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## Value Self-Determination of University Students on the Basis of Multilingual Culture

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### Abstract

The purpose of the study is to analyze the university students' value self-determination on the basis of multilingual culture. The authors report the results of a survey of students from two universities, Orenburg State University (Russia) and Zhangir khan West Kazakhstan Agrarian and technical University (Kazakhstan). The survey sample includes 303 students studying in the full-time and 49 university teachers.

The article also presents a structural and processing model of value self-determination of university students on the basis of multilingual culture. The model is presented in the form of highlighted blocks: target, structural-contenting, procedural, evaluation and effective blocks. The model determines the orientation, structure, content and pedagogical conditions of the value self-determination of the university students on the basis of multilingual culture.

Within the framework of research the authors conducted students' scientific and practical conferences, round tables, trainings, debates, festivals of national holidays, intellectual games and literary contests.

It was established that the developed and tested scientific and methodological support of the process of formation of the university students' value self-determination on the basis of multilingual culture acts as a program and technological basis for the improvement of multilingual education.

**Keywords:** youth values, self-determination, multilingualism, multilingual culture, multilingual education, learning foreign languages, cross-cultural communication.

### 1. Introduction

In the global space of multiculturalism and multilingualism, the problem of adaptation of a modern person to constantly changing conditions, its integration into the globalizing world, and at the same time, maintaining integrity, balance, and national identity is especially acute. In this context an important place is occupied by the value self-determination of the personality, ready for

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life and activity in a multinational, multicultural environment with the developed sense of understanding and respect for other peoples and cultures.

In the process of mastering the cultures of the countries of the studied languages a person develops his moral, spiritual and creative resources. It is a foreign language that contributes to cultural growth, an increase in the spiritual wealth of a person, a deeper understanding of the wealth and beauty of the native language.

The value potential of multilingual education actualizes the process of aspiration to civilizational, national and personality-oriented values, the formation of readiness for conducting cultural dialogue, taking into account the specifics of native and foreign languages as reflecting the system of cultural values, cultural and conditioned behavior on the basis of mutual respect, tolerance and mutual understanding.

The subject of the study is the value self-determination of university students.

The purpose of the study is to substantiate and check experimentally the pedagogical conditions of the value self-determination of university students on the basis of multilingual culture.

Research tasks:

1. To clarify the essence of the concepts of “value self-determination of students”, “multilingual culture”;
2. To develop a model of value self-determination of university students on the basis of multilingual culture;
3. To develop and test in experimental work the educational and methodological support of the value self-determination of university students on the basis of multilingual culture.

**Experimental research base.** Experiments were conducted at Zhangir khan West Kazakhstan Agrarian and technical University (Kazakhstan) and Orenburg State University (Russia). In total, 303 students and 49 lecturers took part in the study.

## **2. Theoretical aspects of the study**

At present the educational situation is characterized by the modern integration processes, the opening of borders between states, the formation of multilingual spaces dominated by the role of the English language, the need to preserve both linguistic and cultural diversity, conducting intercultural dialogues based on the construction of tolerant intercultural, interethnic, interpersonal relations.

The systematization of knowledge about self-determination made it possible to conclude that it is impossible to specify what types of self-determination became the subject of individual sciences, since, for example, life self-determination is the subject of study in psychology and pedagogy. This, in our opinion, is due to the fact that self-determination is a complex and multi-stage process of personality development in which different types are formed at the same time constantly interacting with each other.

According to the axiological approach, self-determination reflects the process of a person's aspiration to values and the result expressed by the ability to develop a life-based perspective, and make responsible choices of goals and values (Mosienko, 2011; Povzun, 2003).

In the works of Russian researchers self-determination is associated with the awareness of the meaning of life and personal responsibility (Rubinstein, 2007), with self-esteem, self-realization and cognition of other people (Zhuravlev et al., 2007), professional activity (Safin, 2004).

The interpretation of the concept of “self-determination” was developed in the works of A.N. Leontiev, who focused on the active position of the individual in the process of self-determination. This process has two sides: external and internal, that is, a person, acting on the outside world, changing it, changes himself. According to A.N. Leontiev, the success of the process depends on historical conditions, on belonging to the social environment and the choice of subject activity (Leontiev, 2005).

According to L.I. Bozhovich, need for self-determination is associated with the formation of a semantic personality system, with the search for the meaning of his existence, which is especially relevant for each particular age. So, in adolescence, when a young man is facing a life and professional choice, self-determination involves aspiration for the future, the choice of the future path. At an older age, self-determination becomes a systemic neoplasm associated with the formation of an internal position of an adult (Bozhovich, 2001).

The social environment and specific social groups are important in the process of self-determination of personality. The choice of the subject of one or another method of activity in

constantly changing conditions largely depends on changes in the social environment, the development of reference groups, and the vector of self-determination of the personality itself.

According to A.L. Zhuravlev there are two main factors affecting the development of personality and his adaptation to the social environment: 1) social, representing a socio-cultural context that reflects the historical, cultural and ethnic specifics; 2) individual-personal, which is determined by the individual psychological properties of the individual, the peculiarity of his life path. Therefore, in the interpretation of A.L. Zhuravlev, self-determination is the search by the subject of his own way of life, system of life meanings, principles, values, capabilities and abilities (Zhuravlev et al., 2007).

In the interpretation of A.V. Kiryakova “value self-determination includes a valuable attitude towards the world, which is expressed in the awareness, experience and assignment of universal values, values of the modern world, values of the profession”. (Kiryakova et al., 2016).

According to L.P. Razbegaeva value self-determination is the formation of a system of value relations of a person, involving awareness, understanding, acceptance of values, and is a process and the result of determining the personality of his place in the modern cultural and historical space (Razbegaeva, 2009).

An analysis of the works of foreign scientists showed that the concept of “self-determination” is revealed through the concept of lifestyle (Adler, 2002) and a model of human development (Erickson, 2006).

A. Adler considers self-determination as the goal of any person – to become a significant, valuable person representing a unique whole with his own understanding of the world, capable of setting goals and realizing them. According to A. Adler, the personality is part of the social system that strives for superiority, developing his own lifestyle and making efforts to realize it.

The idea of M.R. Ginzburg about the relationship of personal self-determination with values is very important for our study. In his interpretation, self-determination becomes value-semantic, acting as the basis of personal development, setting a personally significant orientation to achieve a certain level in the system of social relations, which, in turn, determines the requirements for a specific professional field (Ginzburg, 1998).

When determining the concept of “multilingual culture”, we considered the works of N.E. Bulankina, B.A. Zhetpisbaeva, L.A. Malikov and others.

According to N.E. Bulankina, a multilingual culture is a “special integrative sphere of sociocultural reality, which is formed in the process of human development, in its national self-awareness, and characterised as a set of interacting components: a way of preserving national and universal values. The main characteristic of a multilingual culture is multifunctionality due to the variety of functions of the language itself (Bulankina, 2002).

On a global scale, “multilingual culture” means a set of indicators that reflect the level of “prevalence of languages” in the educational space, as well as the level of mastering the native and foreign languages in the space of a particular society (Zhetpisbaeva, 2008).

According to L.A. Malikov, in the development of a multicultural person the formation of knowledge about the phenomenon of culture, its types and varieties, the most common cultural traditions considered as the most valuable indicators in the educational space of the university. In addition, the general awareness of students about the cultural diversity of the world, modern trends in globalization, the phenomenon of multiculturalism, principles, methods, techniques of cross-cultural interaction are one of the most important criteria. Mastering a multilingual culture, a student expands the capabilities of opportunities, becomes open to dialogue, gets acquainted with the history and prospects of a certain ethnic group (Malikov, 2016).

Multilingual culture is a characteristic of a multilingual personality, an individual with a certain level of linguistic knowledge, and with a valuable attitude to the studied languages and cultures, capable of effective communication in several languages.

Thus, as a result of the analysis of basic concepts, we determined the main definitions for the categories of “value self-determination”, “multilingual culture” and revealed the pedagogical capabilities of the multilingual culture in the value self-determination of university students.

### **3. Materials and methods**

To diagnose the levels of the formation of value self-determination of university students on the basis of multilingual culture at all stages of experiment, we have used the methods of observation, survey and analysis of creative works.

In order to prepare teachers and students to participate in experimental work at the university, the Center for the Development of Multilingual Education was created (hereinafter referred to as the Center). The structure of the center is represented by language departments: “Kazakh and Russian languages”, “Foreign languages” (Appendix 1).

The implementation of cultural and social practices in integral multilingual education is aimed at introducing global, universal, professional and personal values to the students on the basis of the formation of students' attitude to the multicultural reality, the ability to adapt in a wide range of situations through native and foreign languages.

Mastery of three or more languages becomes necessary in the current situation of multilingualism and multiculturalism. Consequently, it is necessary to develop the students' multilingual culture which is associated with such professions as translators, writers, teachers and others.

The stages of the formation of value self-determination of university students on the basis of multilingual culture are as follows:

- *Adaptation*. In the process of adaptation, students of different levels of training are adapted to new conditions and a new team, undergo testing to determine the level of knowledge of the languages and are distributed into groups in accordance with the level of knowledge.

- *Specialization*. At this stage the students work on a professional thesis and develop the ability to work with professionally oriented text, with its lexical, grammatical features; to analyze professional-oriented texts; to comment on the information of foreign language sources in the native language.

- *Personalization* is a stage when a student feels freely when choosing an activity, communication style, means and ways to achieve the goals of communication in several languages, has a developed multilingual culture, i.e. he speaks several foreign languages. Conventionally, we call this student a specialist-designer, since he is able to design independently situations of professional communication in a multilingual environment.

