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CO-LEARNING OF ENGLISH AND KAZAKH LANGUAGES IN PAVLODAR REGION, KAZAKHSTAN

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In the light of globalization: integrating into the world scientific and academic sphere, providing an academic mobility of students and teaching staff, distributing the European – standard supplement to Diploma, practicing the quality assurance system, joining Eurasian Association of universities, European Association of universities, International Association of higher education institutions, the universities of Kazakhstan took a course to realize Bologna Declaration principles. Drawing from the foreign experience, analysis and assessment thereof, reformation of the education system is an objective historical process, pre-conditioned by the emergence and development of Kazakhstan as a sovereign state which is oriented towards market economy and leads to the social demand of the modern society. Kazakhstan yearns the task of forming a poly-lingual individual that would be capable to participate in an intercultural dialog and adapted to the rapidly changing life conditions. Proficiency in several languages serves as an universal instrument of interrelation between people.

A question occurs why higher education reforming in Kazakhstan does not give an expected feedback to all accepted attempts taken by government, society and people. Under an expected feedback the most reliable languages teaching technologies are meant here. The present paper enlightens the analysis of the new technologies in languages teaching in Pavlodar region and suggests co-learning.

Co-learning of English and Kazakh Languages has particular advantages:

- rising motivation, fostering of cognitive interest of the students;
- developing speech: students' ability to juxtapose, generalize, draw conclusions;
- getting erudition, but also contributing in thoroughly developed, harmonic and intellectual individual forming;
- making students to systematize their knowledge;
- improving rational skills as part of one's individual educational trajectory; etc.

Co-learning experienced with economic faculty students reflects the methods of integrated teaching: active usage of knowledge acquired in the economics courses (involvement of terms, situational problems, derived from the economic disciplines); research (students juxtapose the facts, notions on the same phenomena, events; establish links and correlations between them; apply jointly acquired skills).

keywords: [co-learning](#), [poly-lingual individual](#), [languages](#), [teaching technologies](#).