

# To The Question of Bilingual Situation in Modern Kazakhstan

R. Tuksaitova, A. Albekova, G. Omarova, R. Zakiraeva

**Abstract-** This article deals with the problem of the language situation in modern Kazakhstan. The authors draw attention to the particular functioning of Kazakh and Russian languages. Interest is the problem of language use in various fields of activity: the field of science, education, the media, in Literature, etc. Due to the multiethnic situation language policy in Kazakhstan is determined to meet the needs of inhabited 130 ethnic groups. Kazakhstan is characterized by the existence of natural bilingualism.

**Keywords-** Bilinguism, Ethnic Groups, Subordinative, Sociocultural.

## I. INTRODUCTION

Every citizen of the Republic of Kazakhstan has the right to use their native language, to choose the language of communication, education, learning and creativity. In 1997, Kazakhstan adopted a law on languages. Article 4 defines the status of the Kazakh language: "The official language of the Republic of Kazakhstan is the Kazakh language. Official language is the language of government, legislation, legal proceedings and paperwork, acting in all spheres of social relations throughout the state." Article 5 defines the status of the Russian language: "In state institutions and local governments along with Kazakh Russian is used." Free choice of the language of communication, training and education is enshrined in Article 6 of the Law on languages. Kazakhstan is a unique state where more than 130 ethnic groups are inhabited. In a situation of multiethnic state language policies in the country must meet the needs of more than 130 ethnic groups of linguocultural community. Language policy priorities of modern Kazakhstan are determined by the commitment to meet the needs of multi-ethnic composition of the population, tailored to linguistic, demographic and political situation and preserve the stability of international relations. In this connection an appropriate legal framework and legal protection of languages operating on the territory of the state, in our case - Kazakh and Russian are required. State support for the functioning and development of languages is provided by the laws and government institutions in the country, and this area of language planning was announced one of the strategic directions of the language policy.

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The state takes care of creating the conditions for learning and language development in Kazakhstan.

## II. LANGUAGE SITUATION

Knowledge of the Kazakh language as the state one should be an important factor in the growth of personal competitiveness of the citizens, career growth and active participation in social and political life. Announced in the basic documents about the status of the Russian language reflects its high demand in Kazakhstan as a carrier of a significant amount of scientific and cultural information. Russian language is the most spoken language in the sociocultural space of the multicultural state, plays the role of consolidating factor capable of uniting all ethnic groups. Historical and cultural situation of contacting the Kazakh, Russian and other languages naturally generates a phenomenon of Kazakh- Russian bilingualism, which is manifested itself in various fields.

The language is characterized by the existence of modern Kazakhstan natural bilingualism. Bilingualism is the subject of attention of many researchers. This is explained not only by the multifaceted challenges of bilingualism, but its real fate depends largely on the state language policy, which unfortunately, does not always take into account the nature of the interaction of cultures and languages of the peoples living in the same territory. The literature discusses general issues of bilingualism from a position of linguistics, psychology, psycholinguistics, sociology. Linguistic typology of bilingualism proposed by E.M. Vereshchagin who identified three types of bilingualism: subordinative, coordinative and medial has considerable interest. According to the author subordinative bilingualism is productive bilingualism in which the speech works turn to be wrong. Productive bilingualism providing generation of correct speech, the author calls coordinative. The third type of productive bilingualism is associated with ethnographic and cultural studies topics, including regional studies aspect [1, 49]. If we talk about the bilingual situation in Kazakhstan, you will notice that it is characterized by two types of productive bilingualism isolated by E.M. Vereshchagin. Subordinative bilingualism can be described as spontaneous, which is usually used in various areas of everyday communication: the market, store, transport and other spheres of public services. By all this success of communication depends on the degree of knowledge of languages - Kazakh and Russian. If communication is conducted in Russian, Kazakh people owning the native language not good enough include the second language speech elements, striving for positive communicative result.



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The second type of bilingualism which generates correct speech is typical for bilinguals with a high degree of bilingualism. In this regard, one can speak of authoritative media languages (both Russian and Kazakh), which is a model for all linguistic literacy. Among politicians such carrier of codified norms is the President of the Republic of Kazakhstan Nursultan Nazarbayev, who owns literary Kazakh and Russian languages equally. In the field of science such an example for many years served well-known philologist M.M. Kopylenko who brilliantly owned by codified Russian and Kazakh languages. Unsurpassed model for imitation are M.M. Auezov's (culturologist and scholar) written and oral texts.

You can talk about different bilingual communicative competence. G.S.Suyunova discusses the factors that contribute to the choice of the Kazakh and Russian languages in different contexts of communication and bilinguals transfer from one language to another. According to the degree of knowledge of languages all Kazakhs bilinguals can be divided into groups. The first group includes the Kazakhs equally fluent in both languages: translators, scientists, linguists, writers- bilinguals. Traditionally, when considering the phenomenon of bilingualism and the question of proficiency levels of language knowledge it stands for reason that bilinguals know better the native language (the second group).