### **Characteristics of a structural and processing model of the value self-determination of university students on the basis of multilingual culture**

This paragraph describes a model of value self-determination of university students on the basis of multilingual culture. The model is presented in the form of highlighted blocks: target, structural-content, procedural, evaluative and productive. The model determines the orientation, structure, content and pedagogical conditions of the value self-determination of the university students on the basis of multilingual culture (Figure 1).

The goal determines the structure and functions of the system and its individual components, since it is the goal that directs and regulates the activity. The target bloc reflects the social order of modern society – the education and upbringing of students capable of creative activity in the modern multicultural and multilingual environment, preserving their socio-cultural identity, striving to understand other cultures and ethnic communities, races and beliefs.

The orientation of modern education to the multilingual and multicultural values involves education and upbringing in a multicultural and multi-ethnic environment, recognizing the uniqueness, value of the people, their culture and language. It contributes to students' awareness of their own national-cultural identity, acquaintance with other cultures, peoples, their achievements, educating tolerance and respect for other nations.

The students' value self-determination forming processes are determined by the cultural, dialogical, integral and mobility principles.

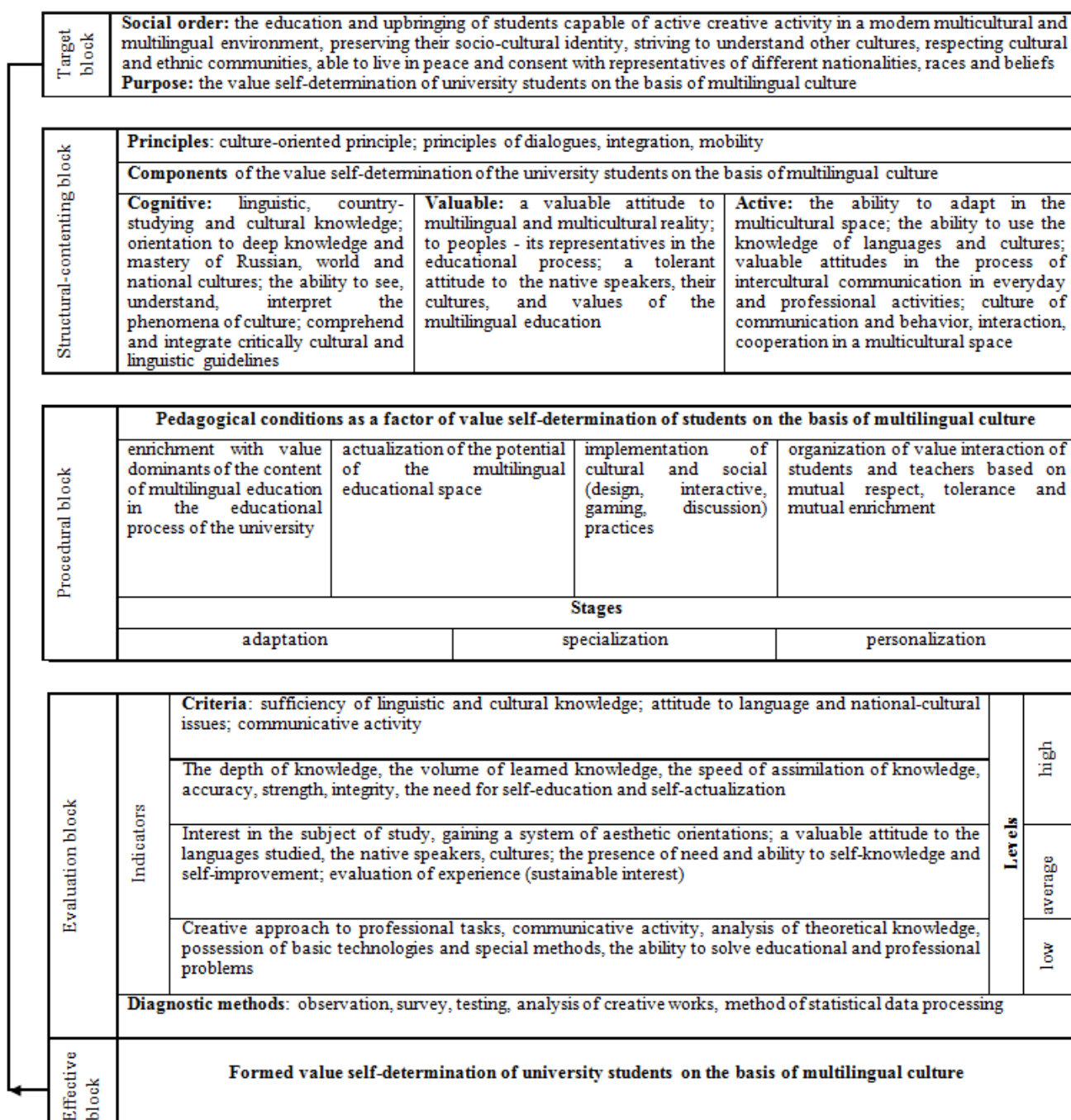
The cultural principle determines the selection and organization of cultural content, taking into account the definition of the value and cultural significance of materials, actualizing the significant interdisciplinary concepts of “cultural heritage”, “multiculturalism”, “cultural self-determination”, “multilingualism”.

The dialogical principle, on the one hand, approves dialogue interaction, on the other hand, ensures the development of person's culture, organizes human thinking, and promotes communication.

The principle of integration stimulates interdisciplinary relations of a philosophical, cultural and linguistic nature; creates the conditions for the integration of elements of national cultures into the world one.

The principle of mobility is one of the modern indicators of the university life under the sign of the Bologna process. Mobility in conditions of multiculturalism and multilingualism implies not

only physical movements, but also the ability to adapt quickly to the constantly changing conditions of the multi-cultural world.



**Fig. 1.** Structural and processing model of value self-determination of university students on the basis of multilingual culture

The substantial components of the value self-determination of the university students based on the multilingual culture reflect the cognitive, value and activity components.

The cognitive component includes linguistic, cultural and regional knowledge; orientation to deep possession of the world and national cultures; the ability to see, understand, interpret the phenomena of culture, models of speech behavior, the ability to comprehend and integrate cultural-linguistic guidelines into their own vision of the world.

The valuable component determines valuable attitude towards the multilingual and multicultural reality; a tolerant attitude to peoples - native speakers, their cultures, to the system of values of the multilingual education.

The active component includes the ability to adapt in the multicultural space, the culture of communication and behavior, culture of interaction, cooperation in the multicultural space; to conduct cultural activities using native and foreign languages in the process of intercultural communication (verbal and non-verbal) in everyday and professional activity.

The third block – procedural – reflects the pedagogical conditions of the value self-determination of university students on the basis of multilingual culture:

- enrichment with value dominants of the content of multilingual education in the educational process of the university;
- actualization of the potential of the multilingual educational space;
- implementation of cultural and social practices: projects, interactive discussion.

Thus, the developed model is a system of interconnected elements that determines the orientation, structure, content and pedagogical conditions of the value self-determination of the university students on the basis of multilingual culture. The model shows the stages, criteria, indicators and levels of the formation of the value self-determination of the university students on the basis of multilingual culture.

For the most complete study of the effectiveness of experimental work on the value self-determination of a student on the basis of multilingual culture, we used the “chi-square” test, the statistical purpose of which made it possible to identify the difference between the quantitative results of the experimental group at the ascertaining and verification stages of the experiment.

To obtain equal empirical data, the results of tests, surveys, conversations, diagnostic methods were converted into scores for each level: 0-30 – low, 31-70 – medium, 71-100 – high.

The formula for the chi-square test is as follows:

$$\chi^2 = \sum_{i=1}^r \sum_{j=1}^s \frac{(n_{ij}^{\text{э}} - n_{ij}^{\text{т}})^2}{n_{ij}^{\text{т}}}, \quad (1)$$

$n_{ij}^{\text{э}}$  – observed (empirical) frequency in the  $i$ -th row and  $j$ -th column of the table,  $i = \overline{1, r}$ ,  $j = \overline{1, s}$ ;

$n_{ij}^{\text{т}}$  – theoretical frequency in the  $i$ -th row and  $j$ -th column of the table, which would be observed if the two empirical distributions coincided.

The mathematical calculation of the criterion was carried out in the Microsoft Office Excel program for each indicator.

The hypothesis that there is no difference between the two empirical distributions is rejected if the observed value of the statistic  $\chi_{\text{набл}}^2$ , calculated by formula (1) will be greater than the critical  $\chi_{\text{кр}}^2(\alpha, \nu)$ , found from the table of critical points of the "chi-square" distribution depending on the level of significance  $\alpha$  and number of degrees of freedom  $\nu = (r - 1) \cdot (s - 1)$ .

Let us present the results of experimental work for each criterion after the implementation of the process model of a student's value self-determination on the basis of multilingual culture. The verification stage also made it possible to notice the qualitative dynamics of the process under study.

In the framework of the experiment it was noted that after the implementation of the developed model, students achieved high communicative tolerance (82 %): they accept and understand the individuality of a representative of a foreign culture (69 %), use images of representatives of the culture of peoples as a standard (72 %), have flexibility and breadth of outlook in the world of values of a multicultural society (86 %), realize the ability to adapt in a multicultural society (79 %).

At this stage of the experiment, students showed themselves capable of acting, respecting the rights, norms, values and traditions of a multicultural society, but at the same time remaining subjects of this society with their own individuality. Students assess themselves objectively (81 %), master the methods of assertive behavior in a multicultural society from the standpoint of value orientations (73 %), feel confident in the conditions of multilingualism and cross-cultural communication (75 %).

