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TO THE QUESTION OF KAZAKH LANGUAGE DEVELOPMENT

Abstract

This article reveals the language situation in the Republic of Kazakhstan in modern society, as well as the use of the Kazakh language at this stage. This article has done a survey among respondents in the Republic of Kazakhstan

Key words: independence, national culture, language policy, ethnic groups, mother tongue

Ключевые слова: независимость, национальная культура, языковая политика, этнические группы, родной язык

The development of the Kazakh language, the revival of national culture and national identity is of great importance for Kazakhstan society. At the time of independence, these issues were key, becoming the basis for the formation of mass political movements that determined the political complexion of the period.

"We must make every effort for the further development of the Kazakh language, which is the main factor uniting all citizens of Kazakhstan," said the President of Kazakhstan NA Nazarbayev [1, 3].

In 1989, on September 22, the Law of the Kazakh SSR "On languages in the Kazakh Soviet Socialist Republic", which defined the status of the Kazakh and Russian languages. Then the concept of "national language" was introduced. In particular, this law states that "the official language of the Kazakh SSR is the Kazakh language", and Russian is the "lingua franca".

Linguistic processes can be attributed to the processes of social, expressing the changes taking place in society. Conducting research in monitor mode allows you to see changes in the dynamics of these processes. At the request of the Department of Development of the Ministry of Culture in c April to July 2015 of the current year it was held the republican sociological survey, which covered all 14 regions, Astana and Almaty. The main objective of this study was to elucidate the current language situation in the Republic of Kazakhstan. In this report, a comparative analysis of the results of research in 2000 and 2015. The main method of empirical data collection was used questionnaire. The total array of sample was 1550 respondents. The structure of the sample is representative of the population of Kazakhstan by gender, age, nationality and professional affiliation. The main objectives of the study were determined on the basis of the need for information on the following aspects of the language situation: the degree of ownership of the Republic of Kazakhstan the state language; degree of familiarity of the population with the legal framework that regulates the language policy in the Republic; the place of the state and other languages in the socio-communicative system of Kazakh society; the nature of the socio-linguistic preferences of the adult population in the matter of basic secondary or tertiary education to children in a particular language.

According to the results of the study revealed that, compared with 2000 in 2015 increased the percentage of respondents who consider their native language Kazakh or Russian languages (Kazakh language - 50.9% in 2000 and 62.6% in 2015, Russian language 37.3% in 2000 and 38.7% in 2015). However, this was due to the decrease in the number of respondents whose native is any other language: 10.8% in 2000 and 8.7% in 2015

What language do you consider native? (at %)

	2000	2015
Kazakh	50,9	62,6
Russian	38,3	33,7
Other	11,8	4,7

According to the study it can be concluded that in Kazakhstan for the period since 2000 has increased the number of people who are fluent in the Kazakh language.

At the time of the survey, about half of respondents adequately speak the state language - 52.2% (39.5% of respondents freely speak, read and write in the national language, 12.7% more freely speak and read in the Kazakh language, but cannot write). 12.9% of respondents know the language at the level of understanding spoken language (7,8% can only be "difficult to explain", and 5.1% understand it, but talk can not). 34.6% of respondents hardly speak Kazakh language (14.5% of respondents know only a few commonly used phrases, 20.1% do not speak the state language). 0.3% of respondents could not answer the question about the level of knowledge of Kazakh language.

Kazakh authorities are hatching ambitious plan, wanting to ensure that by 2020 almost every citizen of this Central Asian country said in the Kazakh language. Recent findings, however, indicate that this target may be too ambitious. [3, 202].

For the normal functioning of the state language has created practically all institutional conditions. This primarily refers to failure only administrative methods of development of the state language. In this connection it is necessary to find other, innovative technologies of language learning, based on motivation. In general, you want to change people's attitude to the state language, their psychology. One of the main obstacles to the active introduction of the Kazakh language in political discourse is the fact that the political elite as the primary working language continues to play Russian.

If in Kazakhstan, the language issue was decided by law, the national language would have long since been introduced in all spheres of public life in Kazakhstan. For the Kazakh language problem is that it is the state language, the demand is low. [2, 4].

