategories, covering more specific abilities, such as the ability to learn from experience, cognitive flexibility, and the capacity to manage complex situations [14].

Despite differences in approaches, most researchers agree that intercultural competence is a crucial element of global competencies, as the ability to adapt to different cultural contexts and manage intercultural relationships is a central task for any specialist working in an international field. According to the analysis results, intercultural competencies are often viewed as a core component that enables people to address challenges in culturally diverse settings effectively. This competence is referred to by various terms, such as cultural intelligence [9, p.12], cross-cultural competence [10, p.3], and cultural knowledge and skills [13, p.13]. In Russian and Kazakhstani literature, global competencies are defined

as a complex set of skills, knowledge, and attitudes that enable individuals to function effectively in multilingual and culturally diverse environments [1], [2], [4]. Researchers also identify three components: knowledge and understanding of global issues and cultural differences, skills for an analytical and critical approach to these issues, and attitudes that reflect an approach to intercultural interaction.

These three aspects—knowledge, skills, and attitudes—form the foundation of global competencies, establishing a solid basis for successful interactions across different cultures (Figure 1).

**The structure of global competencies**

| Knowledge | Skills | Personal Characteristics |
|---|---|---|
| - Understanding global issues | - Critical thinking | - Tolerance |
| - Cultural differences | - Intercultural communication skills | - Responsibility |
| - Conditions and events in the world | - Effective leadership | - Open-mindedness |
| | - Empathy | |

Figure 1 – The structure of global competencies

Thus, the personality of an individual possessing global competencies can be understood as one with a high level of cognitive-knowledge and activity-communication foundations in intercultural communication. This ensures the individual's ability to engage effectively in intercultural communication, flexibly responding to the variable nature of communication contexts, while demonstrating a strong foundation in the socio-linguistic and cultural components of intercultural competence, as well as communication and behavioral norms aligned with the standards of the linguistic community.

In a multilingual university educational environment, the multidimensional model of global competencies can be adapted to describe various aspects of this environment that contribute to the development of competencies in students. The multilingual environment can be seen as a set of dimensions that help foster the global skills necessary for success in a multilingual and culturally diverse world [15].

The first dimension of the multilingual environment is linguistic competence, where learning multiple languages promotes cognitive flexibility and helps students better understand cultural contexts. Students learn to switch between languages, which not only enhances their language skills but also strengthens cognitive processes such as concentration, memory, and the ability to adapt to new situations.

The second dimension concerns intercultural interaction, where students face cultural differences on a daily basis and learn to build dialogue based on mutual respect and understanding. Multilingual education in this context helps students develop tolerance and respect for diversity, which becomes an important

part of their worldview and global competency. The third dimension of the multilingual environment is related to academic knowledge, which is enriched by the opportunity to study subjects in multiple languages. This broadens students' intellectual horizons and allows them to analyze academic material from different cultural perspectives, thereby promoting critical thinking and the ability to view issues from a global perspective.

The multilingual environment at the university also stimulates the development of socio-emotional competencies such as empathy and cultural sensitivity. Constant interaction with representatives of different cultures helps students learn to understand and consider the emotional and social aspects of communication, which is especially important for intercultural interaction. Furthermore, the multilingual environment enhances students' ability to adapt to rapidly changing circumstances, improving their intercultural communication skills and making them more open to cultural differences.

Multilingual education can significantly enhance the development of these competencies. It is an approach aimed at simultaneously studying multiple languages in combination with academic subjects. Research shows that multilingual education promotes the development of cognitive skills, such as executive functions, which include controlled attention, working memory, and cognitive flexibility.

This educational approach fosters the formation of global competencies, including respect for cultural diversity and the ability to effectively adapt to different cultural codes.

Multilingual education also plays an important role in developing intercultural communication skills in students, which is crucial for successful interaction in an international environment. Studies conducted in China, as well as in Europe and America, have shown that a multilingual environment fosters divergent thinking and improves interaction skills, enabling students to better handle tasks related to cultural diversity.

Additionally, multilingual education contributes to not only cognitive but also social development by creating conditions for interaction and knowledge exchange between different cultures. This is confirmed by research conducted within the Erasmus+ program, which showed that students participating in exchange programs improve their intercultural dialogue skills and acquire the skills necessary for interaction in a global environment.

