

The Initial State of Educating Future Primary School Teachers in a Multilingual Context

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ABSTRACT

In multilingual countries, a crucial issue is the preparation of future teachers for instructing in one or several additional languages. Proficiency in at least three languages is considered one of the fundamental educational competencies. This could include the second language of the country, the mastery of which contributes to preserving its cultural and linguistic diversity, as well as one or several foreign languages, such as English, which is widely used in international communication amidst the conditions of globalization. Kazakhstan has implemented a trilingual education policy known as the ‘Trinity of Languages’ initiative. It mandates the use of Kazakh, Russian, and English in schools with the aim of fostering national unity, preserving heritage languages, and enhancing global communication skills among students. **The present study** is dedicated to exploring the issue of preparing future teachers of natural sciences for instruction in the context of multilingualism. **The demand for such teachers** is explained by the gradual transition of general education schools in the Republic of Kazakhstan to teaching in three languages Kazakh, Russian and English and studying natural sciences in the primary grades in English. A **future educator** teaching a subject in a second (or foreign) language should possess well-developed communication skills, be able to independently plan lessons considering both language and subject-specific objectives, and teach while fostering the development of students’ knowledge in the subject, academic English language, and higher-order thinking. **The necessity for preparing** such professionals underscores the relevance of the conducted research.

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1. INTRODUCTION

Multilingualism means being able to use several languages in daily life. It helps people connect across different cultures and plays an important role in education, especially in countries like Kazakhstan where many languages are spoken. Based on sociological data, a majority of the global population is multilingual rather

than monolingual [1]. Approximately 70% of people worldwide, to varying extents, are proficient in two or more languages. The increasing prevalence of multilingualism in contemporary society, driven by the impact of globalization, highlights a societal demand for the progression from monolingualism to bilingualism and ultimately to multilingualism [2]. In comparison, countries such as Canada and Singapore have adopted multilingual education policies that balance national identity with global communication. For instance, Singapore integrates English as the medium of instruction while preserving mother tongues, which has enhanced both economic competitiveness and cultural preservation. Kazakhstan's trilingual policy reflects a similar ambition but must adapt its implementation to a unique post-Soviet sociolinguistic landscape.

The European Commission characterizes multilingualism as the "the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day today lives". Multilingualism, as broadly agreed among scholars and institutions like the European Commission, is defined as the ability to use multiple languages regularly across social and professional domains [3]. This study adopts this shared understanding to contextualize the multilingual education policy in Kazakhstan. Considering the varied nature of the term "multilingualism", we find it essential to summarize current definitions of this concept, pinpointing both the shared conceptual foundation and variations in interpretation. The definitions provided by various scholars are outlined in Table 1.

Table 1. Summary of Definitions of Multilingualism from Various Scholars, showing evolution of the concept from sociolinguistic, institutional, and individual perspectives.

| Definition of the Concept | Source |
|---|--------|
| Multilingualism is a prevalent occurrence in contemporary societies, with a significant portion of individuals conversing in more than two languages in their daily lives, often influenced by historical, social, or economic factors. | [4] |
| Multilingualism refers to the ability of societies, institutions, groups, and individuals to regularly interact with more than one language in their daily activities | [5] |
| Multilingualism is defined as a speaker's capacity to communicate proficiently and with native like skill in multiple languages. It is considered a linguistic utopia, stemming from a specific acceptance of linguistic diversity evident in policies, curriculum revisions, and attitudes toward the use of multiple languages. | [6] |

The significance of multilingualism is so crucial that it found expression in the policy documents of the European Commission, where its relevant issues were extensively discussed. The primary document, "The New Framework Strategy for Multilingualism" [4], advocates for a commitment to multilingualism within the European Union and the promotion of multilingualism in European society, the economy, and the Commission itself. This document also highlights the promotion of multilingualism across various sectors, encompassing social, economic, and other domains [5].

Investigated the semantic field of multilingualism within the European Union policy across various time periods, delineating distinct semantic developments based on each era. Depicts Multilingualism, encompassing the "mother tongue" and various domains associated with learning foreign languages. The acquisition of foreign language skills and motivation in this realm contributes to shaping the economic and employment landscape of countries, facilitating increased mobility in employment and the economy. The creation of this model underscores the impact of the Lisbon strategy on language policy and multilingualism, particularly through the delineation of language skills and foreign language proficiency.