The authors of this article work with students at the university who are characterized by different levels of language proficiency. The teachers observe manifestations of subordinative type of bilingualism. Thus, students graduated from Kazakh school have a good knowledge of the native language. They use the Russian language in everyday communication. During the period of study at a university at Russian lessons they acquire skills in reading, speaking and writing. It should be said about the students who came from Mongolia, China, whose native language is Kazakh, the Russian language is a foreign language, and the problems associated with the study of language lie in a different plane. Methods of teaching Russian language for students in this category are characterized by the following features: 1) all known textbooks on learning phase of Russian for foreign students do not take into account the specifics of the audience, and 2) for this category of students the scientific training stage of the Russian language on the basis of the Kazakh language is necessary, which they almost all speak , and 3) methods of teaching Russian language for such students is of particular lingual and cultural basis: they need through the assimilation of knowledge of Russian history and learn all the other lingual and region knowledge components necessary for language learning. Teachers working with students tend to equate the degree of proficiency in both languages, to form good literary skills of Russian speech. In this situation, the teacher as a carrier of codified Russian language is an authoritative example for students.

An important indicator of the viability of the language is a factor in its use in various fields. Free choice of language learning, formally enshrined in legislation, allows parents to make their own choices and determine the future of children.

Linguistic construction held in Kazakhstan since the adoption of the State program of development and functioning of languages and an Assembly of Kazakhstan as consolidating civil society institution predetermined some changes in the functioning of languages and gave new indicators in the functioning of the state language - the Kazakh language and languages of ethnic groups in Kazakhstan. Recently government agencies, universities and language centers have made huge effort to develop not only Kazakh as the state language, but primarily Russian language and other ethnic groups' languages in Kazakhstan. However, there are two contradictory process characterizing Kazakhstan multicultural society: on the one hand, cross-language communication as a phenomenon of unity of the people, the integration of consolidation in a multiethnic educational and cultural space, on the other hand, communication difficulties arising in the social sphere of Kazakhs living in the villages and not speaking Russian.

If we talk about bilingualism in early childhood education, we should pay attention to the fact that parents tend to identify children in kindergarten in the Kazakh language, which is dictated by their desire to attach the child to the mother tongue. Interestingly the current trend when parents, for whom the Kazakh language is not native, take their children to the kindergarten with the Kazakh language, understanding the necessity of familiarizing the child to a second language. In recent years there has been a significant increase in these children and their desire to learn the Kazakh language. Bilingualism in school education is influenced by several factors, such as social, regional. In regions of the indigenous communities in the Southern and Western Kazakhstan percentage of students in the Kazakh language is 90-95 %. The situation is different in the northern and central Kazakhstan, where the percentage of students in Russian is 65-70%. In the universities of central, eastern and northern regions of Kazakhstan the same pattern as in the schools is noted: a high percentage of young people as a study chose Russian, which is largely due to the ethnic composition of these regions [3]. In schools with Russian language learning program the Kazakh language lessons are provided in all classes. Graduates of secondary school take an exam in the state language, identifying the specific skills of reading, speaking, writing in the Kazakh language. In schools with Kazakh language learning as part of a program Russian language lessons are provided as well aimed at forming complex knowledge and skills in reading, speaking and writing. Therefore the level of knowledge that pupils and students get at secondary and higher schools is not sufficient to talk about the high level of linguistic competence. If we talk about bilingualism in the media, it should be noted that there is free access to information in both languages. For the viewer who wants to be aware of Russian events there are Russian channels broadcast news, various information-analytical, informative, entertaining broadcasts from Russia. There are channels intended for the Kazakh - viewer monolinguals in the broadcast in the Kazakh language.



It must be said that in the telecom space they try to stick to institutionalized forms of "50/50" which allows broadcasting in two languages equally, without prejudice to anyone's interests. Channel selection, program transmission due to both linguistic competence viewer, and its aesthetic, intellectual, cultural preferences. Broadcast also are intended for both Kazakh and Russian-speaking audience. In this situation, TV and radio viewers and listeners are perceived as authoritative media of qualified language.

### III. DISCUSSION AND CONCLUSION

Observations show that in almost all spheres of activity in Kazakhstan for quality skills development and acquiring the status of a successful competitive citizen it is important to know the state of the Kazakh and Russian language skills. At the same time the Russian language plays an important role in business communication language, because knowledge of the Russian language helps to eliminate any communication difficulties in a multiethnic state.

Economic policies of the state, caused by globalization and integration into the world community, identified a number of problems associated with the need to implement the cultural project "Trinity of languages", which focuses on the knowledge of three languages: Kazakh, Russian and English languages. In this regard, Kazakhstan has recently implemented a program of multilingual higher education. This educational program allows students to realize sufficient academic mobility, to join in the global educational environment. Implementation of the principle of academic mobility allows students to expand their educational opportunities, additional education and practical skills in the chosen field, to carry out plans for the continuation of learning. And in this situation of particular relevance is the study of Russian and foreign languages. The university which employs the author of this article implements a variety of educational programs aimed at the implementation of the principle of academic mobility: international links with universities in Russia, Belarus, practical training in the universities of Germany, the USA, Canada and other foreign universities, participation in the international program "Erasmus Mundus" etc. Students have a unique opportunity to expand educational boundaries to join the culture, traditions and national characteristics of other peoples, to deepen their knowledge in human and intellectually. All this is possible if careful study Russian and foreign languages and priorities. With the successful implementation of this project, you can talk about the possibilities of multilingual and multicultural identity, aimed at the successful mastery of language and professional skills necessary in their professional activities.

Thus, in a multilingual environment the language horizons of human are significantly expanded, as mastering the state language, Russian and foreign languages makes a young man competitive and provides high professional qualities demanded in today's labor market.

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