The cognitive advantages of multilingual education include improved concentration, cognitive flexibility, and metalinguistic awareness—the ability to analyze and understand the structure of language. Students who regularly switch between languages have a higher level of metalinguistic awareness, which contributes to a better understanding of grammar and language structure. Kim and McLean in 2015 proposed an integrative framework for global leadership competency based on levels and dimensions (Figure 2) [15].
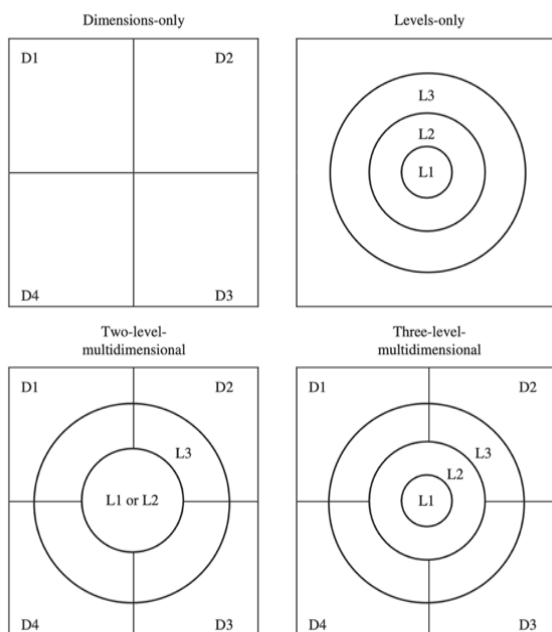
Figure 2 –Kim & McLean's Level-Dimension integrative framework
for global competency

The dimensions and levels of competencies can be represented in four models as follows:

The Dimensions-only model categorizes competencies without considering their level of mastery. Here, students develop various competencies, such as language proficiency, intercultural skills, academic knowledge, and social skills. However, these competencies are not broken down by complexity or depth, meaning a student could acquire skills in intercultural communication or linguistic flexibility without these skills being defined by progressive levels.

The Levels-only model organizes competencies solely by proficiency levels. In this model, three distinct levels are defined within multilingual education:

L1 (Basic level) involves the motivation to learn languages and an openness to new cultures, which can be seen in the desire to acquire languages and an inclination towards cultural tolerance.

L2 (Intermediate level) focuses on attitudes and perceptions, such as understanding cultural differences and respecting diversity. This level encompasses an awareness of the importance of languages in intercultural interactions.

L3 (Advanced level) encompasses specific knowledge and skills, including fluency in multiple languages, intercultural communication, cognitive flexibility, and the ability to work within a multilingual team.

The Two-level-multidimensional model combines both dimensions and levels of mastery but uses two levels — basic and advanced — across four dimensions: language proficiency, intercultural awareness, academic knowledge, and social skills. For instance, at the basic level, students may have introductory

knowledge of language and cultural understanding, while the advanced level involves applying this knowledge for deeper intercultural understanding and academic success.

The Three-level-multidimensional model is the most comprehensive and reflects a multifaceted approach to learning in a multilingual environment. Students develop competencies across three levels (from foundational motivation to specialized skills) and across different dimensions (language proficiency, intercultural skills, critical thinking, and academic knowledge). Initially, students are motivated to study languages (L1), then gain cultural awareness and attitudes of respect (L2), and ultimately acquire practical linguistic and cognitive skills (L3) that enable them to adapt and function effectively in an international setting.

Analysis of two-round interviews conducted by Delphi method

According to the analysis of the answers provided by experts and stakeholders by two-round Delphi method, we collected transcripts, which were further analyzed with the help of content-analysis.

1. What do you perceive as the key advantages and challenges of implementing multicultural education in contemporary educational settings?

According to the first expert, multicultural education in contemporary educational settings is closely connected with several positive viewpoints in terms of promoting equity by ensuring that all students from different cultural, ethnic, or linguistic backgrounds have equal opportunities to succeed. It develops students' respect, adaptability and understanding of other cultures in globe in order to interact with each other better. Moreover, multicultural education encourages students to think and discover social cultural perspectives, issues and history of various countries. Every time students come to class motivated to show themselves from the best side as they represent their own country and culture.

The second expert adds:

"If we come to the primary challenges, they are more related to educators, as they may not have the training or experience to teach in a multicultural classroom effectively. Teachers might be not so well equipped with cultural competence in training diverse backgrounds of students and in developing a curriculum as well. It could be challenging to find appropriate resources to create lesson plan in order to motivate each student from multicultural environment".

Generally, experts come to the conclusion that omplementing multicultural education presents notable more benefits rather than negative sides in terms of enhancing intercultural communication skills of students and teachers as well.

2. What specific skills, strategies, or competencies should educators develop to effectively manage and teach in a multicultural classroom environment?