As per the European Commission, within European countries, it is common for individuals to be proficient in three languages. This language proficiency enables people to travel between nations for various purposes, including education and professional endeavors. The selected model pertaining to the semantic field of multilingualism is deemed particularly pertinent in the context of shaping Kazakhstan's policy and education system for multilingualism. The "Trinity of Languages" initiative can be viewed as an economic justification for promoting multilingualism policy in Kazakhstan. The introduction of the multilingual education reform within educational establishments presents an opportunity for heightened investment and employment expansion [6]. The central focus in the presented model emphasizes the inclusion of the "mother tongue", which, in the Kazakhstani context, is considered essential when integrating and implementing multilingual education. The

primary objective of the multilingualism policy in Kazakhstan is to foster proficiency in the mother tongue, aiming to enhance knowledge and usage of Kazakh through multilingual education. Simultaneously, significant efforts are directed towards the acquisition of foreign languages, with Kazakhstan actively working on the development of foreign language learning. This involves the implementation and practice of various learning methods, the cultivation of language skills, and recognizing the importance of using foreign languages [7].

2. LITERATURE REVIEW

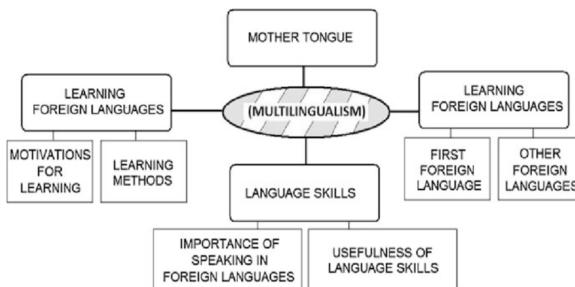


Figure 1. Semantic field of multilingualism in EULMP, highlighting how multilingualism relates to mother tongue, foreign language learning, and socio-economic mobility in policy contexts

Thus, According to the European Commission Multilingualism is designated as “a person’s ability to use several languages and the co-existence of different language communities in one geographical area”. Moreover, the Commission’s long-term task is to teach at least two foreign languages and enlarge individual multilingualism because everyone should acquire practical skills on foreign languages including their mother-tongue [1]. Figure 1 The outcome of multilingual education for future educators is the development of students’ multilingual competence, aligning with contemporary trends in education. Multilingualism is a significant characteristic of modern society, and the attainment of Multilingual competence is considered a key requirement for effective human interaction in the contemporary social context. Multilingual competence [2, 8], often alternatively labeled as intercultural [9], cross-cultural [10, 11], or simply cultural competence [12], is a intricate concept with multiple definitions. There is no widely accepted conceptual framework for its operationalization in research, as various definitions exist and no consensus has been reached on a standardized approach to define and measure it [13, 14]. Sue, [15–17] introduced the Tripartite Model of Multicultural Counseling Competencies. However, with subsequent integration of psychological insights, formulated the Multidimensional Model for Developing Cultural Competence (MDCC) [18, 19]. This MDCC comprises three primary dimensions of multicultural competence: specific racial/cultural group perspectives, components of cultural competence, and foci of cultural competence (refer to Figure 2). Each cell in the model signifies a combination of these three major dimensions. The first dimension involves the acknowledgment of race or culture, while the second dimension encompasses the constructs from multicultural counseling competencies, namely knowledge, beliefs, and skills [20, 21]. The focus of the third dimension scrutinizes individual versus organizational systems of analysis. Although the work on multicultural competence typically initiates and concentrates on the individual level [22, 23].

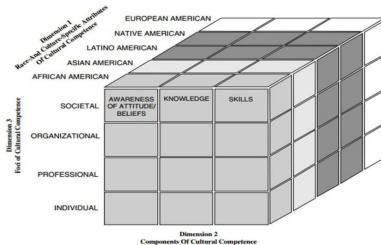


Figure 2. Multidimensional Model for Developing Cultural Competence

Therefore, as per Sue [24], the improvement of multicultural competence in dimension 3 advances in

a coordinated and hierarchical manner, encompassing four primary areas: individual, professional, organizational, and societal levels. Within the scope of our research, a particular attention is paid to the development of multilingual competence among future primary school teachers. [25, 26] define the Multilingual Competence of a future primary school teachers as “a comprehensive personal and professional trait that defines an individual’s capacity to actively engage in the social dynamics of a multicultural society, facilitate intercultural interactions, consider the diverse nature of professional subjects, and employ their characteristics to address pedagogical challenges [27, 28]. Additionally, this quality plays a crucial role in conducting multicultural education for students” [29].