It is worth noting the high knowledge of students about the values and culture of their native country and other peoples. The participants of the experiment showed a positive attitude towards such values as: "Motherland", "Citizenship", "Patriotism", "Culture". Among the respondents, 89 % are proud of their country, they want to connect their professional future with their country. Students value natural resources of their country (94 %), speech and culture of communication (75 %), political and economic structure (68 %). All students have advanced knowledge about the official symbols of their own and other countries, about the main traditions and customs, and the history of the state. Students continuously follow international news and significant events, hold informational meetings to exchange news at the university. The experiment made it possible to determine the high level of psychological culture of the student's personality expressed in the ability to perform self-knowledge (74 %), constructive communication (83 %), sufficient self-regulation of one's emotions, actions, thoughts (79 %).

Measurement of the dynamics of indicators was carried out on the basis of the results of regular tests with the help of AINTS (Automated Interactive Network Testing System) developed at Orenburg State University. AINTS is an Internet version of an instrumental training and control system with advanced capabilities for monitoring students' knowledge, creating and setting up subject material and successfully used to test knowledge of students in various disciplines. Testing with the help of this system made it possible to change the complexity and number of questions depending on the level of requirements of the educational program. In the process of experimental training, we used different tests in English, French, Russian, Kazakh of different levels.

Based on the measurements we established the dynamics of the results of assessing the knowledge of students participating in the experiment. At the beginning of the experiment, a high level of knowledge was noted in 22 % of students, an average level in 49 %, a low level in 29 %, by the end of the experiment a high level was noted in 29 % (+7) students, an average level in 60 % (+11), low – in 11% (-18).

To identify the dynamics of quantitative data for each indicator of the cognitive criterion of a student's value self-determination on the basis of a multilingual culture, generalized data were taken (Tables 2, 3) and the "chi-square" criterion was calculated.

**Table 2.** Dynamics of a student's value self-determination based on a multilingual culture (according to a cognitive criterion)

Stages of experimental work	Levels of value self-determination of a student		
	low	average	high
1	2	3	4
Cognitive criterion indicator: Knowledge about oneself as a representative of a multicultural society			
Ascertaining	28,3	50,2	21,5
Verification	5,2	30,3	64,5

Theoretical frequencies for each level of formation of the student's value self-determination in terms of "knowledge about oneself as a representative of a multicultural society" amounted to: 16,75 (low), 40,25 (average), 43 (high). In accordance with the data obtained, the calculation  $\chi^2$  observed showed that there is a positive dynamics of the student's value self-determination for this indicator: high level growth ( $\chi^2$  observ. = 10,75), low level reduction ( $\chi^2$  observ. = 7,964328358). In general, the indicator shows the dynamics of the value self-determination of the student, which confirms the following  $\chi^2$  observ. = 21,1740178.

According to the indicator of the "Ideas about the national traditions of their country and other peoples of the world", a statistical analysis made it possible to determine that positive dynamics was confirmed by all levels of the formation of the phenomenon under study. So, theoretical frequencies were: 21 at a low level, 35.45 at an average level and 43.55 - at high.

Bringing data under the  $\chi^2$  Pierson criterion made it possible to determine the dynamics of empirical data by the high level of this indicator of the formation of the student's value self-determination by the cognitive criterion ( $\chi^2$  observ. = 14,40878301). In addition, a lower level decrease was revealed by this indicator ( $\chi^2$  observ. = 8,171904762). Thus, the criterion  $\chi^2$  is equal to 26,60896704.

**Table 3.** Dynamics of a student's value self-determination based on a multilingual culture (according to a cognitive criterion)

Stages of experimental work	Levels of value self-determination of a student		
	low	average	high
1	2	3	4
The indicator of the cognitive criterion: Ideas about the national traditions of their country and other peoples of the world			
Ascertaining	34,1	47,4	18,5
Verification	7,9	23,5	68,6

Statistical analysis of the generalized data by the cognitive criterion of the student's value self-determination based on the "chi-square" criterion allows us to conclude that observed  $\chi^2$  for each indicator is higher than the critical value of the statistics of "chi-square" (5.99), which confirms the  $H_1$  hypothesis that the implementation of the process model of the student's value self-determination positively affects the dynamics of the studied phenomenon.

Based on the results of the diagnosis of this criterion, it was determined that students have formed a stable positive attitude towards the world and other people (85 %), respectful attitude to people of another race and ethnic group (77 %), readiness for constructive and productive intercultural interaction (69 %), a valuable attitude to their own ethnic group (92 %), social attitudes are predetermined by the values of cross-cultural and interethnic interaction (74 %). As a result of the interpretation of students' answers, it was determined that respondents are emotionally assigned to representatives of other cultures (72 %), perceive the diversity of various socio-cultural groups (81 %).

Within the framework of the experimental work, students showed significant personal qualities that have determined value self-determination based on the multilingual culture: friendliness (78 %), adaptability (83 %), self-confidence (69 %), responsiveness (84 %), selflessness (87 %). Students are able to carry out cross-cultural interaction due to delicacy, sociability, friendliness, respect, gratitude to the interlocutor – the representative of his native or other culture. A positive point in assessing the motivational criterion of the student's value self-determination on the basis of multilingual culture was the identification of the collegial style of the interpersonal interaction of all participants of the experimental work.

The cultural and value orientations of students at the ascertaining stage of the experiment shifted towards a dynamically developing culture. At the beginning of the experiment, 29 % of the students involved in the experiment were focused on a dynamically developing culture, 41 % on modern culture and 30 % on traditional culture, by the time the experiment is completed, respectively: 58 % (+29), 25 % (-6) and 17 % (-13).

Most respondents focus on achieving results in the future, being successful and able to solve the problem in a timely manner. It was determined that students are cultivated by individuality (79 %), identity (83 %), independence of decision-making (92 %). In the process of cross-cultural communication, 78 % of respondents show revelation, spontaneity, orientation to the equality of role-playing relationships. A socially recognized value for respondents is the provision of equal opportunities in a multicultural society for the development of each subject. With the help of the survey of cultural and value orientations, it was determined that the expansion of the cultural range leads to significant shifts in the cultural and value orientations of the student.

At the same time, the orientation of the future among students is reinforced by the presence of tactical and strategic planning and goal-setting skills (76 %). Participants of the experiment showed such significant qualities as purposefulness (84 %) and perseverance (91 %) that reveal their orientation to the search for ways to design the path of personal and professional development. In general, students determined the ability to structure their behavioral activity and complete the work begun.

#### 4. Discussion

Having determined the components of the value self-determination of university students on the basis of multilingual culture, we set the task to develop criteria, indicators, levels of formation



of value self-determination, and find out under what conditions the components of the value self-determination were formed.

As a result of the analysis, we identified the following criteria. The initial one is a criterion for the sufficiency of the linguistic, country-study and cultural knowledge. The sufficiency of the above knowledge is characterized by a number of indicators.

As a result of the study, we established the levels of sufficiency of the linguistic, country-study and cultural knowledge: high, average, low, each of which was considered by such signs as depth, breadth and volume.

The second criterion for the development of the value self-determination of the university students on the basis of multilingual culture is the attitude to the language and national-cultural problems. It is characterized by a tolerant attitude to people and native speakers, their cultures, a system of values of a civilizational character; values of a national character; the values of a personality-oriented character.

The third criterion is the communicative activity, characterized by the ability to adapt in the multicultural space, and is determined by the culture of communication and behavior, the culture of interaction, cooperation and creativity in the multicultural space. We identify the same levels as in the characterization of the sufficiency of knowledge: high, average, low.

The development of value self-determination of university students on the basis of multilingual culture was carried out in compliance with the pedagogical conditions: enrichment with value dominants of the content of multilingual education in the educational process of the university; updating the potential of the multilingual educational space; implementation of cultural and social practices: projects, interactive discussion, gaming; organization of value interaction of students and teachers based on the relations of trust, mutual respect, mutual enrichment and tolerance.

We have analyzed a huge number of works devoted to the problem under discussion, and published in Russian, Kazakhstani and foreign scientific journals. The analysis of the works made it possible to determine the relevance of the comparative analysis of the value orientations of students of Russia and Kazakhstan, choose adequate research methods, formulate pedagogical problems and organize the process of forming value orientations in an effective way. In analyzed works, value orientations are a factor in the formation of interests, a socio-active position, the activation of educational and cognitive activity, the formation of a future specialist.

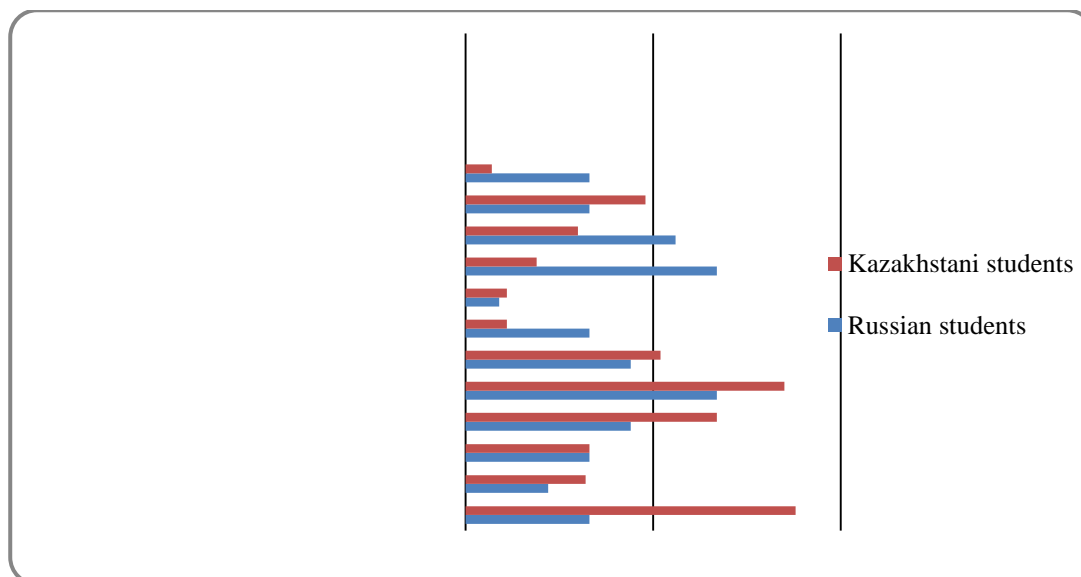
The subjects of the process of forming value orientations are mostly specialists (7 %), high school students, teenagers (34 %), students (32 %). The work presents the characteristic of the value orientations of youth, carries out the analysis of factors influencing the value orientations of youth as well as considers the role of higher school in the formation of students' value orientations.

