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### **Conditions for development of multilingualism in Kazakhstan**

There is considered some questions about the translation of borrowed words in Kazakh language in this article. Author of the article shows from which languages lexicon was borrowed from and also some ways of code-switching on concrete examples. Analyzing the translations of the borrowed words in Kazakh language, we can prove that a lot of anglicizes are used in Kazakh, Russian languages. The main aim of the work is to study the conditions of multilingualism in Kazakhstani society and try to analyze the ways of holding it.

*Key words:* multilingual, borrowings, multilingualism, community, code-switching.

Today the Republic of Kazakhstan is a multilingual, multiethnic, multicultural and multi — confession-al country, where more than 140 ethnic groups peacefully live. The place and role of Kazakhstan in the world space are defined by its geographical, geopolitical and geo-economic situation and possibilities.

Multilingualism is an effective tool for training young generation in conditions of an interconnected and interdependent world, and is one of the components of the general system of national education, which cannot be seen in isolation from the environment in which it operates and develops.

The modern development of Kazakhstani society and the cardinal sociopolitical and changes have generated the need for the state regulation of language development issues. Language study as one of the main indicators of the population's adaptation to the new sociopolitical and social cultural realities, has now becomes a topical scientific and practical issue. The legal and conceptual basis of this is reflected in all the basic state documents that define a strategic direction for the realization of the language policy in Kazakhstan. So, in 2007 the implementation of the cultural project «The Language Trinity» was begun, according to which the most important three elements of the language policy appeared, providing a worthy conformity to the world standards of development: Kazakh, as a state language; Russian, as the language of interethnic communication; and English, as the necessary condition for successful integration into world educational space [1].

At the same time, learning foreign languages is one of the most important criteria for ensuring practical and professional life activity of a person in a modern multilingual and multicultural globalized world. In this regard, Kazakhstan decided to introduce a foreign language teaching in primary schools with further improvement and development of acquisition of these languages in variational successive structure of educational institutions of basic education, secondary profile education, post-secondary vocational education and higher education. To achieve this goal, the country's universities leading educational activities towards the development and implementation of multilingual education, started a differentiated and specialized training of multilingual teaching staff for schools with advanced study of foreign languages. In higher education institutions of Kazakhstan, leading its activities towards the development of multilingual education, a growing number of professional disciplines, including informatics, computer engineering and software, mathematics, physics, information systems, ecology, economics etc., are taught in multilingual academic groups in English. For purposeful and successful development of multilingualism in a higher educational institution it is necessary to take into account some negative effects that may arise during organization of the multilingual

education. These include: the spontaneous creation of the multilingual education in higher educational institutions; a weak normative-legal data system of these centers; absence or poor facilities and equipment of the higher educational institutions, unable to provide a complete educational-methodical activity of the centers; the lack of a precise program, concept and rules of the centers development and clear view of the planned results of the students and the criteria for their evaluation; growth of spontaneous innovative experiments; educational institutions arbitrary use of foreign training programs and training materials without their correlation with domestic conditions of foreign language teaching due to the lack of common methodological platform for continuing and successive-variational foreign language education and its unified standard support (state-standard and program requirements), and others. Moreover, the problems related to language, culture and structure of the programs shouldn't be laid aside. Among other challenges of the initial phase of multilingualism introduction in higher educational institutions are: different level of language proficiency of students, their lack of confidence in the study of special subjects in a foreign language, a lack of knowledge of teachers in specifically-oriented English. Promising educational objectives of higher educational institutions, which assign primary importance to the multilingualism development are: establishment of university centers of multilingual education, organization of the gradual introduction of multilingual education in special subjects of natural-scientific, engineering-technical, humanitarian- pedagogical directions; gradual formation of multilingual academic groups; improvement of skills and proficiency of the teaching staff and students of the university in three languages in equal degree for simultaneous use in the learning process; organization of free language courses (according to the levels of language proficiency) for the future multilingual teachers; organization of the purposeful training of teachers abroad; organization of academic mobility for the exchange of experience of the teaching staff of the university according to the «Trinity of languages» project; efforts to attract international scholars, professionals, teachers, and representatives of foreign companies operating in the region, to give lectures and conduct practical classes in multilingual groups; assignment of foreign language teachers as advisors in the multilingual study directions of the university; adoption of the newest pedagogical and information technologies of foreign language teaching; stocking of the library funds and electronic base of multilingual educational, methodological, scientific, reference and other literature and multimedia materials; organization of joint creation of textbooks and teaching aids with foreign partners; development of the integrated education programs; preparation of teaching materials for special subjects taught in multilingual groups and etc. No less important are such promising areas as the study of the problems of succession of multilingual education at different levels of the educational system; the study of foreign experience in multilingual education; making up programs of elective courses, optional subject of multilingual direction; use of possibilities of the distance learning technologies; enhancement of interactive telecommunications; creation of the Web environment, and etc.

