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On some education problems of children-oralmans: historical background

The article deals with the questions of teaching children-oralmans. The authors of the article consider children of migrants not only as an economic issue, but also as a problem of human rights and political rights. The main issues of oralmans' social adaptation are identified. The most important and key aspects of teaching children - oralmans to languages have been noted by authors. The article reveals the essence of the notion «oralman». Experimental results are presented, which indicate that the second generations of returnees often use Russian or other languages. The authors focus on the national education, which until now has been based on the fundamental knowledge in one language, Kazakh or Russian. In conclusion, the authors conclude that today's priorities are shifted in favor of specialists with knowledge of a foreign language, almost ready to undergo foreign training, including language, capable of rapid adaptation to professional activity.

Keywords: children-oralmans, the concept, foreign language, ethnic Kazakh, status, state, internal and external policy, homeland, repatriates.

Since 1991 more than a million ethnic Kazakhs returned to their homeland and received the status of repatriates, most of them arrived from Uzbekistan and people from China, Mongolia, Turkmenistan, Russia (Table 1, Fig. 1).

Table 1

Information about the number of oralmans (ethnic Kazakhs)

Country of retirement (outcome)	Families	%	People	%
Uzbekistan	176340	62,0	620004	61,6
Mongolia	24712	8,69	117381	11,7
China	43152	15,18	121397	12,1
Turkmenistan	18153	6,38	71857	7,1
Russia	12318	4,33	38073	3,8
Tajikistan	2827	0,99	11812	1,2
Kyrgyzstan	2976	1,05	10004	1,0
Iran	1266	0,45	6329	0,6
Turkey	947	0,33	3585	0,4
Other countries TMT	445	0,16	1145	0,1
Other foreign countries	1225	0,43	4886	0,5
Total	284361	100	1006473	100

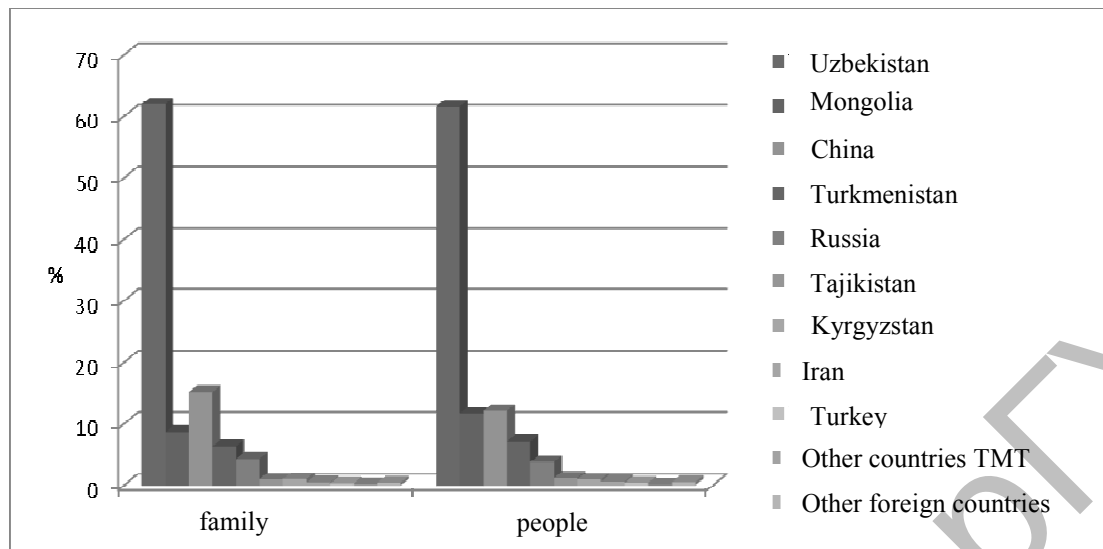


Figure 1. Information about the number of oralmans (ethnic Kazakhs), %

Recall, the Government Resolution No.783 dated July 8, 2014 identified regions for resettlement of oralmans excluding Astana and Almaty.

The largest number of oralmans settled in the South Kazakhstan Region - 21.2 %, Almaty Region - 16.3 %, Mangistau Region - 13 %, Zhambyl Region - 9.4 %, and other regions - 40.1 %.

Of the total number of arrivals, the working age is 55.6 %, children up to 18 years - 39.9 %, and retirees - 4.5 %.

Most oralmans of working age have secondary education (60.8 %), 20.5 % - specialized secondary education, 8.7 % - higher education, and 9.9 % - no education [1].

People with oralman status enjoy all the social benefits provided for in the Law of RK «On migration». With the purpose of adaptation and integration services, in the cities of Aktau, Karaganda and Shymkent, and in the village Aksukent of the South Kazakhstan Region, there are Centers of adaptation and integration of oralmans. Ongoing adaptation programs at the Centers include legal consultation, the State language learning and, if desired, Russian, vocational training, retraining and skills development.