Having analyzed the available works on the problem, we came to the conclusion that insufficient attention was paid to the study of national values and value orientations (Faizullin, 2012). A comparative analysis of the value preferences of representatives of different countries, primarily, youth, e.g. Russia and Kazakhstan, Russia and the USA, Kazakhstan and Great Britain, represents only certain aspects, as the formation of value orientations in the context of the ethnic socialization of the individual (Andreeva, 2001). However, it is this comparison that gives grounds and makes it possible to determine common and general features in the value consciousness of youth from different countries, and to identify the problematic aspects of the educational process, one of the tasks of which is the formation of value orientations of youth, to determine the effective results of this process, and to reveal the pedagogical conditions for their formation.

In order to study the value orientations of Russian and Kazakhstani students, a survey consisting of 37 questions was compiled and conducted. Its purpose was to identify students' value preferences in life, study, pastimes, plans for the future, and assessment of human personal qualities. For comparisons, separate aspects were identified that had value characteristics common to representatives of both peoples. A special emphasis was placed on differences in value preferences of students of the two countries. Carrying out similar axiological parallels, we managed to conduct content analysis of the essential characteristics of students' value orientations.

Determining the value orientations of students, the establishment of a hierarchy of youth values on the example of Russia and Kazakhstan, allows to consider the problem more in detail.

As a result of the survey, we identified key values that students consider to be the most important (Figure 2).



**Fig. 2.** Diagram of the value preferences of students in Russia and Kazakhstan

*Education as a value.* The system of students' value orientations is dominated by their attitude to education as basic social value. Education is considered, first of all, as a way of acquiring knowledge, then as a means of promising a competitive position in the labor market ("studying will allow me to build a career in the future"). This opinion is shared by both Kazakhstani and Russian students. Individual were the answers in which students connected their studies with professional experience and the opportunity to "learn how to build relationships in a team."

*Work as a value.* Material wealth and ways of obtaining it remain dominant in life values and behavioral priorities. Students are sure that they will get interesting job (42.9 %), which will allow them to earn well (37, 3 %), give them the opportunity to build a good career (21.7 %) and promote self-development (39.4 %). It should be noted that students connect the real embodiment of moral values in everyday life with material conditions. 73 % of the respondents are convinced that a person's financial situation depends, first of all, on himself; they plan to achieve a lot in life by their own efforts.

*Friendship, love, communication as value.* The process of the formation of value orientations is accompanied by the attempts to understand one's purpose and by the search for the meaning of life and happiness.

According to the survey, students of both countries do not imagine life without family, loved ones, and friends. It is important to note that 99 % of respondents to the question: "Where do you find new friends?" answered that they were getting acquainted in the virtual space. In fact, chat became one of the forms of socialization of young people, which makes it possible to get acquainted with the virtual world, and then in reality, both in Russia and abroad. The students surveyed are in an extensive network of friendly and family contacts and do not imagine life without support of friends and without communicating with them: 86 % of young people state that they are ready to contact their friends, acquaintances or colleagues if necessary and get real assistance from them in solving various problems.

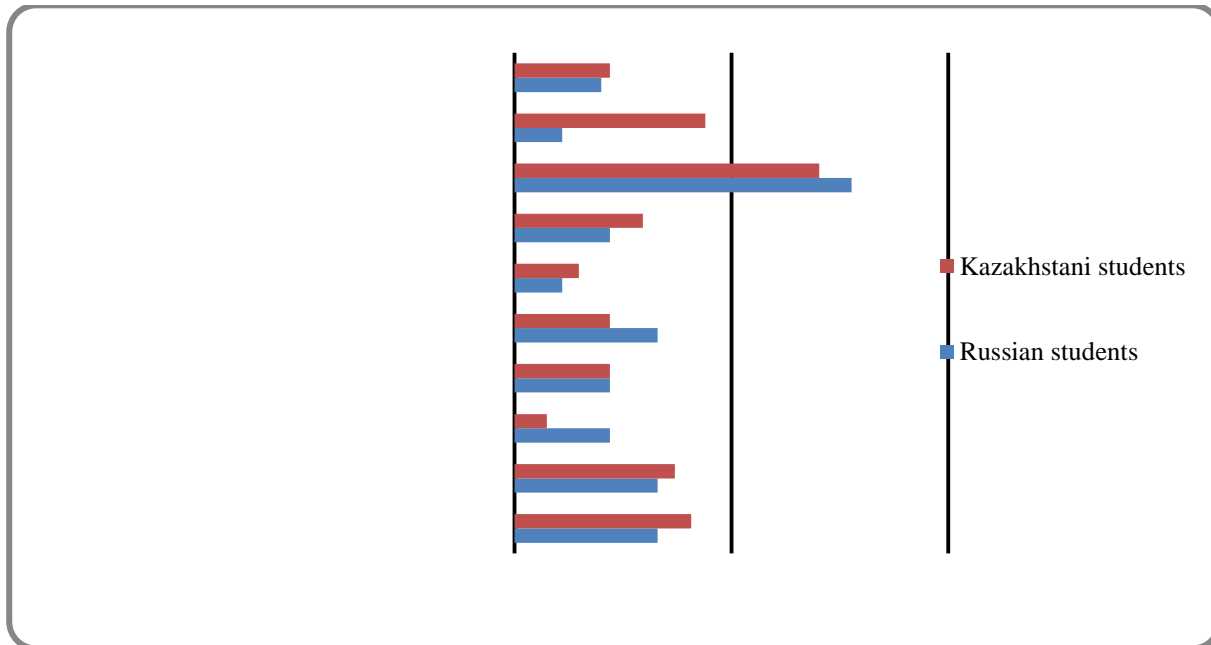
*Family as a value.* Family values occupy strong leading positions in the structure of life orientations of the majority of young people in Kazakhstan (85 %) and in Russia (67 %). In the course of the study, it was important for us to identify young people's understanding of a "strong, healthy family" as well as to define the conditions necessary for creating a family and the values of raising children.

*Leisure as a value.* Particular attention should be paid to the leisure time of student youth, its differences from the traditionally established, generally accepted type of leisure time, related to the expansion of its parameters due to broader social relations, leisure preferences, lifestyle, entry into various associations, organizations, subcultures, the variety of leisure activities offered by mass culture.

The current situation provokes the "inventory" of moral values and leads to a rethinking of the youth's view of universal human values. The notions of a morally perfect person are sufficiently

informative. For 80% of respondents, the leading place in personality characterization is taken by kindness and love, decency, generosity, compassion, empathy, responsiveness, justice (Figure 3).

If in most cases, based on the survey results, we observe differences in the value preferences of students in Russia and Kazakhstan, but when evaluating personal qualities, almost all opinions are identical. Such human qualities as kindness, responsiveness, honesty, as well as the desire for self-development, the ability to communicate with people are especially valued. The desire to create and have diversified interests is more characteristic of Russian students, while the respect for the elders characterizes the culture of the countries of Asia and the East.



**Fig. 3.** Results of evaluation of personal qualities

Overall, the study showed that 62 % of graduates plan to work in their specialty, although it is very difficult to find a suitable job (40 %) or almost impossible, in the opinion of 30 % of students. 16 % of students find it difficult to answer, while only 5 % are sure that they can find a job quite easily, and 9 % – with little efforts. 20 % of the respondents believe that they will probably work in their specialty, 11 % – do not plan to work in their specialty, and 5 % have not yet decided. A fairly large percentage of students have not decided yet on their professional plans for the future.

In addition, young people (60 %) are sure that to stand out from others and be a bright personality is better than living like everyone else. At the same time, it should be noted that the orientation of young people towards the modern values of individualism, achievements, independence and competitiveness is intensifying. They appreciate material prosperity, work and strive to rely on themselves in everything.

Thus, the actualization of such significant concepts as “cultural property”, “cultural and linguistic diversity”, “cultural and ethnic self-determination”, “cross-cultural communication”, “multilingual personality”, “patriotism” was carried out through the study of such topics as “The Property of the native country and the countries of the studied languages”, “National symbolism”, “The Role of the national language and its interaction with other languages”.

Attitude of value of languages and national-cultural issues was evidenced by the discussion of such themes as “Education as a value in the native country and abroad”, “Family as a value in different cultures”, “Work as a value”. Classes on the topics “National holidays, traditions and customs”, “Features of national behavior” were conducted with the greatest communicative activity of students.

In the process of teaching native and foreign languages students get acquainted with the history of languages, terminology of the studied disciplines, proverbs and sayings reflecting definite areas of knowledge. The study of languages supports the following tasks: participation in professionally oriented situations, leading business communication, speaking with reports at meetings, participation in round tables and conferences, writing abstracts, annotations, articles in the studied languages.

