**DEVELOPMENT OF polylingual CULTURE OF PERSONALITY BY MEANS OF INTERNET COMMUNICATIONS**

In the context of the rapidly developing modern multi-ethnic society, much depends on the systemic formation of interpersonal culture in young people. The importance of understanding by all subjects of the formation of the sign function of culture also increases. In the context of multicultural education, language is not only a means of communication between people, but also an important element in the acquisition, development and storage of culture. Today, the goal of teaching foreign languages ​​in this context is to form a linguistic personality ready for productive activity in a multicultural society.

According to the state program development of education 2011-2020, knowledge of English among the population of Kazakhstan should reach 20%. This was announced in the Address of the Head of State to the people of Kazakhstan dated January 28, 2011. In order to create an innovative, multilingual education model, the number of schools providing education in three languages ​​will increase from 30 to 700. Including the number of schools of the Nazarbayev Intellectual Schools network will expand from 6 to 20. These schools will become the basic platforms for testing a multilingual model education, innovation in education [1].

The goal of multicultural education is to form a person capable of active life in a multinational and multicultural environment with a developed sense of understanding and respect for other cultures, the ability to live in peace and harmony with people of different nationalities, races, beliefs.

The specific objectives of multicultural education stem from this goal:

• Deep and comprehensive mastering of students culture their own people, which is a prerequisite for integration into other cultures;

• Formation of students' ideas about diversity cultures in the world and in Kazakhstan, fostering a positive attitude towards cultural differences that ensure the progress of humanity and the conditions for self-realization of the individual;

• Creating conditions for the integration of students into cultures other nations;

• Development of skills and abilities of productive interaction with carriers of different cultures;

• Educating students in the spirit of peace, tolerance, humane interpersonal communication;

The content of multicultural education must meet the following requirements:

• reflection in the educational material of humanistic ideas;

• information on original unique features in the cultures of the people of Kazakhstan and the world;

• familiarizing students with world culture, understanding the interdependence of countries and peoples in modern conditions, taking into account the globalization process.

Multilingualism is a progressive phenomenon, since it promotes mutual understanding and cooperation of peoples, contributes to the enrichment and development of native languages, and enhances the general culture of man.

The concept of linguistic personality belongs to Yu.N. Karaulov, who asserted that it is impossible to know a language without going beyond its limits, without turning to its creator, its carrier and user, to a specific linguistic personality. In the opinion of this scholar, the structure of a linguistic personality seems to consist of three levels. 1) verbal-semantic, suggesting a normal knowledge of natural language for a carrier, and for the researcher a traditional description of formal means of expressing certain meanings; 2) cognitive, the units of which are concepts, ideas, concepts, which develop for each language individuality into a more or less ordered, more or less systematized “picture of the world”, reflecting a hierarchy of values. The cognitive level of the device of a linguistic personality and its analysis implies the expansion of meaning and the transition to knowledge, and therefore encompasses the intellectual sphere of the personality, giving the researcher a way out through language, through the processes of speaking and understanding - to knowledge, consciousness, human cognition processes; 3) pragmatic, concluding goals, motives, interests, attitudes and internationalism. In the analysis of the linguistic personality, this level provides a logical and conditioned transition from assessments of its speech activity to understanding real activity in the world [2].

Today, the use of information technology is an integral part of everyday life. Students of the new generation rely heavily on technology, using them to gather information in order to stay abreast of social problems and national issues, for interpersonal communication, and also as a way of self-education. Despite the fact that the Internet and e-learning are still not considered as the main component of the teaching of foreign languages, it is also not a fundamental element in classroom instruction.

The low level of technology use is usually due to the fact that the teacher becomes the center of the audience, while the high level of technology use usually contributes to the constructive practice in which students have to collaborate. Teachers need to adapt their classes to take into account useful and universal electronic means, which will improve the quality of lessons in general, create a dynamic learning environment, and promote the development of critical thinking, create a favorable atmosphere for learning a foreign language and meaningful familiarity with the culture of native speakers [3] .

This article examines the role of social communities on the Internet in a wider context of computer communications with the aim of shedding new light on the importance of introducing high-technology e-learning in the development of a multilingual culture of the individual.

Some positive features of using Internet communication in teaching foreign languages ​​should be noted, firstly, studies show the importance of creating a community of learners in educational environments (Macmillan, Chavis, 1986), defining the term “community sense” (interdependence between group members, trust, interactivity). , lack of constraint); secondly, communications of this kind can have a positive attitude of the student towards the student, the student towards the teacher; thirdly, they allow students to express themselves openly, creatively, using a maximum of language means; fourth, the interest of many students in information and communication technologies contributes to increasing motivation when using these means of forming a multilingual culture of an individual.

Facebook is currently the leader among social networks, founded by Mark Zuckerberg and his roommates while studying at Harvard University. According to statistics, the audience of Facebook users is more than 600 million people worldwide.

Facebook page properties allow students and teachers to share links, such as newspaper articles, online videos, or news feeds from a teacher’s blog or a school’s website. Also, Facebook pages have collaboration features, including taking notes and leaving comments. These features allow you to continue studying outside the school.

With regard to security, first of all, to be eligible to subscribe to Facebook, children must be over 13 years old. The creators of this social network guarantee privacy. This kind of protection helps to create an Internet environment where teachers, parents and students, using a convenient form, and the ease of using application pages can connect and share information for free.

For the effective formation and improvement of the multilingual culture of the individual by means of English-speaking Internet communication with representatives of other cultures on the social network Facebook, we offer the following recommendations:

• One of the prerequisites is the registration of the teacher himself, the creation of a group of students, a teacher, and the gathering of a wide circle of English-speaking friends from different cultures who will be happy to assist in language learning and exchange of cultures.

• Preliminary acquaintance with the objectives of class work in a social network promotes intercultural interaction of students and further productive work.

• The center of the created group should be the teacher who will become the guide, will help students to master the Internet communication.

• Participation in dialogues and group discussions will help develop living writing skills.

• Doing exercises during the lessons and consolidating the lessons of homework, students learn to read and develop their skills in understanding authentic texts.

• Watching online videos, news reports on current topics in a foreign language, students can conduct dialogues with representatives of English-speaking countries.

• After the adaptation and the establishment of the first intercultural contacts of students, their communication with native speakers will be auxiliary in teaching each new topic of the English textbook.

• After the end of the lesson, it is preferable to discuss the difficulties, the problem of expressing the thoughts of students in English, interesting language units. A preferred further learning strategy is developed.

• After a successful stage of written communication, you can proceed to voice and video communication using Skype. The following sites can be offered to help teachers in finding partners for video chat: www.sharedtalk.com, www.goldenenglish.ru, www.interpals.net.

Summing up, we note that the role of Internet communication in a foreign language class is multifunctional. First, it serves as a stimulus and subject of communication in a foreign language, ensuring the formation of students' knowledge, as well as the development of their linguistic, communicative and sociocultural competence in the context of intercultural communication, and secondly, directs students to comprehend, analyze and compare conceptual systems of various cultures.

In the conditions of transition to new educational standards, the use of English-language Internet communication is not only possible, but necessary. The information electronic environment can find wide application in the pedagogical activity of teachers and teachers, solving the problem of lack of classroom time that is relevant for many.

Literature:

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