The concept of «oralman» entered the scientific, legal, regulatory and real practice with the attainment of independence by Kazakhstan. Since 1991, the newly formed sovereign republics began to arrive citizens of other countries – the ethnic Kazakhs, who consider Kazakhstan as their historical homeland. This process paralleled the departure from the country of Kazakhstan citizens of other nationalities – Germans, Jews, Russians, Belarusians, Ukrainians, Poles, Moldovans, Chechens and others. In the law of Kazakhstan «On population migration» 13 December 1997, gives the following definition of «oralman»: «...foreigners or stateless persons of Kazakh nationality, permanent resident status at the time of acquisition of sovereignty by the Republic of Kazakhstan beyond its borders and arrived in Kazakhstan for permanent residence.»

Oralmans - ethnic Kazakhs residing permanently at the time of acquisition of sovereignty by the Republic of Kazakhstan beyond its limits, and their children Kazakh nationality, who were born and permanently residing after the acquisition of sovereignty by the Republic of Kazakhstan abroad, arrived (arrived) in the Republic of Kazakhstan for permanent residence in their historical homeland and received (received) the corresponding status in the order established by the Law of the Republic of Kazakhstan «On migration of population» (with changes and additions as 11.07.2016) [2].

The concept of «oralman» (translated in Kazakh means «returning»). In the third quarter of 2017, 2,226 families or 4,297 ethnic Kazakhs arrived in the republic and received the status of oralman. The majority of oralmans - 44.7 % of the profits from the Republic of Uzbekistan, 44.5 % are from China, 3.8 % from Mongolia, 2.7 % from Turkmenistan, 1.8 % from Russia and 2.7 % from other countries (number of people). The largest number of oralmans settled in Almatinskaya - 880 families (1,570 people), South Kazakhstan oblast - 423 families (726 people), Astana - 198 families (293 people), Zhambyl - 135 families (208 people), East Kazakhstan region - 134 families (278 people), Mangistau - 76 families (390 people), Akmola - 69 families (161 people), Kostanay - 66 families (161 people), Almaty - 63 families (97 people), Pavlodar 53 families (152 people) Karagandinskaya - 52 families (89 people), Atyrau - 23 families (44 people), SKO - 20 families (39 people), WKO - 14 families (24 people), Kyzylorda - 11 families (20 people) and Aktobe region 9 fami-

lies (45 people). Persons of working age make up - 63.8 %, younger than able-bodied - 30.8 % and pensioners - 5.4 %. Of the number of oralman of working age, 13 % have higher education, 22.8 % have secondary specialized education, 56.1 % have general secondary education, and 8.1 % have no education.

For 9 months of 2017 720 families or 13 578 ethnic Kazakhs arrived in the republic and received the status of oralman. The majority of oralman - 49 % of the profits from the Republic of Uzbekistan, 39.2 % are from China, 3.7 % from Turkmenistan, 2.6 % from Mongolia, 2 % from Russia and 3.5 % from other countries. The largest number of oralman settled in Almatinskaya - 2,849 families (5,024 people), SKO - 1,668 families (2,707 people), Astana - 599 families (879 people), Zhambyl - 447 families (683 people), East Kazakhstan region - 343 families (683 people), Mangistau oblast - 315 families (1 634 people), Almaty city - 181 families (271 people), Akmolinsk - 171 families (327 people), Karaganda - 165 families (279 people), Kostanay - 133 families 291 people), Pavlodarskaya - 109 families (266 people), Atyrau family - 82 families (143 people), RMS - 72 families (126 people), WKO - 38 families (61 people), Aktyubinsk - 30 families (169 people) and Kyzylordi 18 families (35 people). Persons of working age make up - 66.1 %, younger than able-bodied - 28.1 % and pensioners - 5.8 %. Of the working-age oralman in terms of education level, 12 % have higher education, 24.2 % have secondary specialized education, 55.3 % have general secondary education, 8.5 % have no education.

It should also be noted that the concept «oralman» is not to everyone's taste and in the most part by the repatriates. Especially most of them get a formal civil status, at the same time, they still have not acquired real (normal) socio-economic, socio-cultural and moral-psychological situation inherent to «indigenous» citizens of the Republic of Kazakhstan. Hence, they are not only objectively but also subjectively consider themselves to be largely neglected, and even in your own name. In this regard, such self-designation as «Agayin» (brothers and relatives), «countryman» (otandastar) are considered not successful, because nationals can be members of other ethnic groups. Most importantly, the last two expressions does not have characteristics of strictly scientific term applied simultaneously and in the same sense in many scientific disciplines, whereas the term «oralman» possesses these qualities and is quite a good and accurate concept most adequately Express the socio-economic, civil and proper ethnic status Kazakh returnees to their historical homeland.