Multilingual education — is the basis of the multilingual personality formation, whose level of development largely determines the positive personal self-realization in the present conditions of public relations, its competitiveness and social mobility [2].

Foreign experts have also expressed concerns about the premature nature of the introduction of this program. The Director of the Centre for the Study of Central Asia and Kazakhstan of Indiana University (Bloomington, USA) William Fierman said, «In my opinion, in today's Kazakhstan the Kazakh language should be accorded the more essential role, especially in cities, it is necessary to give more attention to the techniques of teaching Kazakh. It is necessary to create good children's telecasts which can raise the interest of the rising generation of all nationalities in the Kazakh language. It is necessary to develop, introduce Kazakh usage in all fields».

According to the Western scholars Dave and Sinnott, in Kazakhstan the so-called «Russianalized cultural space» predominated. According to Suleimenova, «In those conditions there were also shifts in relations between Kazakh and Russian languages when for a part of the population the ethnic, cultural and language identity has appeared formal and knowledge of a native language, passive; when the falling prestige of a native language has to a certain extent led to the falling prestige of the nation, its stories and culture; when part of the Kazakh population began to use Russian for intra-ethnic communication; when the Kazakh language has forced out of the sphere of public, official and business communication; when the principle of parity proclaimed by an official policy in practice has turned into a decrease of 'functional health' and 'communicative capacity' of the Kazakh language» [3].

Substantial reforms are being carried out as part of the implementation of a qualitative transition to instruction in three languages of secondary education. At present there are six «Nazarbayev Intellectual

Schools» with a combined enrolment of 4,000 students and 33 schools with specialized training in three languages «Murager» (Kazakh, Russian and English) with an enrolment of about 5,000 students.

Since 2004, 32 schools have introduced an experiment to study the English language starting from the second grade with two hours per week. In 2011, English was studied from Grade 2 in 115 schools, involving a total contingent of more than 51,000 students. Besides, more than 15,000 children are studying in the Kazakh-Turkish tertiary, where teaching is conducted in four languages: Kazakh, Russian, English and Turkish.

In general, the number of schools offering education in Kazakh, Russian and English is planned to increase from 33 to 700 and the number of «Nazarbayev Intellectual Schools» will be increased from 6 to 20. There is an objective to provide students with electronic textbooks and facilities for e-learning of languages. It is planned to adapt textbooks and teaching aids of British publishers such as Cambridge University Press, Macmillan and Longman; these have been successfully used elsewhere in the world (Malaysia, China, Italy, Finland, Hungary, etc.) for many years. In addition, the format and content of the professional development of teachers is being improved. Centres of teaching excellence, «Nazarbayev Intellectual Schools» and the JSC National Centre for retraining of teachers «Orleu» were created, which will enable more than 125,000 teachers to be reached in five years.

According to the state programs of development, by 2020 100% of tertiary graduates must know the Kazakh language, 90% of the population must know Russian and 20% must know English. Nowadays, the sustainable development of Kazakhstan and the international integration processes, multilingual education programs are in high demand in Kazakhstani education system. This is explained by the high academic mobility of students and practitioners' desire to improve their professional competence and competitiveness in the circumstances of the international integration of Kazakhstan.