Integrating multilingual training in teacher education supports the Sustainable Development Goals, especially SDG 4 on Quality Education. Enhancing teachers’ ability to teach in Kazakh, Russian, and English promotes inclusive learning, reduces linguistic barriers, and strengthens equitable educational opportunities. This alignment reinforces Kazakhstan’s commitment to sustainable and culturally responsive development.

3. METHODS

After diverse literature reviewing on the issue of fostering multilingual competence of future primary school educators, we contend that proficiency in multiple languages should encompass three key components: cognitive, motivational-value, activity-based. The structural-content model of a teacher’s multicultural competence is presented below Table 2.

Table 2. The Structural Content Model of a Teacher’s Multicultural Competence

| Structural components | General Social Characteristics | Professional Characteristics |
|-----------------------|--|--|
| Cognitive | Knowledge of the core aspects of culture, diversity, and the characteristics of subcultures, as well as their interrelations and dynamics, the nuances and norms of intercultural communication, cultural acceptance and rejection, cultural identity, and the multicultural nature of an individual. Skill to build interpersonal relationships in a multicultural team, taking into account the cultural characteristics of the participants in the interaction. | Knowledge in the field of age, gender, national-religious, and professional cultural characteristics of participants in educational interactions; the ability to identify multicultural characteristics of individuals involved in professional activities and student communities. Psychological knowledge in the realm of pedagogical communication and factors influencing its effectiveness, considering the multicultural composition of students. Knowledge of the causes of intercultural conflicts and the ability to diagnose, prevent and resolve them. Knowledge in the field of worldview and dominant interests characteristic of students of a certain gender and age, for representatives of different ethnic groups and subcultures. Knowledge in the fundamentals of multicultural education for students, constructive-methodological skills selecting and educational content, the ability to organize intercultural interaction among students, and the skill to cultivate their tolerant attitude toward existing cultural differences. |

| Structural components | General Social Characteristics | Professional Characteristics |
|---------------------------|---|--|
| Motivational-value | <p>Recognition of the value of cultural authenticity and the individual uniqueness of a person, acknowledging the uniqueness and equal worth of different cultures and subcultures. Cultural pluralism and a tolerant attitude towards the cultural authenticity of individuals. A genuine interest in representatives of other cultures and a commitment to constructive interaction with them. A desire to anticipate and overcome emerging intercultural conflicts, along with the absence of negative stereotypes in perceiving different cultures.</p> | <p>Valuing students as bearers of cultural uniqueness, recognizing the multiculturalism within the professional environment, and perceiving multiculturalism as a factor that enriches one's personal cultural experience. Interest in the peculiarities of the worldview of representatives of other cultures, focus on the analysis and reflection of their own feelings and relationships. The desire to achieve effective cooperation with colleagues, students and their parents as representatives of another culture, the need to communicate with "others". The desire to provide effective assistance to students in problematic situations related to intercultural differences in the team.</p> |
| Activity-based | <p>Participation in intercultural communication (both spontaneous and organized) and cultural exchange. Taking a stand against instances of intolerance towards cultural differences, manifestations of xenophobia, and chauvinism. Advocating for the principles of equality and dignity for all cultures, asserting the right of every nation and cultural community to affirm and preserve its cultural authenticity, and contributing to ensuring its respect.</p> | <p>Participation in the exchange of pedagogical experience with colleagues with different work experience, adhering to different pedagogical concepts, implementing different methods and technologies of teaching and upbringing. Organizing constructive relationships and collaboration with students' parents, considering their national, age-related, gender, status, and professional affiliations. Acknowledging and incorporating the cultural experiences and cultural uniqueness of students in the construction of educational content. Ensuring effective (engaged and friendly) relationships in a multicultural student community, forming multicultural relationships.</p> |

When preparing a multilingual teacher, it is essential to consider the criteria for advancing multilingual competence. The cognitive criterion for the development of multicultural competence is a comprehensive system of interdisciplinary multicultural knowledge fully mastered at the level of application and creativity. For practical implementation, these components can be integrated into teacher training curricula through CLIL-based workshops, role-playing activities, intercultural case studies, and microteaching sessions that simulate real multilingual classroom settings. Institutions can also embed language immersion modules and mentorship programs guided by multilingual teaching experts to ensure consistent pedagogical exposure. Assessment of the motivational-value sphere of an individual can be conducted through surveys and testing, as well as during individual and group discussions. The awareness and acceptance by students of the socio-professional significance of multicultural values, along with a strong interest in other cultures and a commitment to intercultural

interaction, constitute the motivational-value criterion for the development of multicultural competence. The activity of students in intercultural interactions, the cultural adequacy of their behavior, and the success of their undertaken actions determine the activity-based criterion for the development of multicultural competence in future primary school educators Table 3.