Expert with teaching practice of twenty years said that in order to effectively manage and teach in a multicultural classroom, educators should develop a variety of skills, strategies, and intercultural competencies that encourage students and create a positive learning environment. Intercultural competence of teachers integrates cultural and language components which go together in line to understand and respect other cultures and to avoid cultural missteps.

Expert in STEM education also adds that reachers should be flexible in their teaching methods to meet the diverse learning styles and needs of students from various cultural backgrounds. This might contain project works, case studies, group works, or incorporating different types of interactive methods of teaching to support all learners. Furthermore, being more attentive and understand students' viewpoints and cultural peculiarities make more friendly and trustful relationship between student and educators.

Methodologist: *"Teachers should use clear and culturally respectful language in their communications with international students to avoid reinforcing stereotypes or prejudices"*.

Assoc.professor, lecturer of sociological disciplines with eighteen years of experience in education sphere notes:

*"One of the main important strategies in managing and teaching in a multicultural classroom environment is creating friendly atmosphere where all students feel safe, respected, and valued not only from teachers' side, but also from other groupmates. Teachers should use diverse and flexible assessment methods that are sensitive to cultural differences. This might include offering oral presentations, written projects and avoiding assessments that favor only one cultural style of learning"*.

3. In your opinion, what is the significance of fostering global competencies in multicultural education, and how do these competencies contribute to student success?

All experts agree that global competencies, such as intercultural communication help students build the skills necessary to work effectively in diverse teams. Nowadays it is becoming more required to understand the global markets, international relations, or the capability to work with people from various cultural backgrounds. Students who develop global competencies can succeed in fields like business, international relations, diplomacy, and education, where cross-cultural knowledge is often a key asset. These competencies not only enhance academic performance but also give a support in personal growth.

4. What distinct features or practices of multicultural education can you identify within the context of higher education in Kazakhstan? How do these align with global trends?

Municipal worker in the Ministry of Science and Education of Republic of Kazakhstan:

"Our country aligns with the growing global emphasis on teaching students to address complex global challenges. Higher education institutions worldwide are focusing on training students with the skills necessary to solve global issues via multidisciplinary approaches. The Ministry of Science and Higher Education of the Republic of Kazakhstan is closely cooperating with the Coursera platform which allows all university students to have an access to international courses, resources and lectures from around the world universities.".

5. Are there any government or institutional programs in Kazakhstan specifically designed to promote multicultural education? If so, what are their most notable characteristics or achievements?

Municipal worker in the Ministry of Science and Education of Republic of Kazakhstan:

"Kazakhstan has several government and institutional programs designed to promote multicultural education as International Programme "Bolashak" providing opportunities for Kazakhstan's youth to study at leading top universities abroad, "State Programme for the Development of Education in the Republic of Kazakhstan" (2020-2025) strengthening the teaching of Kazakh, Russian, and English, promoting multilingual education, student and staff academic exchange programmes financed by the government of the Republic of Kazakhstan or in the framework interinstitutional agreements to foster multicultural learning and global competencies which enable students to interact with peers from various cultural backgrounds".

Assoc. professor with twenty years of experience:

"There are a lot of opportunities to develop global competencies at personal and professional level nowadays. Moreover, our country covers a lot of expenses, such as cost of living in foreign country, international workshops, conferences, organizes grants, stipends. For example, in our university, we have a special department that allows students to get information about the programs of exchange such as Erasmus+, Fulbright and so on. These opportunities allow for greater and collaborations, enabling students to engage with global trends in academic field".

Interview results were transcribed, and given to experts to get in acquintance with opinions of each other. Then using thematic analysis, authors extracted key themes of multicultural education, namely: barriers to multilingual education, impactful dimensions of multilingual education, balancing global and local languages, student preparedness for global challenges, evaluation of multilingual education, integration of global competencies, programs promoting global competencies. Experts ranked these factors by their importance according to the Likert scale. Key takeaways from experts' opinions were systematized in the Table 2 below.