In connection with the need for equal access to quality education of children-oralman and identifying the range of problems they faced in school were sociological survey, which were attended by teachers from three regions of Kazakhstan: Zhambyl, South Kazakhstan and East Kazakhstan region.

In the sociological survey involved 611 teachers, among them 329 are working in rural schools, 282 – in the city (Tables 2 and 3). All teachers who participated in the survey work in schools with Kazakh language teaching.

Since more than half of teachers have the higher and first category (Fig. 1 and 2), that is full reason to argue about the reliability of the results of a sociological survey.

Table 2

Data on respondents—the teachers taking part in a sociological survey (village)

The name of the region	Total number of respondents	Category				Class of teaching				
		the higher	I	II	without category	1-4	5-9	10-11	0-9	1-11
Zhambyl oblast	51	2	17	14	18	16	18	3	10	4
South Kazakhstan	213	49	71	75	18	47	75	21	39	29
East Kazakhstan	65	9	32	21	3	19	28	6	6	7
Total	329	60	120	110	39	82	121	30	55	40

Table 3

Information on the respondents-teachers who took part in the sociological survey (city)

The name of the region	Total number of respondents	Category				Class of teaching				
		the higher	I	II	without category	1-4	5-9	10-11	0-9	1-11
Zhambyl oblast	64	15	18	18	13	24	17	4	8	11
South Kazakhstan	143	38	48	46	11	18	29	3	0	57
East Kazakhstan	75	17	28	20	10	16	32	12	13	2
Total	282	70	94	84	34	58	78	19	21	70

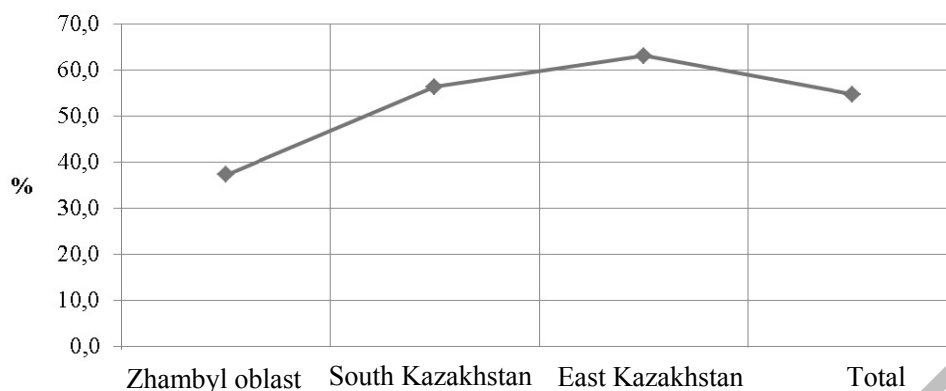


Figure 2. The proportion of teacher-respondents who have the higher and first qualification category (village)

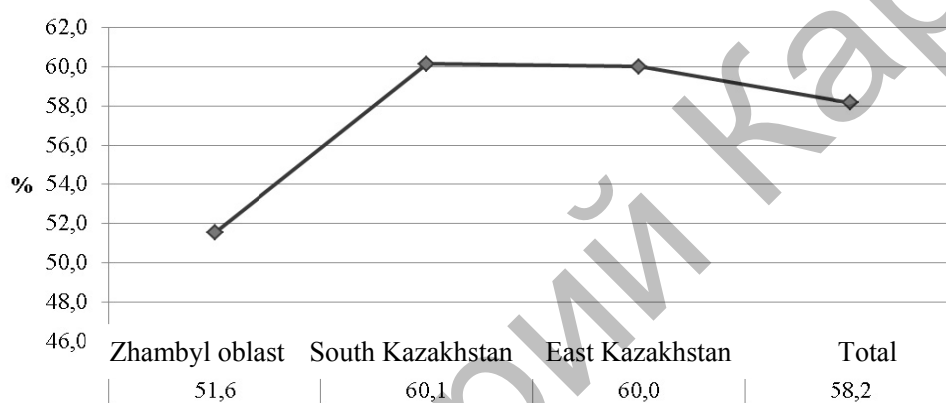


Figure 3. The proportion of teachers-respondents with the higher and first qualification category (city)

So, in the course of the study survey questionnaires there were identified the problem of domestic experience of teaching children of immigrants: the insufficient development of educational strategy in the field of language teaching has a negative impact on the integration of oralman children in the learning process. Therefore, the integration of oralman children in the educational space of Kazakhstan needs special attention both from the government and from the teaching community.

As we already mentioned above the acquisition of the Republic of Kazakhstan's independence led, the mass return of repatriates to their historical homeland. This process especially intensified after the adoption of 26 June 1992 «Law on immigration».