Table 3. Criteria for the development of Multilingual Competence of Future Primary School Educators

| Components | Criteria |
|---------------------------|---|
| Cognitive | <ul style="list-style-type: none"> • Recognition of the significance of multilingual preparation in teaching specialized subjects. • Demonstration of interest and eagerness to acquire professional competencies in multilingual preparation. • Acquiring language skills in multilingual preparation. |
| Motivational-value | <ul style="list-style-type: none"> • The ability to structure the educational procedure in the context of multilingual training. • Knowledge of the essence and specifics of multilingual preparation, including CLIL (Content and Language Integrated Learning) technologies. • Knowledge of the professional content of the educational subject in Kazakh, Russian, and a foreign language. • Didactic foundations of the multilingual preparation of future educators. |
| Activity-based | <ul style="list-style-type: none"> • The ability to plan and organize pedagogical activities in multilingual preparation. • The ability to apply methodological and technological tools in the multilingual preparation of future educators. • Analysis and diagnosis of assessing academic achievements in multilingual preparation. |

Depending on the degree of alignment with cognitive, motivational-value, and activity-based criteria, we identified the following levels of multicultural competence development in students. For example, the cognitive component was assessed through structured questionnaires evaluating students' understanding of multilingual teaching concepts and language integration strategies. The motivational-value component was measured via attitude surveys and reflective essays on intercultural engagement. Meanwhile, the activity-based component was assessed through teaching simulations, classroom participation in multilingual tasks, and performance in intercultural group projects.

A high level reflects a student's strong desire to acquire language and subject competencies, while recognizing the significance of gaining professional skills. This level is characterized by a deep understanding of the essence and necessity of multilingual education, professional content of the subject taught in Kazakh, Russian, and English. The students demonstrate a strong ability to plan and organize the educational process in multilingual preparation and acts rationally in various situations. They are able in analyzing, diagnosing, and evaluating the effectiveness of multilingual education.

At the average level, students possess good knowledge about the essence and significance of multilingual education. They exhibit a consistent interest in learning languages and teaching subjects in a foreign language. There is a readiness to plan and organize the educational process in multilingual preparation. They

can apply methodological and technological tools in organizing the educational process, but sometimes there is a lack of rationality and productivity in the application of certain methodologies.

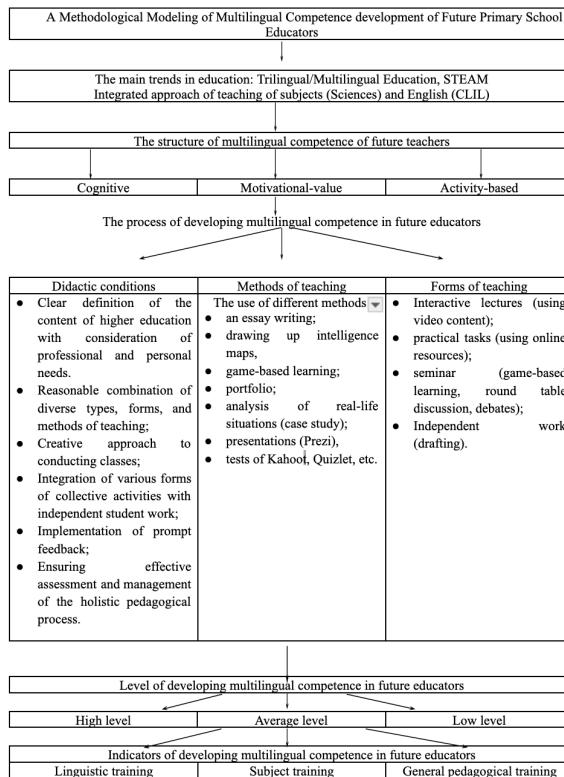


Figure 3. A Methodological Modeling of Multilingual Competence development of Future Primary School Educators