Kazakh (96.3%), Russian (51.6%) and English (75.1%) play an important role in the further development of Kazakhstan as a competitive partner in the global community. It should be noted that the percentages indicate a preference of English over Russian. 81.3% of respondents agreed with the statement that English should be taught from Grade 1, which is much higher than the data related to the study of English starting from Grade 2 (52.1%) and Grade 5 (37.2%). The issue of teaching English from Grade 1, which was also considered from the point of view of the successful learning and development of the Kazakh language, revealed both a negative influence (55.5% of respondents believed that learning English from Grade 1 has a negative impact on the assimilation and development of the native language) and positive influence (55.3%), according to the respondents. Overall, 78.9% of respondents agreed with the opinion that support for the English language being a deliberate policy of the state. The policy of the development of three languages was seen positively by the respondents: 70.4% of respondents believed that the development of the three languages will strengthen the position of the Kazakh language and 59.6% believed that the development of three languages will strengthen the position of the English language. However, 59.6% of the respondents expressed concerns about the weakening of the position of the Kazakh language in connection with the development of the three languages and 46.6% of respondents agreed with the opinion that English will replace Kazakh in the future. Regarding the Russian language, 58.8% of respondents did not agree that English will replace the Russian language in the future [4].

Kazakhstan advocates the development of multilingualism in the country: this is evidenced in the result of sociolinguistic research. The language policy of the state, which implies the development of multilingualism and multilingual education in Kazakhstan, finds support among Kazakh youth.

It is recognized that effective language learning is impossible without solving the problems of intercultural communication in a multicultural and multilingual education in modern Kazakhstan. Without knowledge of the mentality of the people whose language you are learning, it is impossible to predict the tactics and strategy of verbal behavior of a native speaker, language achieve comfort, to find a common language with the communicant. Therefore, intercultural communication is to be understood primarily as a search and finding mutual understanding in the process of multi-level communication through the interaction of national consciousness that goes back to the classical idea of W.von Humboldt. That is why modern successful intercultural communication is impossible without cultivating tolerance of other cultures, without striving to meet and to know another culture, and through it — a different language, a different mentality, a different social culture, a different personality, other socio cultural, and another person.

Education — a key aspect of quality assessment and social vitality. The future of a state depends primarily on how and to what extent it is reasonably solved the problems of education. The main objective of the policy of the Republic of Kazakhstan in the field of education — is to raise the level of intellectual ability of the nation. Modern international community has come to realize that from quality and level of education

influence the prospects of development of any country. Need for continuous improvement of the entire system and practice of education, including language, due to the social changes taking place in society. Remain a priority to improve the quality of education and the level of education of the person at all levels of education. In accordance with the «Concept of language policy» in Kazakhstan a document of language policy of Kazakhstan «State program of functioning and development of languages for 2011–2020» developed. It stressed that the development strategy of the languages of Kazakhstan define the following objectives:

- 1) expansion and consolidation of the communicative functions of the Kazakh language;
- 2) preservation of common cultural features of the Russian language;
- 3) development of the languages of ethnic groups living in Kazakhstan.

Languages of all ethnic groups living in Kazakhstan, actively functioning in everyday life, and the Kazakh and Russian — are represented at the level of public use. Great scientific interest, from a scientific point of view, represented and continues to represent Kazakh languages. As carriers of different languages are in constant contact, then there is a constant interaction and language. At the same languages as a means of involving public communication, information storage, means of influence, as part of the social culture of Kazakh [5].

For example, only Kazakhstani people can understand expressions like «All aksakals gather at 10:00 in front of the city main office», «boursaks, shelveki, kazy-karta nicely pleased the eyes», «Slightly have been drunk with kymis in the spring evening, I decided to walk around the aul '! Attention passengers! At the time of Oraza extended time plying the bus route number 13 to 24.00». Languages are subject to socio-economic and socio-political, socio-cultural influences. All socially significant reflected through language and on language. Linguistic science in the new conditions change the priorities «in the direction of operation, semantics, pragmatics, communicative nature of language ... problems of language relations..., language development and language policy at the level of linguistic identity, and at the level of society».