Work with information was carried out in accordance with the following algorithm: search for information → evaluation → choice → acceptance.

At the first stage the tasks were cognitive and aimed at finding information, identifying key information, conceptual supports, the formation of linguistic and cultural-oriented guesses, mastering the rules of speech etiquette:

- compilation of a vocabulary on a given topic in the form of a thematically connected lexical chain in three or more languages;
- compilation of a dictionary of aphorisms, proverbs and sayings on certain topics in three or more languages;
- compilation of a review of information sources on a given topic in three or more languages;
- conducting the analysis of sites in three or more languages for the availability of articles on a given topic with the aim of compiling a portrait of a national hero, determining national stereotypes, etc.;
- conducting an analysis of the modern issues of dissertation research, master's work in the field of multilingualism and multiculturalism.

At the second stage the significance of information was evaluated by identifying the value meanings of its linguistic and cultural aspects.

At this stage cognitive assignments were focused on identifying general and specific features in languages and cultures:

- analysis of the influence of images, facts and events on the appearance of national symbols;
- making analogies between individual phenomena in different languages (for example, give similar comparisons in Russian, Kazakh, English);
- definition/selection of phenomena of socio-cultural, cultural and historical significance (language stereotypes in different languages);
- contrasting analysis of linguistic and cultural phenomena in different languages;
- perception, understanding and comparison of texts in different languages.

The third stage was characterized by the activation of knowledge and the development of skills in choosing the necessary information for multilingual communication and multicultural interaction.

Communicative-oriented tasks were aimed at mastering the skills of cross-cultural interaction:

- comparison of facts, phenomena, information of native and foreign languages and cultures;
- commenting on the phenomena of native and foreign languages and cultures;
- comparison of the methods of transmitting information from the perspective of different cultures in different languages;
- forecasting situations of multilingual and multicultural communication;
- modeling and explanation of situations of communication in different languages from the perspective of different cultures.

The fourth stage of acceptance was characterized by the incorporation of knowledge and experience in the everyday and professional situations of multilingual communication.

The units of information consist of texts assigned to improve practical knowledge of three and more languages as a means of communication, to expand their linguistic and cultural horizons, to learn how to extract information of cultural, professional topics and use it in inter-linguistic and cross-cultural communication.

Within the framework of research we conducted the student scientific and practical conference on the topic: "Multilingualism as a factor of formation of a highly qualified specialist". The purpose of the conference was to enable students of all faculties of the University to participate in scientific and research conferences and improve knowledge of English. Students in their first and second years of study took part in the conference, and all reports and their discussions were held in English

Readiness for multilingual and multicultural communication was encouraged through the process of the festival of national holidays "Holidays as a national tradition" organized by us, the festival "Friendship of Peoples", the creative marathon "The culture of my country in poems, songs, arts, humor", and role-playing games on the topics "National behavior: facial expressions and gestures", "National features of the rules of speech behavior and stable formulas of polite communication", literary contests, for example, contest "He was not of an age, but for all times",

dedicated to the poetry of William Shakespeare (based on the materials of the Russian, English and Kazakh languages); the intellectual game “Polyglot”.

One of the most important research tasks was the preparation of teachers for implementation of a program of value self-determination of university students on the basis of multilingual culture. To realize the abovementioned task the administration of Zhangir Khan West Kazakhstan Agrarian and technical University organized advanced training courses, round tables, conferences, seminars on the topics “Active and interactive technologies for learning foreign languages at the university”, “Cultural values of Great Britain and Kazakhstan”, “Problems of teaching specialized disciplines in English at a non-linguistic university”, “Multilingualism in Kazakhstan: problems and future trends” for professors and teaching staff of the university.

Senior students were proposed themes for research work to identify their value orientations and preferences (Appendix 2).

In addition, in the framework of the training of teachers, the Center organized advanced training courses, seminars on the problems of teaching special, professional-oriented disciplines in English with the participation of university teachers (seminar “Interactive teaching methods as a means of value self-determination of students”, training course on the topic “Academic English and its teaching in the multilingual educational space of the university”, master class on the topic “Features of teaching a professional-oriented language in high schools”, coaching session for multilingual teachers on the topic: “Innovative teaching approaches in the conditions of multilingualism”).

For the development and deepening of a valuable attitude to the languages and cultures of their native and other countries, teachers were sent to language courses and internships to leading universities in the country and abroad, and were also able to increase their linguistic and cultural and professional levels at foreign universities (Czech Republic, France, Great Britain, UK, Spain).

Within the framework of the research teachers have organized contests of masters of artistic reading and knowledge of the works of famous poets and writers; writing essays; contests of translators, debates, round tables dedicated to the problems of multilingual education; meetings with scientists and teachers of foreign universities; literary and musical evenings among students. Language departments held various events aimed at developing and improving the linguistic training of students. Particularly interesting for students were events dedicated to the Day of Languages of the people of Kazakhstan and the contests of readers “Abay readings”, “Pushkin readings”, “Shakespeare readings” (based on the materials of Russian, Kazakh and English).

Further, the teachers of our university implemented the “My World” Universal program, including value-oriented substantial blocks (“Myself”, “My Activity”, “Me and Others”, “Culture and Me”), reflecting the implementation of the diversity of cultural practice (practices of multilingual communication, practice of cultural identification, practice of freedom of choice, practice of expanding student resources)

The main goal of the universal program “My World” was the disclosure of the characteristics of the national values of the Russian, Kazakh, French and English peoples, the knowledge of which contributes to the formation of a valuable attitude to the studied cultures and languages, a deeper understanding of their own national affiliation. The developed program reflects the pedagogical vector - an axiological orientation; organizational and methodological characteristics i.e. elements of cross-cultural communication; the norms and models of behavior, hobbies and cultural preferences of these countries. The program was universal, as it implied the implementation of a whole set of tasks, covered future specialists of various specialties, was used in audit and extracurricular activities, in language and integrated classes.

The implementation of the universal program took place according to four value-oriented content blocks. The tasks were aimed at reproducing and understanding the material read, the development of linguistic interpretation and discussion of axiological information, the formation of the skills of expressing reasoned judgments, and upholding their own point of view.

The “Myself” block is aimed at expanding the sphere of self-knowledge, the student’s self-identification, deepening knowledge about himself as a representative of a multicultural society, assigning students to socially developed values based on axiological ideas and values of education. Within the framework of this block, the construction of the “Road map” of targeted guidelines, the development of the collage “Linguistic Picture of the World”, a complex of metacognitive exercises that prepare students for independent study of languages, the training “Successful self-presentation of the multilingual personality” were used.

The tasks of the “Myself” block were aimed at the independent search for information, the identification of key information, conceptual supports, the formation of linguistic and cultural-oriented guesses, mastering the rules of speech etiquette. So, for example, students:

-determined the theme of films, reports on constructing models of future life and activity, revealed cultural and personality-oriented problems of texts;

- made up the vocabulary in the form of a thematically connected lexical chain in three or more languages (for example: “Unification of cultural values”, “Internationalization of higher education within the framework of the international educational space”, “National stereotypes”, “Equality of priority in learning languages”);

- developed a glossary on different topics in three or more languages (for example: “Education as a value”, “Work, professional activity as a value”, “Family as a value”, “Love, friendship, communication as a value”, “Leisure as a value”);

- made an overview of information sources in three or more languages (for example: “Competent specialist of the international level: substantive characteristics”, “Globalization of peace and multilingualism”, “Professions of the future”.

- analyzed sites in three or more languages for the presence of articles on the following topics in order to compile a portrait of a national hero, determine national stereotypes (for example: “National stereotypes”, “National character”, “Outstanding personalities as a national treasure”, “Features of national behavior and communication”);

- analyzed the current issues of dissertation research, Master's work in the field of multilingualism and multiculturalism.

The “Me and Others” block contributes to the formation of constructive speech interaction in the multilingual educational space of the university in the process of symmetrical communication with representatives of a foreign culture.

During the implementation of the “Me and Others” block the skills of choosing the necessary information for the multilingual communication, multicultural interaction were developed, and special situations of choice were created within the framework of the multilingual and multicultural topics; activities were organized to compare and analyze the national values; creative-master’s “Interference of contacting languages”, “Speech melodies of Kazakh, Russian, English and French languages”, “Obstacles of the multicultural worldview” were carried out. The communicative and oriented tasks of this program were aimed at mastering students the skills of cross-cultural interaction.

So, students:

- compared biblical phraseological units originated in Russian, French, Kazakh, English cultures, found similarities and differences; commented on the use of Proper Nouns with support on different-language contexts, determined their symbolic meaning;

- compared the methods of transmitting information from the perspective of different cultures in different languages, gave examples; stereotypical formulas that were used by carriers of different linguistic cultures; lexical behavior regulators;

- worked with proverbs, identifying the following elements in them: proverbial translation, interpretation, i.e. a brief description of the situation simulated in this saying; etymological characteristics of the proverbs, etc.

The “Culture and Me” block is dedicated to the expansion of a value-semantic sphere of the student, the disclosure of his resources in the application of the assimilated values in the cultural world, their distribution and transfer to other subjects in the framework of the integration of cultures and cultural values, the prediction of models of future life and activity in multicultural and a multilingual society.