A low level of development of professional competencies in future primary school educators is characterized by an insufficient awareness of the importance of multilingual education. There is a passive attitude towards studying the professional content of the subject taught in Kazakh, Russian, and English. There is an unmotivated approach to the possibility of implementing multilingual education in teaching the subject. The absence of skills in planning and organizing the educational process, as well as applying methodological and technological tools in multilingual preparation for future primary school educators. For example, the cognitive component may be assessed through content-based language quizzes, while the motivational-value component can be gauged using reflective journals on cultural experiences. The activity-based component may include performance tasks such as designing lesson plans that incorporate three languages. Challenges include uneven student language proficiency and lack of teacher training, which can be addressed by scaffolding materials and peer mentoring.

A significant emphasis is placed on the methodological model of the educational process, constituting a comprehensive system that aligns education, self-education, and self-awareness. This involves incorporating efficient methods, models, and technologies into pedagogical practice, as well as monitoring, summarizing, and sharing successful experiences in professional training within the university. The focus of methodological model is to enhance teaching approaches and implement innovative educational technologies Figure 3.

4. RESULTS AND DISCUSSION

The study involved third-year students, specialty "Primary education" of Abai Kazakh National Pedagogical University, studying in groups with instruction in Kazakh, Russian, as well as in multilingual groups, totaling 208 students. The students were asked questions related to the educational policy of implementing trilingual/multilingual education in Kazakhstan [30]. To ascertain the cognitive component of multilingual competence we have devised the following survey in which 3rd year students took part [31–33]. This survey

aims to evaluate students' understanding of the socio-cultural aspects of multilingual competence and gauge their readiness and ability for effective life activities, such as communication and solving socio-cultural communicative tasks, within the context of a multicultural society Table 4.

Table 4. The level of the cognitive component of students' multilingual competence

| No | Questions | Response options | | |
|-----|---|-------------------|---------------------------|-------------|
| | | Option 1 | Option 2 | Option 3 |
| 1. | Do you find your selected teaching profession to be of interest to you? | Yes | No | Hard to say |
| 2. | Are you planning to pursue a career in your profession after completing your studies? | Yes | No | Hard to say |
| 3. | What is your stance on the concept of trilingual education in Kazakhstan? | Support | Against | Hard to say |
| 4. | What are your thoughts on the concept of instructing your subject in English within the school setting? | Support | Against | Hard to say |
| 5. | Are you satisfied with your level of readiness to teach your subject in English at school? | Yes | No | Hard to say |
| 6. | Assess your proficiency in the English language. | High | Average | Low |
| 7. | Are you interested in enhancing your proficiency in the English language? | Yes | No | Hard to say |
| 8. | Have you pursued additional studies in English, such as through clubs, courses? | Yes, all the time | Yes, but not all the time | No |
| 9. | What is your level of readiness to teach your subject in English at school? | High | Average | Low |
| 10. | Do you know the CLIL technology? | Yes | No | Hard to say |

As can be seen from the materials in Table 4, the survey was compiled strictly in accordance with the expected result of our conceptual model of forming multilingual competence of future primary school teachers. The survey consists of 10 questions, the answers of which are focused at diagnosing of a cognitive component of multilingual competence [34–36]. The level of students' motivation towards intercultural interaction in the course of their professional endeavors was gauged based on their alignment or divergence with the provided statements Table 5.

Table 5. The level of the motivational-value component of students' multilingual competence

| No | Statements | Yes | No |
|----|---|-----|----|
| 1. | The higher the cultural diversity of the teaching staff, the faster you can improve your professionalism. | | |
| 2. | The national differences among students can serve as a foundation for fostering interest among students in each other. | | |
| 3. | There are no discernible differences between girls and boys in terms of the criteria they use to choose friends. Therefore, there is no need to pay attention to the gender composition of the student body when fostering positive relationships among students. | | |
| 4. | I don't get annoyed by remarks from senior colleagues – they have more experience, and they may be right. | | |
| 5. | I am interested in the cultural characteristics specific to the families of students. | | |
| 6. | Differences in professional opinions only disrupt and hinder the enhancement of one's professional mastery. | | |

