DEVELOPMENT OF PLURILINGUAL CONSCIOUSNESS AMONG UNIVERSITY STUDENTS

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Abstract. In the modern era of globalization, a special place as one of the manifestations of development is occupied by the development of not only multilingual, but also plurilinguistic competencies and consciousness. The article is devoted to the consideration of the phenomenon of plurilingual learning and consciousness, which has been widely covered in the works of foreign authors in recent years. The relevance of the study is due to the fact that the terminological apparatus describing the field of multilingual education used by foreign and domestic linguodidacts has not yet been studied in depth. The article reveals the differences between the term plurilinguism and the term multilingualism, approaches to the development of plurilinguistic competence and consciousness in the framework of the theory and methodology of teaching foreign languages. Plurilinguism is a field of study that focuses on the socio-cultural aspects of language learning. Plurilinguas are people who can not only master languages, but also communicate with representatives of other cultures, resolve conflicts between representatives of different cultures. In the paradigm of plurilinguism, special attention is paid to education for the development of not only language skills in children, but also multicultural competencies. The possibility of using a language portfolio and information and communication technologies for students to develop this plurilinguistic competence and open consciousness is considered in the article. The materials of the article can be used as further support for theoretical analysis and practical work in the field of multilingual education.

Keywords: plurilinguism, multilingualism, language portfolio, plurilingual consciousness, linguistic personality, multicultural competence, Pic Lits app, Podcast app.

Basic provisions

Globalization processes permeate all spheres of modern society. In a broad sense, globalization refers to the processes of integration of cultural, political, economic, educational and other models of social interaction. In other words, globalization involves bringing the existing diversity of national models to a common denominator. The intention underlying the corresponding paradigm of social interaction is to create a global platform for effective and harmonious cooperation of all its participants, which would allow to combine the experience and efforts of representatives of various professions from different countries to solve global urgent problems. Gradually, the degree of assessment of the consequences of globalization changed from a sharply negative context to a positive one ─ there was a shift towards the acceptance of the idea of coexistence cultural identities of people

and integration processes that provide the basis or common denominator for cooperation on the world stage.

The above factors determine the relevance modernization of the process of teaching foreign languages in a multidisciplinary university with a set course to encourage the mobility of graduates, the formation of a pluralistic identity and, as a result, successful integration into the global multilingual and multicultural community. Such modernization can be carried out through plurilingual education and the development of students' plurilingual conciseness.

Introduction

Modern conditions of society inevitably place new demands on the personality of a university graduate: not only professional competencies, but also universal competencies, including systemic and critical thinking, the ability to develop and implement projects, intercultural interaction, self–organization and self-development, etc. - these categories of universal competencies, along with others, are included in modern educational professional standards of both bachelor's and master's degrees.

The need and ability to study all your life, to form new competencies is an indispensable condition for the success of a modern specialist and an urgent requirement of the time. Therefore, higher education today should instill in the student not only the desire to master new competencies, but also the ability to master them independently.

In our opinion, the idea of the importance of plurilingualism (multilingualism) for modern society has become extremely relevant. The Department of Language Policy of Europe notes that multilingualism arises due to the expansion of an individual's linguistic experience «from the language used in the family to the language used in society, and further to mastering the languages of other peoples ...; an individual forms a communicative competence based on all knowledge and all language experience, where languages are interconnected and interact».

Plurilingualism is one of the most effective forms of communication, as it is the main condition for understanding each other. Due to the fact that language gives access to different cultures, to different visions of the world, plural and linguistic competence is an important component of participation in the dialogue of cultures. "Plurilingualism" (from the word "plus" - "more than one") as a term for defining "multilingualism in a society (country), whose members are mostly plurilingual, that is, they speak more than one language" [1].

Plurilingualism is the ability of people to use two or more languages to communicate and participate in an intercultural dialogue. This implies communication with representatives of other cultures, including those with whom we are united by belonging to the same culture (nation or region), but who differ in at least one of the following criteria: ethnicity, religion, native language, social class, region.