For example, students:

- determined the cultural and historical meanings of words and expressions, explained the mechanism of their formation; analyzed the influence of images, facts and events on the appearance of national symbols (students were given some tasks, for example: Tell us what do you know about the following names representing the national treasure of countries? Comment on the events that are discussed in the proposed contexts, symbols)

- discussed the cultural cases of a biographical, historical, creative, sociological, political character; carried out master classes on the topics “National stereotypes”, “Unification of cultural values”, “Dialogue or conflict of cultures”;

- pointed out differences between individual phenomena in different languages (Russian, French, Kazakh, English) making a selection of phenomena of socio-cultural, cultural and historical significance (language stereotypes in different languages);
- implemented a contrasting analysis of linguistic and cultural phenomena in different languages (e.g. expressions of speech etiquette);
- carried out a comparative analysis of texts in different languages in order to determine phraseological units that arose in certain historical situations.

The “My Activity” block develops the ability to act in various multicultural situations, which contributes to the consolidation of assimilated knowledge, values, understanding and interpretation of them in a multicultural and multilingual society, the transformation of the subject within the boundaries of socially developed values and educational regulators. Teachers of English conducted round tables, press conferences, discussions, debates, integrated classes on certain topics, multilingual projects on the topics “Higher education and language practice”, “Language and cultural portfolio”, “Multilingualism is the basis of a competitive person”.

The textual speech situations involved the implementation of the student’s speech activity at the reproductive level: work with text blanks, analysis of media texts expressing the attitude to different points of view on the same multilingual phenomenon, compilation of the dictionary of aphorisms, phraseological units, proverbs and sayings on certain topics in three or more languages. These situations oriented the student on speech interaction, enriched his communicative skills, allowed to form the necessary and sufficient language base for the student’s value self-determination.

In the process of cross-cultural communication, facts, phenomena, and events were analyzed, compared, and results were summed up. It is important to note that in the process of implementing these tasks, students tried not only to use their native and foreign languages to indicate their position, argumentation, belief, but, based on the analyzed materials, spoke from the position of native speakers, responding to such questions as: 1) How would you determine the concept of national idea? Why do people attach particular importance to it, especially in the modern era of globalization? What is a Russian national idea? 2) The national treasure is ... citizens of the country? Economic benefits? Language and historical monuments? History of the country and geography? or something different? The discussion process was characterized by a high degree of intensity of communication between participants, the exchange of opinions, a change and a variety of techniques, logical conclusions.

At the same time, University teachers organized such forms of work as drawing up the tables “I know. I want to know. I can”, “Language is ...”; watching and discussing the films “Koshpendi” (“Nomad”, a joint Kazakh-French film), “Kyz Zhibek”; analysis of books dedicated to famous people; the blitz-survey “My ideal”; a philosophical cafe (some participants set out their thoughts both in their native language and in English, Russian, French, others played the role of translators); a round table; the methods of “Association” and “Complete the phrase”; creation of presentations: “My value creativity”, “Hierarchy of personal values”, “Hobbies of youth of different countries”, etc.

For the successful implementation of international activities, teachers underwent advanced training and internships in foreign partner universities, developed new courses, programs and educational materials with them, open joint programs, participate in seminars, conferences, gave lectures and conducted seminars.

For five years, foreign languages in the relevant areas of training at the University have been taught by foreign specialists – native speakers. In the framework of international activities schools of language and culture, tent camps, expeditions, forums, diplomacy schools, conferences and other forms of cooperation were organized for students.

The focus of the university to strengthen its own reputation and internationalization of education occurs due to interaction with the world scientific community. The university actively promotes higher national education, strengthen the positions of the national language and culture through the active development of international cooperation in the educational and scientific fields, and also creates the conditions for the effective study of foreign languages with representatives of another culture, which determine the success of the student’s integration into the world community and the optimality of the achievement of life and professional goals.

The teachers of the university conducted diagnostic procedures (methodology “Psychological culture of the individual” (O.I. Motkov); “Survey of Multilingualism”; questionnaire of communicative tolerance (V.V. Boyko); test “I am a citizen”; test “What is your nationality?”),

aimed at identifying a conscious idea of oneself as a representative of a multicultural society and knowledge about the national traditions of his country and other peoples of the world.

To conduct the experiment Survey of Multilingualism was carried out, which includes 19 issues related to multilingualism. It was determined that students study their native language from birth, the first foreign language from school, and the second foreign language from the university. It is worth noting that not all respondents speak the second foreign language, which was most often found in specialties not related to the relevant study of foreign languages.

A foreign language was pointed out as an obligatory discipline by 63 % of respondents; 87 % of students would choose English as their first foreign language. The most common answers were also "German" (68 %), "French" (48 %), "Spanish" (24 %), Arabic (12 %). The students preferred less common languages as a second foreign language: "Chinese" (74 %), "Japanese" (63 %), as well as Armenian, Tatar, Bashkir, Belarusian and others.

When answering the question "What is a foreign language for you?", students' opinions were: "just an academic discipline" – 38 %, "one of the interesting disciplines" – 41 %, "hobby" – 10 %, "the possibility of expanding the circle of communication" – 10 %, "professional future" – 1 %. Students see the main goal of learning foreign languages in obtaining a diploma of higher education (73 %) and communication while traveling abroad (62 %). If learning a foreign language was optional, then 72% of respondents would not learn it. Only 21 % of the experiment participants took part in multilingual educational projects with peers of different nationalities.

Not all students were able to assess their level of knowledge of a foreign language: 28 % of students speak the first language at a high level, 42 % – at an average level, 30 % of students – at a low level; not all participants in the experiment speak the second language, but their knowledge was rated as medium – 39 %, and low – 61 % of respondents. The number of foreign language lessons per week varies from 1 to 3 times. In most cases, they study foreign languages 1 (69 %) and 2 (21 %) times a week. Students are not ready to set aside a lot of time for learning a foreign language: 47 % of respondents consider 45 minutes sufficient, and only 12 % chose 1.5 hours. Among the difficulties in learning foreign languages, students noted the language barrier (64 %), insufficient knowledge (48 %), lack of real language practice (38 %).

By mastering foreign languages, students set several goals (presented in ranked order). According to the respondents, knowledge of foreign languages is a necessary criteria for participation in multilingual educational projects.

In students' opinion multilingual education as a learning process associated with mastering several languages, as well as interacting with foreigners in their specialty. The participants of the experiment consider the values of multilingual education as science, knowledge, language, culture of the country, cross-cultural communication, multilingual personality.

The general level of communicative tolerance of students, revealed during the implementation of the questionnaire of communicative tolerance (V.V. Boyko), is close to the average, but in most answers a low level was revealed (in 39 % of respondents). It was determined that students do not want to accept the individual characteristics of representatives of other cultures in different situations of communication – 31 %; use themselves as a standard of a multicultural society – 19 % of respondents; are pessimistic in assessing themselves as a representative of their native culture – 36 %; insufficient level of flexibility of communicative and cultural outlook was revealed in 39% of respondents.

The characteristics of a student as a social and communicative personality were composed of the following qualities: openness to communication (64 %), seriousness (38 %), cheerfulness (72 %), sensitivity (39 %), rationality (58 %), desire to work in a team (47 %), independence (59 %), self-control (41 %), impulsiveness (29 %), logical thinking (56 %), emotional stability (37 %). Students master the strategy of speech behavior, are able to present themselves in situations familiar to them; perceive the general content of a foreign culture; are able to play the role of a mediator and implement the strategy of speech cooperation in a multicultural society; not ready for intercultural dialogue in an unfamiliar situation of verbal communication.

One of the significant indicators of a student's self-development in the aspect of a multicultural society is the readiness to plan life and realize their own destiny. Thus, students are not quite organized, time planning is a difficulty for most of them (64 %). When solving situations for planning their time in the present or with a future perspective, 78 % of respondents encountered difficulty (difficulty in choosing, lack of vision of prospects, subjective assessment of opportunities or underestimation of them).



In particular, when performing an important task, students do not have a reserve of time for urgent matters. One of the tasks for the students was to develop a form of planning their affairs for the week, month, year. 39% of the respondents were able to cope with the task, the rest faced difficulties in long-term planning, which confirms the lack of rational use of time resources by the participants in the experiment. In the context of planning, in general, students showed the following qualities: they prefer to shift the matter to someone else – 55 %; indecisive in making a decision – 49%; unable to rely on their experience – 62 %; ignore the advice of others – 73 %. Of those surveyed, 63 % are unable to plan successfully their life activities due to the expectation of criticism or praise.

In order to determine the value of the information being studied, we conducted classes using the “Interview” method on the problems: “Do I need to get a higher education?”, “Educational system of Great Britain”, “Youth of different countries about higher education”, “Youth of different countries about higher education”. Students composed a language portfolio of self-development and self-actualization, a cultural portfolio “My family is my castle”, as well as carried out scientific projects in different languages on the topics “Love in culture and language”, “Friendship in culture and language”, “Love in French linguistic culture”, “Friendship in French culture and French language”.

When teaching a foreign language to students of Kazakhstan, it is recommended to use elements of English, Russian, Kazakh culture, for example, to introduce folk holidays, traditions, customs in a foreign language. When performing project work, the student gradually selects a topic from the proposed list, then collects information, makes a presentation, comments, explains, and, if possible, dramatizes. For example, the national holiday Nauryz. The student chose this topic, studied the history of the issue and the existing various versions (Table 1). The teacher has developed the assessment criteria for this type of work:

**Table 1.** Evaluation criterion for students' project activities

Stages of project activity	Types of activity	Score up to 100 points
Preparatory	Selecting a topic from the proposed list: Muslim and Slavonic holidays (Maslenitsa, Nauryz, Halloween, Kurban ait, Tatyana's Day, etc.)	-
Search	Search for information in the literature; vocabulary work	30
Analytical	Explanation of the meaning of the holiday; a recipe for preparing national dishes	30
Practical	Preparation of Kazakh national dishes (beshbarmak, nauryz kozhe, bauyrsak, kazy-karta, etc., holding national games (kokpar, kyz kuu, altybakan, etc.), accompaniment with poems and songs	30
Presentational	Video film about the Nauryz holiday	10
Control and evaluation	Author's speech, students' comments, lecturer's conclusion	-

The project method allows the teacher to interest students and helps to achieve a high level of involvement, it interests students not only at the informational but also at the organizational level. It can be implemented both in a group format and individually. In both cases, the student performs a large amount of independent work, during which the studied material is fixed and systematized; the accumulated information from other areas of knowledge and the student's inner potential is revealed; his organizational and leadership qualities are manifested.