Migration policy and its framework of policy on immigrants is part of the state internal and external policy of Kazakhstan. Institutional and legal framework for regulating migration of the population of the Republic of Kazakhstan and it is possible to imagine around the major institutions responsible for regulation of migration processes in general and processes associated with the phenomenon of repatriates.

According to the Law on Migration oralmans are given certain privileges, compensations, and other types of social assistance:

1) free adaptation and integration services in the centers of adaptation and integration of repatriates, namely:

- providing information and reference services;
- learning the state language, at the request of Russian language;
- training on the history, culture and traditions of Kazakhstan, fundamentals of law and the opening of a small business;
- conducting various cultural events;
- legal aid;
- the provision of translation services;
- assistance in employment, professional training, retraining and raising of qualification;

- assistance in the provision of guaranteed volume of free medical care;
- help in receiving targeted social assistance;
- assistance in the acquisition of Kazakh citizenship and documentation;
- 2) medical assistance in accordance with the legislation of Kazakhstan in the field of health;
- 3) places in schools and pre-schools on an equal basis with citizens of the RK, the possibility of obtaining education in accordance with the allocated quota for admission in educational institutions of the technical and vocational, post-secondary and higher education in the amount determined by the Government of the RK;
- 4) social protection equally with citizens of the RK;
- 5) assistance in employment in accordance with the legislation of the RK.

The information base included the data of statistical reports of the Committee of labor, social protection and migration on the number of repatriates from foreign countries from 1991 to January 1, 2017, the National collection of «Education Statistics of the Republic of Kazakhstan» 1 October 2015, and also materials of periodicals and Internet resources.

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Б.А. Жетписбаева, Ж.О. Жилбаев, Ж.А. Есказинова

Оралман-балаларды оқытудың кейбір мәселелері туралы: сұрақ тарихы

Мақалада авторлар оралман-балаларды оқыту проблемаларын қарастырған. Мигрант-балаларға білім беру тек қана экономикалық мәселе емес, сонымен қатар адам құқығы мен саяси құқық болып табылады. Оралман-балалардың әлеуметтік бейімделуі ең күрделі мәселе, яғни олардың Қазақстанның білім беру жүйесін жете түсіне алмауын жайлы авторлар атап көрсеткен. Сонымен қатар авторлар олардың ең басты маңызды кезеңі ретінде тілдерге оқытудағы кедергілерін мақалада тілге тиек еткен. Бүкіл дүние жүзіне қоныстанғанына қарамастан, «оралман» ұғымы мақалада халықтың этникалық бірліктерін, салт-дәстүрін, тілі мен көптеген ұлттық құндылықтарын сақтап қалғандығын білдіреді. Оралмандардың жас шамасына сай, егер адам есейген сайын күнделікті өмірде қазақ тілін жиі пайдаланатындығын көрсетеді. Авторлар эмпирикалық жолмен қарағанда екінші жас ұрпақтар орыс немесе басқа тілдерді қолданатындығына басты назар аударған. Қазіргі кезеңге дейін отандық білім тек бір тілде, яғни қазақ немесе орыс тілдерінде ғана, білім берумен негізделген. Қазақстанның әлемдік тілдік білім беру кеңістігіне енуіне сай бірнеше тілдерді меңгерген, тәжірибеге бағытталған мамандардың жетіспеушілігін жою болып табылады. Қорыта айтқанда, бүгінгі күні басымдықтар шетел тілін білетін мамандардың іс жүзінде шетелдік тәжірибеден өтуге дайын, лингвистикалық, соның ішінде кәсіби қызметке тез бейімделуге қабілетті адамдардың қатарында болуды талап етуде.

Кілт сөздер: оралман-балалар, концепт, шетел тілі, этникалық қазақ, мәртебе, мемлекет, сыртқы және ішкі саясат, отан, оралмандар.

Б.А. Жетписбаева, Ж.О. Жилбаев, Ж.А. Есказинова

О некоторых проблемах обучения детей-оралманов: история вопроса

В статье рассмотрено образование детей мигрантов не только как экономический вопрос, но и как проблема прав человека и политических прав. Выявлены основные вопросы социальной адаптации детей-оралманов. Отмечены особо важные и ключевые моменты обучения детей-оралманов языком. Раскрыто сущностное понятие «оралман». Представлены экспериментальные результаты, которые указывают, что второе поколение репатриантов чаще применяет русский или другие языки. Основное внимание в работе авторы акцентируют на отечественное образование, которое до настоящего времени основывалось на фундаментальности знаний на одном языке, казахском или русском. Сделаны выводы, что сегодняшние приоритеты смещаются в пользу специалистов со знанием иностранного языка.

ка, практически готовых пройти зарубежную стажировку, в том числе языковую, способных к быстрой адаптации к профессиональной деятельности.

Ключевые слова: дети-оралманы, концепт, иностранный язык, этнический казах, статус, государство, внутренняя и внешняя политика, родина, оралманы.

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