In various situations, a person can flexibly use various components of plurilingualism in order to achieve effective communication with a certain interlocutor. Thus, partners can switch from one language or dialect to another; or a

person can use knowledge of several languages to understand the meaning of a text, written or oral, presented in an unknown language, learning words from a common international stock.

People who have knowledge of a foreign language, even minor ones, can use them to help those who do not have them at all; communicate, being intermediaries between people who do not speak any common language: use international forms of utterances, facial expressions, gestures, facial expressions [2, 593p].

Thus, the study of foreign languages is the enrichment of the inner world in different directions from the point of view of literature, painting, cultural characteristics of countries, characteristics of peoples. The connection between language and culture is noted by many linguists, emphasizing its inseparable nature. In particular, V. Humboldt's statement is widely known that each language "describes a circle around the people to whom it belongs, from which a person is given to get out only insofar as he immediately enters the circle of another language.

Plurilingual person:

-speaks a set of languages and language options;

- competent in the languages he speaks.

Multilingual education provides:

1.   understanding how and why we learn the chosen language;

2.   understanding and the ability to use transferable skills in the process of learning languages;

3.   respect for the plurilingualism of others and understanding the value of languages, no matter how widely they are used;

4.   Respect for the cultures contained in the languages and cultural identity of others.

In recent years, the meaning of the concept of «plurilingualism» has changed significantly within the framework of the Pan-European Recommendations for Language Learning [2]. According to the above-mentioned document, the concept of «plurilingualism» differs from the concept of «multilingualism» and is synonymous with a certain intercultural competence, which consists of three basic parts: cognitive, affective and behavioral.

The first of them (cognitive) represents knowledge, experience and information not only from abroad, but also about their own culture. The second (affective) is associated with the emotional living of an intercultural situation with intercultural empathy, the third (behavioral) is the ability to conduct adequate intercultural communication and solve intercultural conflicts. None of these components of intercultural competence is given to anyone from birth. Therefore, all of them should be systematically developed in foreign language lessons.

Plurilingual competence, as defined by K. Tremblay, is «the acquired ability to learn languages and to understand the difference between a cultural language and an official language. The cultural language allows us to understand each other, and the service language only allows us to communicate» [3].

In our opinion, the differences between plurilingualism and multilingualism lies in the way of mastering multilingualism: if there is a sequential or parallel mastery of languages, then this is multilingualism, and if a person acquires

competence to master the basics of any language, then this is plurilingualism. It is this understanding of the differences between plurilingualism and multilingualism that most adequately reflects the content of these concepts, because multiplicity is a quantitative increase, plurality is an increase in diversity. E.V. Shostak adheres to approximately the same argumentation, justifying the term «plurilingual education» [4]. Recognition of these differences allows us to analyze psychological and methodological approaches to the formation of multilingualism competence in a new way, to create conceptual provisions that allow students to form both multilingual and plurilingual competencies.

Materials and methods

It is important to emphasize that the concept of plurilingualism is radically different from the idea of multilingualism (polylinguism). In a situation of multilingualism, different languages coexist in the consciousness of an individual or in the curriculum of an educational organization, but knowledge of language material and/or speech skills are presented in parallel and do not interact in any way. For example, it is considered that a multilingual education is given in an educational organization if students are offered to study several foreign languages sequentially within the framework of individual subjects. This kind of situation is reflected in the title of the subjects «First foreign language», «Second foreign language». For comparison, within the framework of the concept of plurilingualism, not only foreign languages (foreign languages) are taken into account, but also the native language (first language) of students, as well as the second language learned in the situation of bilingualism (second language). In addition, all foreign languages are equally important for the formation of the communicative competence of the learner, although they may not be functionally identical for him. In this regard, curricula and theoretical developments often use the terminology L1, L2, L3 or «German based on English» without reference to whether it is a native, second or foreign language [5].

The plurilingual principle of learning foreign languages assumes that a linguistic personality, formed as a result of mastering several languages (both foreign and native), can solve its communicative tasks, involving all available knowledge of language material and/or speech skills at the same time. Thus, a unified base of the communicative experience of a plurilingual linguistic personality is formed, in which all languages interact and are used (the language of family communication, the language in which education is conducted at school and university, the language of professional activity, the language studied for personal reasons, the official language of the region of residence, etc.).