The complex of speech situations was used at the lessons (“Values of the peoples of the world”, “Cultural originality and identity”, “The world of a multicultural society”, “Countries, languages, cultures”, “In the country of national values”, etc.), and their scenarios were developed with taking into account the level of language training of students, their value orientations in a multicultural society, as well as the experience of international interaction. An example of one of these activities was the interactive game “Polyglot” conducted by the teachers of English.

The “Week of the English Language” contributed to the expansion of the experience of speech interaction in the native and foreign languages. The program included: the contest of translators “The best translators”, the Brain Ring “Do you know...”, the intellectual game “Language learning Quiz”, the contest of readers based on the works of W. Shakespeare “Shakespeare's readings”, as well as the musical evening “My music - my soul”. Most of the competitions were held in three languages, promoting the policy of trinity of languages.

To organize speech interaction in a multilingual educational space, we organized a students’ scientific conference “Value self-determination of a student in a multicultural society”. The purpose of the conference was to provide an opportunity for students to participate in scientific events, improve their knowledge of a foreign language, and form the need for the study of foreign languages. Discussion of the reports at the sections made it possible to organize cross-cultural communication between the participants of the conference, verbal interaction with representatives of different cultures, as well as to build a strategy for international cooperation based on a valuable attitude to the culture of the peoples of the world.

As part of the experiment we conducted the festival “Days of culture of ethnic groups”. The Festival was attended by students, teachers, invited guests (representatives of the ethnic groups), as well as those wishing to get acquainted with the values and cultures of other nationalities. The opening of the Festival was marked as “Language is the soul of the nation”, which was held in the form of a literary and musical contest among representatives of different nationalities. In this contest aimed at promoting the unity of the peoples of Kazakhstan, students of different nationalities showed their talents.

During the ceremony of holidays dedicated to a particular culture, exhibitions of decorative and applied arts were organized at the university. Thus, the “Day of Armenian Culture” allowed the participants to get acquainted with the works of Armenian artisans, the exposition of which was complemented by stands and materials telling about Armenian writing, architecture, folk art, folklore, and music.

Within the framework of the Festival, we organized creative competitions among students, literary and musical evenings, book exhibitions, exhibitions of national clothes, national dishes, meetings of representatives of ethno-cultural associations with students. An important component of the Festival was the exhibition “Kazakh Tanu”, aimed at getting acquainted with the culture, traditions and customs of the Kazakh people.

Particular attention was paid to work with representatives of the Assembly of the Peoples of Kazakhstan, meetings were held on an ongoing basis with the members of ethno-cultural associations of the region. Such meetings were aimed at the formation of a tolerant consciousness among students and the development of cross-cultural communication, strengthening the sense of unity and harmony.

In order to identify the assimilated values, the Republican Multilingual Olympiad was organized on the value perception of the cultures of the Russian, Kazakh and English languages. The main goal of the Olympiad was to support the idea of multilingualism, increase motivation for learning foreign languages, expand the sociocultural, linguistic and communicative competencies of students.

The Olympiad was held in 3 rounds:

- the first round consisted of three parts and was focused on revealing knowledge of the language: a) listening – in 30 minutes the participants of the Olympiad had to listen to authentic texts in a foreign language and complete tasks following them; b) lexical and grammar test – participants had to complete test tasks in three languages (Kazakh, Russian and English) to determine the level of formation of their linguistic competence; c) speaking - the participants had to speak on the proposed topic in three languages: spontaneous speech was assessed in three languages;

- the second round included a presentation of the participants of the Olympiad of the culture of a certain people in three languages with a description of their traditions, customs, lifestyle features, values, etc.;

- the third round immersed students in real situations of cross-cultural communication, in which they had to show respect for the culture of a certain representative of a multicultural society, communicate with him, discuss a certain topic.

Based on the results of the Olympiad, we can say with confidence that the students showed a sufficient level of knowledge of Kazakh, Russian and English, a meaningful value perception of the cultures of the peoples of the world, as well as the ability to identify themselves as a subject of a multicultural society.

As a result of the experimental work, positive changes were observed in the student's value self-determination on the basis of a multilingual culture, which contributed to the competent identification of students; in-depth analysis and comparison of the facts of foreign and native cultures; fast and flexible orientation in the conditions of cross-cultural and inter-lingual communication; recognition and understanding of vocabulary with a national-cultural component; organization of their speech behavior in accordance with the situational norms.

To identify the dynamics of quantitative data for each indicator of the motivational criterion of the student's value self-determination on the basis of multilingual culture, generalized data were taken and the chi-square test was calculated (Tables 4, 5, 6).

**Table 4.** The dynamics of the student's value self-determination on the basis of multilingual culture (according to the motivational criterion)

Stages of experimental work	Levels of value self-determination of a student		
	low	average	high
1	2	3	4
An indicator of the motivational criterion: An emotional-valuable attitude to the perception of the cultural and linguistic diversity of the world			
Ascertaining	29,7	62,2	8,1
Verification	6,1	18,6	75,3

According to this indicator of the motivational criterion of the student's value self-determination, theoretical frequencies in terms of the level of formation of the studied phenomenon were: 17,9 (low), 40,4 (average), 41,7 (high). Level dynamics is observed at all levels: at a low level  $\chi^2$  observ. = 7,77877095, at an average level – 11,76336634, at a high level– 27,07338129, taking into account the fact that the critical meaning of the criterion  $\chi^2 = 5,99$ , the differences in frequencies can be considered reliable, since the obtained empirical values are higher than the critical. Meaning of  $\chi^2$  observ. = 46,61551858 confirms the dynamics of the level of formation of the student's value self-determination in terms of “An emotional-valuable attitude to the perception of the cultural and linguistic diversity of the world”.

Comparing the empirical data for this indicator of the student's value self-determination according to the motivational criterion, it was revealed that theoretical frequencies were: 13,1 (low), 50,15 (average), 36,75 (high). Criterion  $\chi^2$  observ. for each level allowed us to conclude that the criterion values are higher than critical one for the average level ( $\chi^2$  observ. = 8,016001994) and of high level ( $\chi^2$  observ. = 21,87). The meaning of the criterion  $\chi^2$  observ. = 35,14478062, which confirms the positive dynamics of the student's value self-determination on the basis of multilingual culture.

**Table 5.** The dynamics of the student's value self-determination on the basis of multilingual culture (according to the motivational criterion)

Stages of experimental work	Levels of value self-determination of a student		
	low	average	high

1	2	3	4
The indicator of the motivational criterion: Focus on the implementation of productive cross-cultural interaction			
Ascertaining	21,4	70,2	8,4
Verification	4,8	30,1	65,1

This indicator of the student's value self-determination by the motivational criterion has also changed positively according to the results of statistical analysis. Theoretical frequencies at the levels of this indicator were: 12,45 (low), 40,3 (average), 47,25 (high).

Calculation of criterion  $\chi^2$  made it possible to see statistical confirmation of the positive dynamics of each level, but to a greater extent it is noticeable by average ( $\chi^2$  observ. = 19,31538462) and high ( $\chi^2$  observ. = 24,53761905) levels. General meaning of  $\chi^2$  in terms of "Orientation on the search for ways to design a trajectory of personal and professional development" was equal to 46,89095547.

**Table 6.** The dynamics of the student's value self-determination on the basis of multilingual culture (according to the motivational criterion)

Stages of experimental work	Levels of value self-determination of a student		
	low	average	high
1	2	3	4
Motivation criterion: Orientation on the search for ways to design trajectory of personal and professional development			
Ascertaining	18,6	68,2	13,2
Verification	6,3	12,4	81,3

Thus, the dynamics of the level of formation of the student's value self-determination on the basis of multilingual culture confirms the hypothesis of the success of the implementation of the designed process model on the problem under study.

It is worth noting that after the implementation of the developed model, students perceive cultural diversity as the norm of coexistence of cultures in their country and in the world, and realize their place and role in a multicultural society. In the process of cross-cultural interaction, students do not allow speech statements of a negative character regarding representatives of other national or cultural groups, and try to substantiate the fallacy of these statements. In general, the level of socio-cultural competence of students can be assessed as high.

Based on measurements, we established the dynamics of the results of the experience of foreign language communication. At the beginning of the experiment, a high level of experience of foreign language communication was recorded by 28 % of the students, the average level was 45 %, low is 27 %, by the time the experiment was completed, a high level was noted by 55 % (+27) of students, and average by 28 % (-21), low by 17 % (-10) students.

To identify the dynamics of quantitative data for each indicator of the activity criterion of the student's value self-determination on the basis of multilingual culture, generalized data were taken (Tables 7, 8) and the "chi-square" criterion was calculated.

According to this indicator of the student's value self-determination on the activity criterion, statistical analysis made it possible to determine that the positive dynamics was confirmed for all levels of formation of the studied phenomenon. So, the theoretical frequencies were: 17,5 – at a low level, 37,65 – at the middle level, 44,85 – at a high level. Bringing data under the criterion  $\chi^2$  Pierson made it possible to determine the dynamics of empirical data:  $\chi^2$  observ. = 40,73145589.