The key to sustainability, understanding ethnic groups of Kazakhstan, the rational development of language, political stability for the modern Kazakh society is the formation of multilingual individuals. A peculiar specificity of linguistic space of Kazakhstan in the new century was active intrusion of English and other foreign languages. There is a process of formation of multilingual individuals, therefore the opportunity to fully explore the phenomenon of multilingualism creates. But weak elaboration mechanism of multilingualism and techniques approach to its study, existing today, create certain obstacles to deliver quality language education.

Therefore, you should look for ways to overcome this contradiction. Some scholars find the language training as good to start it from school, to lead in several languages, for example, Kazakh — the state language — the main language of instruction; then — Russian language and literature — to teach in Russian; mathematics and physics — in English. Such training, in their opinion, is effective for the formation and development of multilingual identity. Practical implementation of such a proposal is already in the practice of teaching in some schools of Kazakhstan. For example, secondary specialized school for gifted children (Shod, Kazakhstan, Karaganda) with the 2007–08 school year is experiential learning in three languages: Kazakh language of instruction of all disciplines; in Russian – Russian language and literature, and, training in these two disciplines in the Kazakh school implemented the program of Russian schools; and since the 2007–08 school year — mathematics, physics, biology; 2009–10 school year — chemistry, geography — are taught in English. Judging by the end result of learning all tertiary graduates go to university, and at UNT (unified national testing) results graduates of this school is much higher than the results of UNT in other schools of the city.

There are clearly shown two main directions in the approach to learning in modern pedagogy:

- 1) modernization of traditional learning in the spirit of effective organization of learning — in this aspect of the educational process focused update on the traditional didactic teaching of reproductive teaching, the concept of education as a «technological» process with concrete results;
- 2) an innovative approach to training, where learning objects are the development of students' opportunities to learn new on the basis of purposeful formation of creative and critical thinking skills. Work on modeling the training, research, modeling some activities, training as an exchange of views, creative discussion related with this approach. Gradually innovative type of training is justified as a new didactic concept. The difference between traditional and innovative learning can be defined as follows: traditional training «is aimed at mastering the rules work in repeating situations», and innovative teaching «involves the development of abilities to work together in new, perhaps unprecedented situations» [6].

American culture as contrasted to Kazakhstani culture is low-context, highly future-oriented, doing, monoactive (monochronic), and individualistic, medium — to low power distance, uncertainty avoidance and masculinity culture. The recognized cultural values lie in achievement, nuclear family, religion («In God We Trust»), democracy.

In America and in Kazakhstan there are different of teaching methodology. Take in the contrastive respect the system of education in Kazakhstan and in USA. With regard of teaching methodology it should be mark the following:

- In the USA. Every academic is responsible for his or her own curriculum, which can either be eccentric, inspiring or boring; a teacher may be joyful, humorous and friendly towards students. At first some Kazakhs and Russians students find this kind of behavior and teaching trivial and unintellectual (not expressing or enjoying mental activity); there are no unified core textbooks for the students to be dependent on;

- In Kazakhstan. Every academic usually has core textbooks which are spoon-fed to the students who are then memorize them for examinations; teachers are more serious, solemn and strict; there are unified core textbooks for the students to be dependent on.

The reading list provided by the lecturer:

- In the USA. When the following question «To read them all or just to read some?» comes into existence, in America, however, you are on your own: everybody should express his own opinion and the teacher should support all discussion;

- In Kazakhstan. The students consider that reading all the books is too difficult for them; but reading some of them means making selections which is also difficult. The teacher or some one will tell you what to do and what not to do, like a child being told by a mother. Students tend to think that only the teacher has the wisdom on the subject, and they therefore think it a waste of time to listen to another student speak in a tutorial class.