As an example of a plurilingual linguistic personality, one can imagine a hypothetical young man living in Catalonia (a region of Spain with three official languages: Catalan, Spanish and Aran) in a family of Bulgarian immigrants, attending a bilingual English-Spanish school, planning to enroll in a French university to study aircraft construction, loving the Russian language and Russian culture and studying Russian for fun, as well as with the prospect of future professional development in the field of engineering and aircraft construction. In

such an example, it is difficult to identify a functionally priority language for a given linguistic personality. Of course, the plurilingual environment in which the intellectual development of the child takes place will primarily contribute to the formation of the flexibility of the intellect. In various communicative situations, a plurilingual linguistic personality will resort to various parts of his communicative experience, depending on the communication situation, to achieve success in communicating with a specific interlocutor, extracting information from a certain source, enjoying leisure activities in the form of reading or listening to a certain text, etc [6,105 p].

The goal of language education based on a bilingual approach can be considered to improve or expand the set of strategies and skills necessary to solve practical real-life problems.

The object of learning is not only a foreign language, but also social competencies, cognitive skills of a high order.

Speaking about the assessment of the success of achieving educational results using a plurilingual approach, it is necessary to pay attention to the system of educational goals proposed by B. Bloom, which contributes to the correct and accurate formulation of learning objectives and, therefore, facilitates the task of assessing the success of their achievement. It is the achievement of the goals of the last level in B. Bloom's taxonomy that indicates the involvement of higher forms of thinking, obtaining deeper, conscious knowledge and readiness to apply them in practice. Such educational activity is characterized as more successful in the context of modern educational and professional tasks. Setting and achieving educational goals corresponding to the latest level of Bloom's taxonomy contribute to the creation of a fundamentally new intellectual product that moves science and society forward. Since the construction of qualitatively new knowledge in the modern pluricultural /plurilingual context of learning becomes possible only as a result of the joint work of representatives of different cultures, it is necessary to deduce plurilingualism as the leading principle of modern language education, laying it as the basis of communicative education in general and socio-cultural approach to education in particular [7].

Plurilingualism does not necessarily mean that a person is fluent in several languages. It means that a person can communicate in several languages when the situation requires it. He can speak one language while understanding another; and can switch between languages when appropriate and/or necessary.

Plurilingualism is a field of research that focuses on the socio-cultural aspects of language learning. This is a new word, it has not caught on in Russian yet. Plurilinguists are people who don't only speak languages, but are also able to communicate with representatives of other cultures, resolve conflicts between representatives of different cultures. The latter phenomenon is called «multicultural competence». In the paradigm of plurilingualism, special attention is paid to education in order to develop in children not only language skills, but also multicultural competencies [8].

According to the concept of the plurilingual approach, individual speech experience is more important, in which language is not perceived as a separate and

mental block, but forms a common communicative competence in which native and foreign languages are closely intertwined.

The plurilinguistic direction should be considered not as a tendency to simplify the study and use of a foreign language, but as a way to expand the general linguistic or plurilingual competence, the components of which are all the language knowledge and all the language experience of the student. And the deeper such knowledge and the more extensive the language experience, the higher the level of formation of a broad communicative competence will be.

For the development of plurilingual competencies there were chosen two methods:

1. the Language Portfolio;
2. the information and communication technologies.

The goal of the teacher in implementing this concept is not only and not so much to transfer knowledge reproductively, but also to teach children to use this knowledge and inspire children to work independently with various sources in order to create a complete product. Such a complete end product can be a portfolio containing working, auxiliary and final materials related both to work on a particular subject and to educational activities in general. The student's portfolio shows all the stages of his work [9].

Based on the arguments of foreign language teachers when creating a language portfolio, I identified for myself the strategy of «six steps»:

Step 1. Formation of reflection skills. Encourage students to reflect:

− What kind of student am I ? (Positive and negative traits.)

− What is my level of language proficiency? (I studied, I can, I failed, I don't understand...)