Table 2. Main themes from interview

| Theme | Description | Focus areas in interview |
|---|---|---|
| Barriers to Multilingual Education | Challenges in implementing an effective multilingual educational model in Kazakhstan. | Teacher training, resource availability, regional disparities |
| Impactful Dimensions of Multilingual Education | Evaluation of which dimensions (linguistic competence, intercultural interaction, academic knowledge) are most impactful. | Linguistic competence, intercultural interaction, academic knowledge |

| | | |
|---|---|---|
| Balancing Global and Local Languages | Measures to balance global and local languages within educational institutions. | Curriculum inclusion, cultural programs, language support services |
| Student Preparedness for Global Challenges | Assessing student readiness for global challenges and recommending improvements. | Language education, cultural exchange programs, skill development |
| Evaluation of Multilingual Education | Metrics and indicators to evaluate the effectiveness of multilingual education in fostering global competencies. | Language proficiency assessments, surveys, academic performance |
| Integration of Global Competencies | Recommendations for improving the integration of global competencies within multilingual education. | Curriculum development, faculty training, international collaboration |
| Programs Promoting Global Competencies | Existing initiatives and programs in Kazakhstan to promote global competencies. | Trilingual Education Policy, partnerships with Erasmus Mundus, DAAD, Fulbright USA, Fulbright Australia, Scholarships |

To integrate the structure of global competencies (as shown in the Figure 1) into the three-level multidimensional model proposed by Junhee Kim & Gary N. McLean, we can organize the competencies across levels (L1, L2, L3) and dimensions (D1: Knowledge, D2: Skills, D3: Personal Characteristics) in a structured table format (refer to Table 3).

Table 3. Integrative structure of global competencies based on The Three-level-multidimensional model of Junhee Kim & Gary N. McLean

| Dimension | L1 (Basic Level) | L2 (Intermediate Level) | L3 (Advanced Level) |
|---|---|---|---|
| D1: Knowledge | Awareness of global issues and cultural diversity | Understanding cultural differences and the importance of global events | Comprehensive knowledge of global challenges, cultural dynamics, and socio-political contexts |
| D2: Skills | Motivation to learn languages; basic intercultural communication skills | Critical thinking; empathy towards other cultures | Advanced intercultural communication; effective leadership in diverse environments |

| D3: Personal Characteristics | Openness to other cultures and diversity; initial tolerance development | Tolerance and responsibility in multicultural interactions; respect for cultural diversity | Broad-mindedness; ability to make decisions in a multicultural context; strong cultural empathy and adaptability |
|---|---|---|---|

In this table, ranked preliminarly by experts on the importance of each L1 (Basic Level) focuses on foundational motivation, initial awareness, and openness, while L2 (Intermediate Level) underlines more active engagement, such as critical thinking, empathy, and cultural respect. L3 (Advanced Level) reflects a high degree of intercultural competence, advanced knowledge, leadership abilities, and strong personal characteristics suited for complex, multicultural environments.

Despite numerous advantages, the implementation of multilingual education faces several limitations, which, due to the scope of this study, will be listed without further analysis. These challenges may include insufficient funding, lack of resources, and teachers' inadequate preparation for working in a multilingual environment. Linguistic dominance is another issue, as dominant languages may begin to overshadow less common ones, potentially hindering the preservation of linguistic diversity.

**Conclusion**

Effective communication and the ability to navigate multilingual and culturally diverse environments are essential skills. Developing these global competencies, which embrace knowledge, skills, and personal characteristics, is important for professional development of students. Additionally, multilingual education encourages critical thinking, empathy, and tolerance by challenging students to understand and appreciate diverse perspectives. This continuous engagement in a culturally varied setting accelerates the formation of global competencies, equipping students with a mindset that values diversity and is open to new ideas.

This study examined how a multilingual educational environment directly contributes to the development of these competencies, contributing to cognitive flexibility, communication skills, cultural diversity of future educators. This exposure promotes adaptability and enhances students' intercultural communication skills, teaching them to switch between cultural contexts, integrating the structure of global competencies with the three-level multidimensional model allowed for a structured progression across three levels: basic (L1), intermediate (L2), and advanced (L3) within three key dimensions—knowledge (D1), skills (D2), and personal characteristics (D3). In a multilingual environment:

Thus, a multilingual educational environment is a powerful catalyst for building global competencies. It not only prepares students to adapt flexibly to global changes but also equips them to function effectively in culturally diverse

settings. Mastery of these competencies in a multilingual context becomes a vital part of achieving both professional and personal success in an interconnected world.

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**ҮШТІЛДІ ЖОҒАРЫ БІЛІМ БЕРУ МОДЕЛІ ЖӘНЕ ҒАЛАМДЫҚ ҚҰЗЫРЕТТЕРДІ ДАМЫТУ: ДЕЛФИ ТАЛДАУЫ**

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**Аңдатпа.** Өзектілік - жаһанданудың және мәдениетаралық қарым-қатынастың күшеюі адамдарды көптілді, мәдениеті сан алуан ортада тиімді жұмыс істеуге бейім болуға міндеттейді. Осындай жағдайда білім, дағды және жеке қасиеттерді қамтитын ғаламдық құзыреттердің маңыздылығы артып отыр.