| # | Statements | Yes | No |
|-----|---|-----|----|
| 7. | When communicating with parents, it is important to remember that they are carriers of individual cultural differences. | | |
| 8. | Students should understand and respect each other's cultural peculiarities. | | |
| 9. | Parents can't assist teachers in solving educational tasks in any way. | | |
| 10. | At work, attention should be focused solely on the professional experience of colleagues. | | |
| 11. | When addressing the task of instilling collectivism in children, it is essential to take into account the specific criteria and choices regarding friendships that are inherent to both girls and boys. | | |
| 12. | Senior colleagues often criticize us primarily because we are less experienced, not necessarily because we are genuinely wrong. | | |
| 13. | It is important to consider all cultural peculiarities of colleagues in interactions with them. | | |
| 14. | The national diversity within the students' collective hinders the friendship among students. | | |
| 15. | For me, only the social status of students' families and their "well-being" status. | | |
| 16. | Parents should be involved in addressing certain tasks related to the education and upbringing of their children. | | |
| 17. | Students shouldn't even have to think about cultural differences between them. | | |
| 18. | In school, parents are just parents, and communication with them should be established strictly from the "parent-teacher" perspective. | | |

Agreement with statements "NoNo" 1, 2, 4, 5, 7, 8, 11, 13, 16, and disagreement with statements "NoNo" 3, 6, 9, 10, 12, 14, 15, 17, 18 indicate an interest and a motivation-value attitude towards intercultural interaction in the professional environment [37, 38]. In this case, the number of matches from 1 to 6 corresponds to low interest, from 7 to 12 to average interest, and from 13 to 18 to high interest [39–41]. The level of students' activity-based attitude towards implementing multilingual education of students was determined by their agreement/disagreement with the following statements Table 6:

Table 6. The level of the activity-based component of students' multilingual competence

| # | Statements | Yes | No |
|----|---|-----|----|
| 1. | In school, the primary focus should be on educating students, as well as conducting moral, physical, and aesthetic upbringing. Instilling values within a specific cultural context is the responsibility of parents. | | |
| 2. | Serious preparation in advance is necessary for addressing the tasks of multicultural education of students. | | |
| 3. | The most important aspect is national upbringing, while international upbringing is at the discretion of parents. | | |
| 4. | When organizing multilingual education of students, it is important to take into account the entire national diversity among school students. | | |
| 5. | It is not mandatory to know and consider the socio-economic status features of students' families in multilingual education for school students. | | |
| 6. | Providing children with an understanding of different cultures and shaping a values-based attitude towards them is a crucial task for educators. | | |
| 7. | The content of multilingual education of students should be guided solely by the interests of the state. | | |
| 8. | The implementation of multilingual education of school students does not require any specific special preparation. | | |

(continued on next page)

| No | Statements | Yes | No |
|-----|---|-----|----|
| 9. | Works of national children's literature can serve as an important means of multilingual education of students. | | |
| 10. | Attention to multilingual education should be given both in regular lessons and extracurricular activities. | | |
| 11. | Only age-related differences matter in educational activities, and no other distinctions are significant. | | |
| 12. | When selecting literary means of multilingual education, it is necessary to choose specially written fictional works. | | |
| 13. | Multilingual education of students should be based on the national culture that predominates within the student community. | | |
| 14. | It is essential to consider the socio-economic characteristics of family culture when planning multilingual education for schoolchildren. | | |
| 15. | Literary, artistic, sports, and similar interests of children can determine the content of multilingual education of students. | | |
| 16. | Multilingual education should not be included in the circle of academic tasks; instead, time can be allocated for it in extracurricular activities. | | |
| 17. | When planning educational work, teachers should have an understanding of all the cultural differences among students. | | |
| 18. | Children should be raised in the spirit of internationalism, promoting the equality of people from all nations. | | |

Agreement with statements №№2, 4, 6, 9, 10, 14, 15, 17, 18, and disagreement with statements №№1, 3, 5, 7, 8, 11, 12, 13, 16 indicate an interest and a activity-based attitude towards intercultural interaction in the professional environment [42–45]. In this context, the number of matches from 1 to 6 corresponds to low level, from 7 to 12 to average level, and from 13 to 18 to high level.

Table 7. Diagnostic Findings (%)

| Components | High level | Average level | Low level |
|--------------------|------------|---------------|-----------|
| Cognitive | 41,67 | 55,56 | 2,78 |
| Motivational-value | 46,88 | 37,50 | 15,63 |
| Activity-based | 43,75 | 52,08 | 4,17 |

The Table 7 survey have demonstrated that the cognitive component of multilingual competence is developed among the respondents at an average level of 55.56%. This means that students demonstrate an understanding of the significance of cultural diversity for society and individuals, as well as the presence of ideas about the opportunities associated with this diversity for enriching one's own cultural experience and the necessary communicative and behavioral skills in this context. From the perspective of societal development and peaceful coexistence, linguistic diversity is positively evaluated. However, how this diversity should influence the behavior and activities of individuals is not always understood [46–49].