− What are my lessons? (Everyone likes, interesting, dislikes, boring...)

− What can I say in a foreign language among native speakers? (Think positively, starting with the statement "I can ...").

Step 2. Familiarization with the Language Portfolio.

To familiarize students with the tasks and functions of the Language Portfolio using:

− presentation of components;

− emphasizing the values of European level scales;

− showing a sample of the Language Portfolio and ways of possible progress;

Encourage students to:

− reflect on the situations in which a Language Portfolio can be demonstrated;

− comparison of their skills with the descriptors of the Pan-European Standardized Self-assessment Scale;

− exchange of ideas on how to improve your knowledge of a foreign language.

Step 3. Formation of goal setting skills using descriptors. Teach students:

− compare levels and descriptors with educational materials;

– formulate goals using «I can» descriptors;

– apply descriptors to a textbook;

– use descriptors to define the learning goals of the entire group;

– use descriptors to track achievements and define individual learning goals.

Step 4. Formation of skills and development of skills for planning students' own educational activities. Encourage students to:

– reflect on various types of learning activities in a foreign language.

– create your own educational materials in pairs, groups, individually;

– correlate the types of student activities with those described in the descriptors;

– regularly replenish the bank of types of educational activities.

Step 5. Gradual implementation of self-assessment. Teach students to evaluate:

– their work in pairs, followed by a teacher's comment;

– each other's work orally in pairs;

– their work individually in conversation with the teacher about their achievements;

– their work in the form of written reflexive notes about what and how well they mastered, followed by a written comment from the teacher;

– each other's written work in pairs with corrections before the subsequent evaluation of the work

in the group:

– to make a list of criteria for evaluating the quality of a particular task;

– observe and reflect on the special skills, skills and achievements described in the descriptor;

– regularly resort to self-assessment.

Step 6. Stimulating the growth of interest in the work of the Language Portfolio.

Encourage students to:

– classroom and group discussions better using a Language Portfolio;

– interviews with students who successfully use the Language Portfolio;

– making posters with the best ideas and suggestions;

– international contacts intercultural projects reflecting this experience in the Language Portfolio;

– creation of exhibitions from materials of student portfolios;

– preparation of projects to present the results of their training;

– transformation of the Language Portfolio into an object of own project work and its presentation to the public (students of other classes, teachers, parents, etc [9].

Pic Lits application

In the conditions of Information Science of society today, the rapid development of information technology is gradually making changes in various

spheres of human life. ICTs are becoming a tool for the development of the Plurilingual competence of students.

One of the tools actively used in teaching today is the Pic-Lits application, which allows you to develop students' creativity, teach them to express their thoughts in writing.

Pic Lits is a tool that allows students to improve their creative writing. Students are offered images and keywords. Through this, students should write lexically and grammatically correct phrases in order to convey the meaning of the plot depicted in the picture. It can be a title, sentence, story, paragraph, poem, quote, or other. Students can use the suggested keywords or make statements on their own.

There are two types of work in the" Pic-Lits " application: Drag-n-Drop keywords and Freestyle. The first way is for the user to enter "keywords" and select the words or phrases he needs. Then those words or phrases are taken to the picture and fixed. After that, he can change his words. The benefit of this strategy is that students can memorize words and phrases through visualization, train the studied grammatical structures, and compose a story on their own. The second method is called "Freestyle". This working option allows users to independently type words and phrases in the picture. The level of this method is higher than that of the first method because students are not given keywords. Now they must use their knowledge without relying on anything to design their thoughts correctly and logically. Pic Lits are a great way to encourage students to think creatively and critically. This approach allows students who love creative tasks to use their imagination and creativity more widely. In addition, for children who do not know what to write, the proposed images and keywords are provided as help [10].

The application contributes to the development of lexical, spelling, punctuation and grammatical skills. With Pic Lits, primary school students must demonstrate the following subject results in the field of teaching writing: knowledge of writing techniques, the ability to write a congratulatory and short letter sample for the holiday. Middle and high school students should show the following results: filling out questionnaires, writing Congratulations, writing individual letters using speech etiquette, drawing up a plan, abstracts of oral or written messages, briefly presenting the results of project activities.