In addition, a decrease in the average level for this indicator was revealed, ( $\chi^2$  observ. = 15,87788845) and high-level enhancement ( $\chi^2$  observ. = 22,05356745).

**Table 7.** The dynamics of the student's value self-determination on the basis of multilingual culture (according to the activity criterion)

Stages of experimental work	Levels of value self-determination of a student		
	low	average	high
1	2	3	4
Indicator of the activity criterion: Socio-cultural competence			
Ascertaining	24,5	62,1	13,4
Verification	10,5	13,2	76,3

The results of calculations for this indicator of the studied phenomenon made it possible to determine that the theoretical frequencies for each level were: 10,85 (low), 38,45 (average), 50,7 (high). According to the received data, calculation of  $\chi^2$  showed that the positive dynamics of the student's value self-determination for this indicator occurs due to the growth of a high level ( $\chi^2$  observ. = 12,72504931) and decrease in the average level ( $\chi^2$  observ. = 10,35117035). In general, according to the indicator "readiness to choose and build a promising life activity", the dynamics was confirmed ( $\chi^2$  observ. = 25,81377726).

**Table 8.** Dynamics of value self-determination of a student on the basis of multilingual culture (according to the activity criterion)

Stages of experimental work	Levels of value self-determination of a student		
	low	average	high
1	2	3	4
Activity criterion indicator: Readiness to choose and build a promising life activity			
Ascertaining	16,3	58,4	25,3
Verification	5,4	18,5	76,1

A comparative analysis of the data obtained at the ascertaining and verification stages of the experimental work clearly demonstrates the stability of positive results and successful dynamics in all indicators of the student's value self-determination on the basis of multilingual culture, presented by generalized empirical data for each level (Table 9).

## 5. Results

The analysis of the presented generalized data indicates an increase in the number of students with a high level of value self-determination, which characterizes this group as self-determined subjects with a high level of knowledge about themselves as a representative of a multicultural society with a stable idea of the national traditions of their country and other peoples, the orientation and productivity of cross-cultural interaction, high socio-cultural competence. A high level of value self-determination of a student on the basis of multilingual culture indicates a decrease in the number of participants in experimental work with a passive attitude to the perception of the cultural and linguistic diversity of the world, a lack of readiness to design a personal and professional development trajectory.

**Table 9.** Dynamics of student's value self-determination on the basis of multilingual culture, in %

Criterion	Indicator	Ascertaining stage			Verification stage		
		low	average	high	low	average	high
1	2	3	4	5	6	7	8
motivational	emotional-value attitude to the perception of the cultural and linguistic diversity of the world	29,7	62,2	8,1	6,1	18,6	75,3
	focus on the implementation of productive cross-cultural interaction	21,4	70,2	8,4	4,8	30,1	65,1
	Orientation on the search for ways to design a trajectory of personal and professional development	18,6	68,2	13,2	6,3	12,4	81,3
cognitive	knowledge about oneself as a representative of a multicultural society	28,3	50,2	21,5	5,2	30,3	64,5
	ideas about the national traditions of their country and other peoples of the world	34,1	47,4	18,5	7,9	23,5	68,6
activity-oriented	socio-cultural competence	24,5	62,1	13,4	10,5	13,2	76,3
	readiness to choose and build a promising life activity	16,3	58,4	25,3	5,4	18,5	76,1

The qualitative dynamics of the levels of formation of the value self-determination of the student was observed through a conversation with the participants in the experiment. Students were asked questions, the answers to which revealed their value orientations as subjects of a multicultural society.

General results of the implementation of the process model of a student's value self-determination on the basis of multilingual culture are as follows:

- the level of students' knowledge about the peculiarities of national culture, about the value bases of the life of individual and peoples, about cultural values and traditions has increased;
- there is an increase in students' interest in various forms of cross-cultural interaction, the need for verbal communication in native and foreign languages, the emotional atmosphere of communication;
- a certain system of values, ways of communication that correspond to a certain culture has been formed, and the range of skills for regulating relations in a multicultural society has also expanded;
- there is an increase in reflective, analytical and prognostic skills in the aspect of building prospects for further personal and professional development of a student in a multicultural society.

In the context of the phenomenon under study, we saw a positive trend in the growth of the level of value self-determination of a student on the basis of multilingual culture for each criterion and indicator. The most significant result of the diagnostics was an increase in the number of respondents who speak their native language and two foreign languages. Most of the participants in the experiment actively entered into communication with representatives of a different socio-cultural communities, showed a valuable attitude to the phenomena of other cultures.

Thus, the results of the implementation of the process model of a student's value self-determination on the basis of multilingual culture showed a positive dynamics in the phenomenon under study. The experimental work and its main conclusions made it possible to establish the need to stimulate students' interest in identifying themselves in a multicultural society, accepting and manifesting the value orientations of a culturally diverse society, and planning their future in the aspect of a multilingual world community.

## 6. Conclusion

The experiment demonstrated that the multilingual culture becomes a factor of the university students' value self-determination on the basis of multiculturalism, subject to the following pedagogical conditions:

- enrichment with valuable dominants of the content of multilingual education;
- actualization of the potential of the multilingual educational space;
- implementation of cultural and social practices;
- organization of valuable interaction of students and teachers based on the relations of trust, mutual respect, mutual enrichment and tolerance.

The effectiveness of experimental work on the value self-determination of university students on the basis of multilingual culture was confirmed by the data of the formative experiment. A comparative analysis of all stages of the experiment indicates the positive dynamics of the level of formation of the university students' value self-determination on the basis of multilingual culture in accordance with the developed criteria.

The results of the formative experiment prove the efficiency of the highlighted pedagogical conditions that allow to forecast the effectiveness of the process of formation of the university students' value self-determination on the basis of multilingual culture, the effectiveness of the scientific and methodological support of the university students' value self-determination on the basis of multilingual personality in the context of multilingualism and multiculturalism through the actualization of significant concepts in the process of comparing the national-cultural specifics of the studied languages and cultures, determining the significance of the values of the multilingual education, the formation of readiness for multilingual communication and interaction taking into account personal communicative needs and capabilities of university students.

The experiment developed a structural and processing model of value self-determination of university students on the basis of multilingual culture.

The problem of value self-determination of university students on the basis of multilingual culture inevitably gives rise to a problem closely related to it - how to ensure the necessary conditions, determine the effectiveness and real result of research. As a result of the theoretical analysis, we have put forward a hypothesis about the pedagogical conditions of the university students' value self-determination on the basis of multilingual culture, one of which is the formation of a multilingual educational space.

It was concluded that the developed and tested scientific and methodological support of the process of formation of the university students' value self-determination on the basis of multilingual culture acts as a program and technological basis for the improvement of multilingual education.

The study can serve as a promising direction of scientific search related to the development of a cultural approach to the study of the multilingual culture, the study of the axiological potential of the multilingual education, its content, methods and technologies.

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## Appendix 1

### Information about the Center for the Development of Multilingual Education

The structure of the Center is represented by language departments: “Kazakh and Russian languages”, “Foreign languages”.

The purpose of the Center is to organize, regulate and control the process of forming a student value self-determination in the expense of functioning and improvement of the educational process on multilingual education at Zhangir khan West Kazakhstan Agrarian and Technical University.

The main tasks of the Center are:

- improvement of skills of mastering the Kazakh, Russian and English to develop the ability for cross-cultural communication;

- assistance in the preparation of a functionally competent person as a carrier of certain positive value assets capable to develop independently methods for achieving the set targeted guidelines and designing ways to gain value meanings of professional, social and personal being in a multicultural and multilingual society that determine the quality of life and future productive work of the university graduate in transforming world community;

- strengthening the regulatory, material, technical, scientific, educational and methodological support of the multilingual educational space of the university for the effective training of multilingual specialists who have mastered Kazakh, Russian and foreign languages (English).

The main functions of the Center:

- management and control of educational and methodological activities of the "Kazakh and Russian languages" and "Foreign languages" departments;
- participation in the formation of multilingual academic groups, the organization of the educational process in the framework of the value self-determination of students and the control of its quality;
- organization and control of the process of preparing textbooks and educational literature for students of multilingual groups;
- organization of language courses at the University (Kazakh, Russian, English) for students and future multilingual teachers, as well as training seminars, advanced training courses for the teaching staff;
- attracting foreign scientists, specialists, teachers, as well as representatives of foreign companies working in the region, to give lectures and conduct practical classes in the multilingual groups.

## **Appendix 2.**

### **Topics for students' research work**

1. National values
2. Life values and guidelines of modern youth
3. Values and their influence on the formation of personality
4. Features of national culture
5. Outstanding personalities as a national treasure
6. Universal values: concept and essence
7. The value of bread as an important component of human life
8. The quality of life and values of a person
9. Research of values in modern pedagogy
10. The system of national values in Russia
11. The system of national values in Kazakhstan
12. Education as a value
13. Study of the values of modern Kazakhstanis in the context of inter-generation relations
14. Human values as its meaning
15. Moral values of a modern teenager
16. The study of life meanings and value orientations of the elderly
17. Theoretical aspects of the study of value
18. The place and role of values in the life of the individual and society
19. Spiritual and moral values and their influence on the formation of a modern personality
20. The norms and values of modern society
21. In the world of spiritual values
22. The system of family values of Kazakhstan society in modern conditions
23. The problem of values in human life and society
24. Kazakh national traditions and customs
25. Cultural values of America and Kazakhstan