At the motivational-value level, students achieved the highest score (46.88%). Those with high competence demonstrate well-structured multilingual knowledge, can apply theory to practice, and consistently value cultural diversity and intercultural interaction in both social and professional contexts.

At the activity-based level, the students also exhibited the average outcomes – 52,08%. The outcomes of genuine intercultural interactions among students in a professional context vary in quality, with engagement ranging from active participation and initiative to passivity. In other words, professional-oriented intercultural interaction (activity-based features) is characterized by either insufficient activity or the instability of results.

5. MANAGERIAL IMPLICATIONS

The findings of this study offer several managerial implications for higher education institutions, education policymakers, and teacher training program coordinators in multilingual contexts such as Kazakhstan:

5.1. Curriculum Design and Development

Teacher training institutions should integrate structured modules that address the development of multilingual competence, particularly emphasizing CLIL (Content and Language Integrated Learning) approaches. These modules should embed cognitive, motivational, and activity-based learning strategies to support future teachers' ability to instruct in Kazakh, Russian, and English.

5.2. Professional Development and Capacity Building

University administrators and education authorities should prioritize ongoing professional development programs focused on intercultural communication, multilingual pedagogy, and language integration strategies. Multilingual teacher trainers should be systematically supported through mentorship, language immersion, and peer-coaching frameworks.

5.3. Assessment and Evaluation Systems

To ensure that future educators achieve the required multilingual competence, managerial bodies need to establish clear assessment criteria aligned with the cognitive, motivational, and activity-based components. Implementing formative and summative evaluation tools such as teaching simulations, reflective portfolios, and intercultural communication assessments will help monitor teacher readiness.

6. CONCLUSION

Kazakhstan, as a nation rich in linguistic and cultural diversity, exemplifies the dynamics of multilingualism through the widespread use of Kazakh, Russian, and English. This aligns with global trends, where an estimated 80% of the population is bilingual or trilingual, especially in regions with significant ethnic and cultural heterogeneity. According to the Council of Europe, multilingualism reflects the coexistence of various languages within a society, contributing to its cultural and communicative richness. In this context, the goal of multilingual education particularly for future primary school teachers should be the development of multilingual competence. This includes not only linguistic proficiency but also the ability to navigate and facilitate intercultural communication, address pedagogical challenges in diverse classrooms, and promote inclusive, multicultural education. To realize this vision, policymakers and educators should embed multilingual and intercultural training in teacher education, ensure ongoing professional development, establish clear national standards for multilingual competence, and promote school-level initiatives that celebrate linguistic diversity.

By fostering a structured and inclusive approach to multilingual education, Kazakhstan can strengthen its educational system and better prepare future educators to serve its diverse population. For policymakers, it is crucial to allocate targeted funding for teacher capacity-building in multilingual environments and incentivize schools that adopt inclusive linguistic models. Educators should receive continuous support through professional learning communities focused on multilingualism. Furthermore, curriculum developers are encouraged to design culturally responsive materials in Kazakh, Russian, and English to support language integration at the primary level. The multilingual competence of an educator encompasses a combination of cognitive (multicultural knowledge and theoretical skills), motivational-value (multicultural values, tolerant attitudes, orientations toward intercultural interaction), and activity-based (communication, behavior, and activities in a multilingual society) components.

The structural components of multicultural competence—cognitive, motivational-value, and activity-based—serve as key criteria in its formation. These reflect a teacher's knowledge, attitudes, and behaviors in intercultural settings. The extent to which individuals meet these criteria determines their level of competence: high, medium, or low.

7. DECLARATIONS

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7.2. Author Contributions

Conceptualization: GK; Methodology: DM; Software: GU; Validation: RA and AO; Formal Analysis: ZT; Investigation: DM; Resources: GK; Data Curation: GU; Writing Original Draft Preparation: RA; Writing Review and Editing: AO and ZT; Visualization: GK; All authors, GK, DM, GU, RA, AO and ZT have read and agreed to the published version of the manuscript.

7.3. Data Availability Statement

The data presented in this study are available on request from the corresponding author.

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