The most important practical goal of multilingual learning is the teaching of oral speech, which involves the acquisition by students of the skills of multilingual communication, the correct formulation of their thoughts. In the modern methodology of language teaching, there are many methods that stimulate students to speak orally. But, one of the most popular ways is to use visual aids such as images and audio files.

The teacher can put a picture related to a specific topic in the Pic-Lits application and assign students a task or life situational question to write a work on this picture. With this, it is possible to develop students' creative writing, critical thinking and plurilingual competence [11].

Podcast application

Listening and speaking are two components of oral speech. Without one, there is no other. However, listening as a form of speech activity can be very independent

(for example, listening to lectures, speeches, etc.). Teaching students to understand sound speech is one of the most important goals of teaching linguists in the communicative methodology. This special type of speech activity must be taught purposefully. For this purpose, the Podcast app is of great importance.

A Podcast is an audio file that you can listen to online, download to your computer or phone. Here, teachers and students can create audio files themselves.

Benefits of podcasts:

1.   creating individual podcasts allows the student and teacher to monitor the process of developing speech skills.

2.   audiophiles with records of students are an integral part of the student's electronic portfolio from the Kazakh or Russian languages.

Podcast allows you to listen to audio files and watch videos at any convenient time. Educational podcasts cover a variety of topics and are constantly updated. On the internet, you can find both authentic podcasts created for native speakers and educational podcasts created for educational purposes [12].

Types of work:

1.   monologue statement on a given topic;

2.   Music Project. Message about music, indicating fragments of favorite compositions;

3.   interviews in role-playing games;

4.   instructions for cooking;

5.   exchange of personal experience in a particular lesson;

6.   exchange impressions about the movie you watched or the book you read;

7.   interesting information story;

8.   notification of the latest news in the world or country;

Improving the types of speech activity in professionally oriented multilingual education through podcast activities is a way to find a new learning paradigm. For example, for the improvement and development of a student's speech activity, you can highlight materials on a well-known topic on the internet.

The teacher opens a podcast page using the social network for students on a specific topic PodOmatic (www. podomatic.com); the teacher opens a personal page for his group. On this page, site visitors are given a task or a description of the project. It records the topic of the podcast, its creator. At first, the teacher himself should create a podcast with a duration of 1-2 minutes in general, explain the tasks and introduce the project participants – their students.

Students are encouraged to prepare the text of the speech (podcast). Before the speech, each student introduces himself, tells his age, introduces the place of residence and the educational institution where he studies. Then the podcast continues on the topic of your choice. During this step, students develop writing skills: depending on the purpose, they create texts of a descriptive, sequential, comparative nature. The teacher needs the student to create a grammar-lexically competent speech text. Then put it on the podcast service and offer it for further discussion.

When conducting such a network discussion, students should not be afraid that they will make a mistake and lose their honey. There are also those who are able to skillfully express their opinions and thoughts, which they could not express when sitting face to face, sitting on an individual trajectory. By communicating with each other on a social network, they open up, spoken languages mature, and the ability to reasonably use the lexical minimum associated with some topic increases.

In order to find out the effectiveness of the methods, there was conducted an experiment among students. Students of the 1st grade took part in the study. A total of 24 students took part. The duration of the study was 1 academic term.

I developed exercises for the development of Plurilingual competence. During research the students were offered exercises, such as:

1. Task 1: Write down five emotions on slip of paper and slip them into a hat. Now go outside and find a tree. Draw one emotion from the hat, and try to describe that tree from the perspective of a character feeling that emotion. (Don't mention the emotion in your writing — try to describe the tree so the reader could guess the emotion).

2. Task 2: write a letter to a friend about the upcoming university event, which is shown in the picture, and ask 3 questions about it.