About the writing essays and the style of writing and logic of thinking:

- In the USA. An essay in English also requires logical explicitness: what comes before and what comes after in an essay not only has to be logically coherent but also has to be stated explicitly as such. An essay in English is required to be highly structured. Usually, there is an introduction section in which you say what you are going to say. An essay in English also requires logical explicitness: what comes before and what comes after in an essay not only has to be logically coherent but also has to be stated explicitly as such;

- In Kazakhstan. Students in Kazakhstan may find above-listed very repetitive. An essay written by a student in Kazakhstan may be logically coherent but lacks explicit linguistic expressions to connect text together. A teacher marking this kind of essays can easily get lost or confused.

When selecting the content of multicultural education some facts should be considered. They are: socio-cultural context of students (ethnic and religious composition, attitudes and prejudices that dominate the environment, individual interests of students to the problems of a multicultural society in general and certain socio-cultural groups); ethnic and socio-economic characteristics of the region (the reasons of compact residence of ethnic groups, the leading forms of economic activity); changing social and cultural situation in the region, the country, the world (the processes of convergence countries, ethnic and religious groups, the development of conflicts and their causes, cultural expansion and formation of nationalism, etc.); methodological, methodical and personal capabilities as a single teacher, and the entire teaching staff of educational institutions.

Need to take account of socio-cultural perspective in language education dictated by modern realities. Traditionally, Kazakhstan is a bilingual country. But bilingualism of the Soviet period was one-sided, many Kazakhs have forgotten how to communicate in their native language, their own language, they have completely forgotten and consider Russian as their mother tongue. After gaining independence Kazakh language in Kazakhstan declared a state language, and his knowledge is obligatory for citizens of the republic. But in quality of multilingual and bilingual person today does not seem that model, which is focused on our society. Biracial and polylingual person often speaks one of the languages well, and others — his communicative abilities are very limited, and, sadly, many of them do not speak their native language. If we want to aim to generate and educate the ideal multilingual person, who will speak three or more languages equally and freely, we should make innovations in schools and universities of language education. Of course, this will require resolve scientific, methodological, institutional, administrative, social-economic, psychological problems. First of all, should streamline and improve the current bilingualism in any of its variations: Russian-Kazakh and Kazakh-Russian, Kazakh-English, English-Kazakh [7].

Bilingualism should be the basis of any training the third or fourth language.

Native language must be the fundamental, at the main training and formation of multilingual identity. In the future, tertiary graduates must be communicatively competent, must have multicultural personality, that is by far the state, even national goal of Kazakhstan education at all its level.

We want to believe that the unique multicultural and interethnic accord will create all conditions in the Republic for the formation of the state doctrine and the national idea «Kazakhstan — House of Peace and Prosperity».

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### Қазіргі таңда Қазақстандағы мультилингвалды жағдайды дамытуға бағытталған жағдайлар

Мақалада қазіргі қазақ тіліндегі кірме терминдердің аударылу, берілу тәсілдері, жолдары мен қолдану барысы қарастырылды. Авторлар қазіргі кезеңдегі кірме сөздерінің қай тілдерден кіріп жатқанын анықтап, олардың белгілі дәрежеде тұрақтана бастағанын, оларды аудару барысын кірме сөздерінің қолданылу ерекшеліктерін нақты мысалдармен көрсетіп, мультилингвалды жағдайды пысықтап кетті. Жұмыстың басты мақсаты қазақстандық қоғамдағы мультилингвалды жағдайды зерттеп, оның бекіту жолдарын нық ұстау болып табылады.

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### Условия для развития мультилингвизма в современном Казахстане

В статье рассмотрены вопросы переводозаимствованных слов в современном Казахстане. Авторами статьи показаны, из каких языков заимствована лексика, способы передачи заимствованных слов, а также условия развития мультилингвизма в современном Казахстане. Проанализированы переводы заимствованных слов в казахском языке, доказано, что активно используются заимствованные слова с английского языка. Основная цель работы заключается в изучении условий многоязычия в казахстанском обществе и в попытке проанализировать пути его сохранения.

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