Зерттеудің мақсаты – студенттердің ғаламдық құзыреттерін дамытуға көптілді білім берудің қосатын үлесін бағалау.

Негізгі назар - зерттеу ғаламдық құзыреттердің үш басты өлшеміне: (1) мінез-құлық қасиеттері мен мотивтерге, (2) өзін-өзі қабылдау мен жеке көзқарастарға, (3) білім мен дағдыға бағытталған. Мұнда көптілді орта икемділік, ашықтық және түрлі мәдениеттерді құрметтеу сияқты қасиеттерді дамытудағы негізгі фактор ретінде қарастырылады.

Ғылыми маңыздылығы - көптілді оқыту мен ғаламдық құзыреттердің қалыптасуының өзара байланысын зерделеу арқылы бұл зерттеу халықаралық білім беру саласындағы ғылыми түсініктерді кеңейтуге ықпал етеді.

Әдістеме - зерттеуде аралас әдіснама қолданылып, халықаралық әдебиетке контент-талдау жасалды және Делфи әдісімен сарапшылардан сұхбат алынды. Осылайша көптілді білім берудің әсерін жан-жақты бағалауға қол жеткізілді.

Нәтижелер - зерттеу нәтижелері көптілді ортада білім алушылардың бейімделгіштігі, төзімділігі және мәдениетаралық ынтымақтастыққа дайындығы жоғары болатынын көрсетті. Сонымен бірге, Қазақстанда көптілді үлгілерді енгізуге ресурстардың шектеулілігі мен оқытушылардың жеткіліксіз дайындығы сияқты кедергілер анықталды.

Практикалық маңыздылығы - ұсынылған стратегиялар мен тұтас модель жоғары оқу орындарындағы көптілді бағдарламаларды жетілдіріп, жаһандық ортада табысты жұмыс істей алатын мамандарды даярлауға негіз бола алады.

Қорытынды - ғаламдық құзыреттерді интеграциялау және кездесетін қиындықтарды талдау нәтижелері көптілді білім берудің бүгінгі заман талаптарына сай маман қалыптастырудағы шешуші рөлін айқындай түседі.

Тірек сөздер: көптілді білім беру, жаһандық құзыреттіліктер, мәдениетаралық коммуникация, когнитивтік икемділік, жаһандану, студенттер, жоғары білім, үштілділік

## ДЕЛФИ-АНАЛИЗ ТРЁХЪЯЗЫЧНОЙ МОДЕЛИ ВЫСШЕГО ОБРАЗОВАНИЯ И РАЗВИТИЯ ГЛОБАЛЬНЫХ КОМПЕТЕНЦИЙ

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**Аннотация.** Актуальность - современные процессы глобализации и межкультурного взаимодействия повышают требования к способности людей эффективно работать в многоязычной и культурно разнообразной среде. В связи с этим возрастает значение глобальных компетенций, включающих знания, навыки и личностные установки для успешного взаимодействия с представителями разных культур.

Цель исследования - проанализировать вклад многоязычного образования в формирование глобальных компетенций у студентов.

Основное направление работы - исследование сосредоточено на трёх ключевых аспектах глобальных компетенций: личностные черты и мотивы, самоощущение и установки, а также знания и умения. Особое внимание уделено роли многоязычной среды в развитии гибкости, толерантности и критического мышления.

Научная значимость - результаты позволяют глубже понять, как многоязычное обучение способствует формированию комплексной системы глобальных компетенций, включая межкультурную коммуникацию и адаптацию к международному контексту.

Методология исследования - использован смешанный подход: контент-анализ международной литературы и интервью с экспертами по методу Делфи, что обеспечило всесторонний охват темы.

Результаты анализа - полученные данные показывают, что многоязычная образовательная среда развивает у обучающихся гибкость, открытость, уважение к культурам и способность критически мыслить, а также повышает готовность к работе в межкультурных командах. Выделены ключевые барьеры внедрения многоязычных моделей в Казахстане (ограниченность ресурсов, уровень подготовки учителей).

Практическая значимость - предложенные стратегии могут быть применены для совершенствования программ многоязычного образования в вузах и подготовки специалистов, способных работать в условиях глобализированного мира.

Разработанная целостная модель интеграции глобальных компетенций и анализ существующих барьеров в Казахстане усиливают важность внедрения многоязычных практик для формирования универсальных навыков в современном образовании.

**Ключевые слова:** полиязычное образование, глобальные компетенции, межкультурная коммуникация, когнитивная гибкость, глобализация, студенты, высшее образование, трехъязычие

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