3. Task 3: Before class starts, I tape the PicLit cards to desks and, as students walk into the classroom, I tell them to sit at a desk with a photo that interests them. I vary the directions for the writing prompt, depending on what I want to focus on. (For example, I might have students write 100 words describing the story behind the picture, using 6 of the adjectives and 6 of the adverbs listed) Students really enjoy the freedom to pick their image, and the word lists provide scaffolding for students who need a little extra help generating ideas for their writing.

4. Task 4: Make your own language portfolio.

The «Content» page in the electronic language portfolio looks like this:
– «My Language E-Portfolio»
– Main Page
– Introduction (Languages I know)
– My portrait
– What I know and do in foreign languages
– Getting better
– My dossier

In the dossier, students note the importance of this particular work for them personally. They explain what goal was achieved; what skill was improved. What have they learned about themselves? Why is this the «best» job? «Best» does not necessarily imply an excellent grade. At the same time, students can be guided by the following criteria, which were determined during their joint discussion:
– I was interested in doing this assignment.
– I like the project.
– My classmates think he's good.
– My project shows that I…
– My teacher advised me ...
– He's interesting.

- This project shows my progress in learning English.
- I think my project is beautiful.
- I wrote beautifully.
- I learned a lot while doing this assignment.

5. Task 5: Students were given listening exercises and work sheets for them in various topics.

6. Task 6: The teacher first gives the student a card with a specific topic, which the student must disclose in the monologue. The card also contains several questions that the student should touch upon in his monologue. Then the student records his monologue on the app «podomatic». The monologue should last 1-2 minutes.

Results and discussion

The work on the language portfolio has been going on for several years. When working with the it, I use such methods and approaches that allow students to creatively approach any task:

- individual-personal (I prefer developing tasks that are optimal in content, real in load);
- didactic (I use individual programs that focus on certain strengths of the individual (reinforcing model), or on the weak (corrective model), strengthening strengths to compensate for the weak (compensating model).

Among the teaching methods used:
- independent work;
- search and research approaches to the assimilation of knowledge, skills and abilities;
- communicative methodology (oral or written communication is mandatory);
- project method (one of the most popular methods);
- the training approach (if you have ever been to trainings, then you know what it is. In the classroom, you learn a little theory, and then apply it in practice, so, for example, in the lesson from the «Media» cycle, we first addressed presentations about the media of different countries, and then in the form of a conference we found advantages and disadvantages, in the lessons on the topic "Travel", in addition to viewing presentations, we tried different dishes.

We define the directions of the enrichment strategy:
- the development of creative thinking,
- the growth of knowledge in a particular industry.
- Monitoring of their implementation is permanent and mandatory.

Working with a Language Portfolio is interesting, but it also has its advantages and disadvantages.

Advantages:
- attracting students' parents to work with the language portfolio, attracting parents' attention to the child's education, developing their interest.

–   increasing motivation at all stages of learning by activating students' self-esteem;

–   motivation support for learning Russian;

–   strengthening the situation of success in educational activities;

–   personal self-esteem growth;

–   positive influence on the formation of value attitudes;

–   implementation of the idea of continuous education during the transition of students from one stage of education to another;

–   improving children's knowledge and self-study of the Russian language.

Disadvantages:

–   creating a language portfolio requires the joint work of three stakeholders - the student, the teacher and the parents. Therefore, an indifferent attitude to the creation of a portfolio of any party practically negates the work of others;

–   lack of time;

–   a large number of students in groups;

–   lack of assessment and self-assessment skills during the transition of students from primary school to secondary school.