It is necessary to establish the fact that, since gaining independence in Kazakhstan much has been done in the area of language policy, adopted the Concept of language policy (1996), the Law "On languages in the Republic of Kazakhstan" (1997), designed and implemented by the State program of functioning and development of languages in the 2001 - 2010 biennium, the program "Trinity of languages".. Language policy in Kazakhstan is primarily aimed at the revival of the Kazakh language, expanding the scope of its application, as well as the preservation of common cultural features of the Russian language and development of languages of the peoples of Kazakhstan. Despite this, the role of the state language de facto performs Russian in Kazakhstan and the Kazakh plays a decorative role. Most of Kazakhstan's population are bilingual. Kazakhstan formed a national type of bilingualism (Kazakh-Russian bilingualism), when the command of the Russian language is widespread among the indigenous population of the republic. Previously, the language situation in Kazakhstan was determined by historical and cultural contacts of Russian and Kazakh people, but now, under present conditions, it is likely to be determined primarily by economic interests. If the economic relations between Kazakhstan and Russia will grow and mature, you will develop and expand an objective need for the Russian language and, therefore, different forms of learning. [5].

The language policy of Kazakhstan is necessary to give priority to further development of regulatory support, expand, deepen terminology and linguistic base of the Kazakh language.

At present, the use of the Kazakh language is hampered by several factors, among them - the low level of development of modern Kazakh language as a whole, the problem of "its capabilities in the mapping of new socio-cultural realities through interaction with other world languages, and using the language of internal capacity." Despite the measures taken can not yet fully implemented the state status of the Kazakh language. The main reason lies in the fact that this status is still only declared but not supported by sufficiently mechanism, which would ensure its widespread study and use. [4, 9].

Knowledge of Kazakh language is a basic condition for inter-ethnic peace and harmony.

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ЛИНГВОСТРАНОВЕДЕНИЕ КАК СРЕДСТВО ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ПРЕПОДАВАНИЯ КИТАЙСКОГО ЯЗЫКА

Аннотация

Язык и культура являются смежными понятиями. Именно поэтому обучение языку должно не только быть направлено на преподавание китайского языка, но также на обучение традиционной и современной культуры Китая, которая отображается в речи, письме, лексике и грамматике. Развивая межкультурную осведомленность студентов, можно улучшить их навыки межкультурного общения, а также повысить эффективность изучения китайского языка.

Ключевые слова: язык и культура, преподавания китайского языка, лингвострановедение, межкультурная коммуникация.

Keywords: language and culture, teaching Chinese language, area study, cross-cultural communication.

Процесс усвоения лингвострановедческого материала имеет огромное значение при изучении иностранного языка. Обучая студентов лингвострановедению, мы замечаем значительное повышение эффективности преподавания иностранного языка, в данном случае китайского. «Язык является частью культуры, он является носителем культуры, а также является фондом культурного развития. Разные языки это ячейки различных культур. Язык представляет собой средство для передачи информации от человека к человеку, который является наиболее важным средством коммуникации и мышления» [1, 65]. «Язык выражает конкретные пути мышления народа» [2,43]. Язык, точнее китайский, являясь важной частью китайской культуры отражает культуру в то же время и глубокое влияние китайской культуры в обучении. Любой язык имеет свою культуру. Благодаря традиционной китайской культуре, форма и звучание китайского языка отличается от других языков мира. Обучение китайскому языку преимущественно должно акцентироваться на преподавании китайского языка, культуре и обучения китайских иероглифов. Поэтому, слияние обучения лингвострановедению в преподавании иностранных языков, не только помогут повысить интерес учащихся к обучению китайского языка, но и улучшить их когнитивные способности.

Обучение китайского языка, как иностранного, является особой формой обучения. Преподавание китайского языка должно быть тесно связано с лингвострановедением. Обмен культурами не только повысят интерес учащихся к обучению китайского языка, но также могут способствовать развитию межкультурной коммуникативной компетенции учащихся и преодолению негативных последствий культурных различий для достижения лучших результатов. Культурный подход поможет преодолеть барьер культурных различий и позволит учащимся ликвидировать психологические барьеры культуры и углубить свои знания, позволять лучше понимать современную жизнь китайского народа, и это приведет к полному пониманию китайского менталитета.

Лингвострановедческий подход будет способствовать повышению интереса обучения учащегося. Интерес-это лучший мотиватор, необходимый в обучении. Обучение лингвострановедению Китая даст возможность учащимся самостоятельно изучать факты и анализировать информацию о культуре, что позволит избежать непонимания культуры Китая.