The Quality of Education in the 1st and 2nd academic quarter

56%   72%

Quality of Education

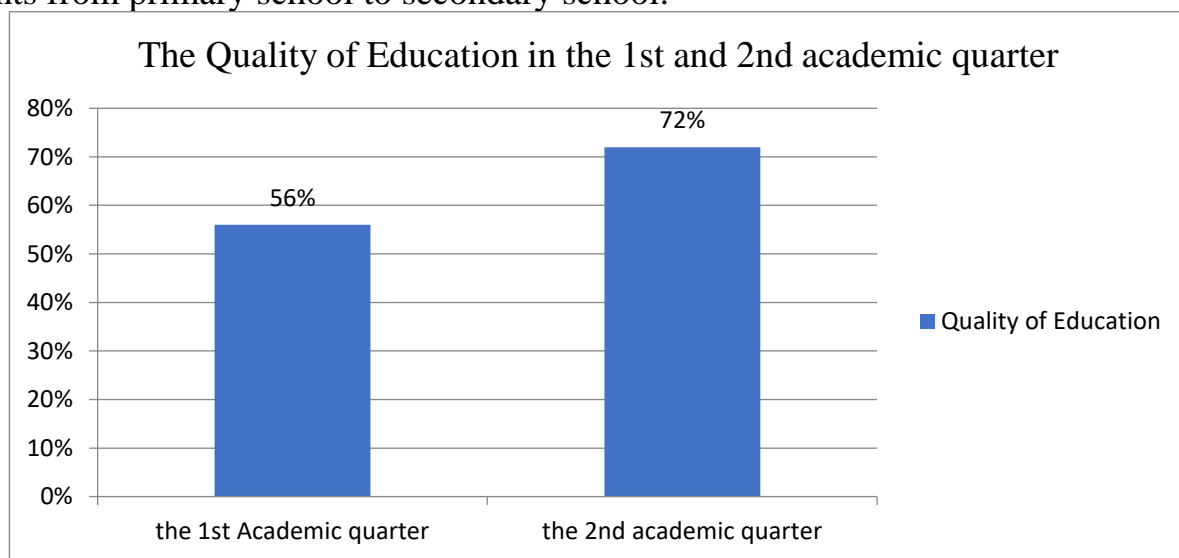the 1st Academic quarter   the 2nd academic quarter

Diagram 1 - The Quality of Education in the 1st and 2nd academic quarter

During the second quarter, the above tasks were given during the lesson. In comparison, the quality of students' knowledge increased by 16 percent in the second quarter compared to the first quarter, as can be seen in Diagram 1. In addition, student's Plurilingual competence were developed.

In my opinion, the language portfolio is a promising area of work for the development of types of speech activity in primary school, in various types of schools, according to alternative textbooks, as well as in primary and senior specialized schools, a tool for self-assessment and taking into account the achievements of a student in a foreign language.

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The Pic-Lits application has a huge potential for the development of creative writing. It allows the imagination and creativity of students who love creative tasks, and also helps children who do not know what to write, with the help of pictures and words presented here, this difficulty is eliminated. In addition, the application contributes to the development of lexical, spelling, punctuation and grammatical skills. In addition, this application helps to achieve high results in the development of writing skills in the Kazakh or Russian language program in general secondary school.

Pic Lits are a great way to encourage students to think creatively and critically. This approach allows students who love creative tasks to use their imagination and creativity more widely. In addition, for children who do not know what to write, the proposed images and keywords are provided as help.

Recording for a podcast. www.podomatic.com using a program that provides an accessible network in the service, students write words. The network program allows the student to continue writing the speech as long as it is of good quality. Only then will the podcast be stored online and available to the project participants.

After listening to each student's podcast, everyone is encouraged to participate in the online discussion of the podcast.

Students can be instructed: "watch or listen to the podcast and write a short review and suggestions on the content and structure of the podcast in the microblog". After discussing it online, it can also be discussed during the lesson [13].

This information technology will greatly help develop in multilingual learning and discuss life situations with other students as a consequence they can develop their plurilingual competence.

Conclusion

Currently, the principles of multilingualism, understood as linguistic diversity, and multiculturalism (multiculturalism) have formed the basis of language education, becoming the leading trend in linguodidactics at the present stage of its development.

The plurilingual approach once again expands the prospects of language education due to the vision of the student as an active participant in the educational process, building new knowledge in joint activities and interaction with other participants in a pluricultural and plurilingual context. Plurilinguistic students can and are ready to use all their language resources, when necessary, they are able to reflect, see similarities and differences, repetitions and patterns in linguistic and

cultural processes and phenomena. In addition, the plurilingual approach implies that the goal of language learning is not the language itself, but the creation of a new product, obtaining a new result with the help of language: through information search, collaborative activities and interaction in the language. Thus, there is a change in the educational paradigm associated with the change of the object of learning – it becomes not only the linguistic and cultural content of teaching a foreign language, but a whole range of soft skills, social competencies, metacognitive and learning strategies necessary for life in the XXI century.

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УНИВЕРСИТЕТ СТУДЕНТТЕРІНІҢ ПЛЮРИЛИНГВАЛДЫ (КӨПТІЛДІ) САНАСЫН ДАМЫТУ

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Аңдатпа. Қазіргі жаһандану дәуірінде дамудың бір көрінісі ретінде тек көптілдік қана емес, сонымен қатар плюрилингвизмдік құзіреттіліктер мен сана дамуының маңызы ерекше орын алады. Мақала соңғы жылдары шетелдік авторлардың еңбектерінде кеңінен қамтылған плюрилингвалды оқыту және сана құбылысын қарастыруға арналған. Зерттеудің өзектілігі шетелдік және отандық лингводидактілер қолданатын көптілді білім беру саласын сипаттайтын терминологиялық аппараттың әлі терең зерттелмегеніне байланысты. Мақалада плюрилингвизм терминінің мультилингвизм терминен айырмашылығы, плюрилингвизмдік құзірет пен сананы дамытудың тәсілдері шет тілдерін оқыту теориясы мен әдістемесі аясында ашылды. Плюрилингвизм – тіл үйренудің әлеуметтік-мәдени аспектілеріне бағытталған зерттеу саласы. Плюрилингвалар – тілдерді меңгеріп қана қоймай, басқа мәдениеттердің өкілдерімен қарым-қатынас жасай алатын, әртүрлі мәдениеттердің өкілдері арасындағы қақтығыстарды шеше алатын адамдар. Плюрилингвизм парадигмасында балалардың тілдік дағдыларын ғана емес, сонымен қатар көп мәдениетті құзыреттіліктерін дамыту үшін білімге ерекше назар аударылады. Осы плюрилингвизмдік құзіреттілікті дамытып, сананы ашу үшін студенттерге тілдік портфолио мен ақпараттық-коммуникациялық техологияларды қолдану мүмкіндігі мақалада қарастырылған. Мақала материалдары көп тілді білім беру саласындағы теориялық талдау мен практикалық жұмыстарды одан әрі қолдау ретінде пайдаланылуы мүмкін.

Тірек сөздер: плюрилингвизм, мультилингвизм, тілдік портфолио, плюрилингвалды (көптілді) сана, тілдік тұлға, көпмәдениеттілік, Pic Lits қосымшасы, Podcast қосымшасы

РАЗВИТИЕ ПЛЮРИЛИНГВАЛЬНОГО СОЗНАНИЯ У СТУДЕНТОВ УНИВЕРСИТЕТА

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Аннотация. В современную эпоху глобализации особое место занимает значение не только полиязычия, но и развитие плюрилингвистических компетенций и сознания. Статья посвящена рассмотрению феномена плюрилингвального обучения и сознания, который в последние годы широко освещается в работах зарубежных авторов. Актуальность исследования обусловлена тем, что терминологический аппарат, характеризующий область полиязычного образования, используемый зарубежными и отечественными лингводидактами, до сих пор глубоко не изучен. В статье раскрыты подходы к развитию

плюрилингвистической компетенции и сознания в рамках теории и методики обучения иностранным языкам, в отличие от термина мультилингвизм термина плюрилингвизм. Плюрилингвизм-это область исследований, которая фокусируется на социокультурных аспектах изучения языка. Плюрилингвы-это люди, которые не только владеют языками, но и могут общаться с представителями других культур, разрешать конфликты между представителями разных культур. В парадигме плюрилингвизма особое внимание уделяется образованию для развития не только языковых навыков детей, но и многокультурных компетенций. Возможность использования языкового портфолио и информационно-коммуникационных технологий для студентов для развития этой плюрилингвистической компетенции и открытия сознания рассматривается в статье. Материалы статьи могут быть использованы в качестве дополнительной поддержки теоретического анализа и практической работы в области многоязычного образования.