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**КӨЗ КАРАНДЫСЫЗ КАЗАКСТАНДАГЫ КӨП ТИЛДҮҮЛҮК ЖАНА АНЫН
БИЛИМ БЕРҮҮДӨГҮ РОЛУ
МНОГОЯЗЫЧИЕ И ЕГО РОЛЬ В ОБРАЗОВАНИИ
НЕЗАВИСИМОГО КАЗАХСТАНА
MULTILINGUALISM AND ITS ROLE IN THE EDUCATION
OF INDEPENDENT KAZAKHSTAN**

Аннотация: Көп тилдүүлүк – замандын талабы, ал адамдарга билимин, көндүмдөрүн ачууга жана адамдардын ортосундагы өз ара түшүнүшүүнү жакшыртууга жардам берет жана анын негизги критерийлеринин бири- тилдерге ээлик даражасы. Үч тилдүүлүк адамзаттын калыптанышындагы олуттуу тенденция катары эбак эле түшүнүлүп келген. Азыркы убакта бир тилдүү мамлекеттер, элдер бар экенин элестетүү мүмкүн эмес. Көп тилди билүү, маалымат жана инновациялардын эбегейсиз агымы менен чоңураак глобалдык чөйрөгө эшик ачат. Үч тилдүүлүктү туура акылга салып, компетенттүү жана туура киргизүү бизге ар кандай чөйрөдө коммуникативдик ыңгайлашууга мүмкүндүк берет. Этникалык акылмандыкка эч ким күмөн болбойт: «Сен канча тил билсең, ошончо жолу адамсың». Казактын даңктуу акыны, жазуучусу, философу Абай Кунанбаев казактарды орус тилин үйрөнүүгө чакырган. Ал казак улутун дүйнөлүк адабиятка орус тили, орус маданияты аркылуу кошула аларын түшүнгөн.

Аннотация: Полилингвизм– это распоряжение времени, оно помогает людям открывать свои знания, умения, и совершенствовать понимание между людьми, а степень собственности языками – один из его ключевых критериев. Трёхязычие как значительное явление формирования человечества понималось давно. Ныне невозможно представить себе, что где-то ещё существуют страны, люди, что обладали бы единственным языком. Познание многих языков, по существу, раскрывает дверь в большую глобальную сферу с его грандиозным потоком информации и инноваций. Разумное, грамотное и правильное введение трёхязычия даст возможность нам являться коммуникативно – адаптированными в любой среде. Никто не усомнится в этнической мудрости: «Сколько языков ты знаешь – столько раз ты человек». Славный казахский поэт, писатель, философ Абай Кунанбаев в свое время звал казахов учить русский язык. Он понимал, что через русский язык и русскую культуру казахская нация сумеет приобщиться к всемирной литературе.

Abstract: Polylingualism is the disposal of time, it helps people to discover their knowledge, skills, and improve understanding between people, and the degree of ownership of languages is one of its key criteria. Trilingualism as a significant trend in the formation of humanity has been understood for a long time. Nowadays it is impossible to imagine that somewhere else there are countries, people who would have a single language. The knowledge of many languages, in fact, opens the door to a large global sphere with its grandiose flow of information and innovation. A reasonable, competent and correct introduction of trilingualism will enable us to be communicatively adapted in any environment. No one will doubt the ethnic wisdom: «How many languages do you know – so many times you are a person.» The glorious Kazakh poet, writer, philosopher Abai Kunanbayev once called Kazakhs to learn Russian. He understood that the Kazakh nation would be able to join the world literature through the Russian language and Russian culture.

Негизги сөздөр: тил, билим берүү, көп тилдүүлүк, үч тилдүүлүк, өнүгүү, тил маданияты, үч тилдүүлүк, тил саясаты, улуттук өзгөчөлүк.

Ключевые слова: язык, образование, многоязычие, трехязычие, развитие, языковая культура, трехязычное образование, языковая политика, национальная идентичность.

Keywords: language, education, multilingualism, multilingual, trilingual, development, language culture, trilingual education, language policy, national identity.

Today's Kazakhstan appears to be a multi-ethnic state, therefore, it is developing in terms of multilingualism through a phased, balanced language policy that helps inter-ethnic harmony. This objective feature has led to the transition of society to multilingualism, which, in turn, actualizes the topic of learning languages in order to adapt to new socio-political and socio-cultural realities.

In the Address of 2007 «New Kazakhstan in the New World», the first President of Kazakhstan and the leader of the nation, Nursultan Abishevich, recommended starting the phased implementation of the cultural project «Trinity of Languages». In the future, an individual future specialist must be able to speak three languages in order to be a multilingual, competitive specialist. It is from this moment that the countdown of the new language policy of self-sufficient Kazakhstan begins, which can now be intended as a model for other states of the world in terms of the level of fame in society and the level of its effectiveness. [1]

In this regard, Kazakhstan has begun the implementation of multilingual education in the system of mediocre education, instructed to study the Kazakh, Russian and English languages. To date, all the prerequisites for the development of multilingual education have been made in Kazakhstan. The creation of a multilingual personality is the goal of the language policy of sovereign Kazakhstan. After all, the Kazakh language is the state language, it should be studied and known by every citizen living on the territory of the state; Russian as a language of interethnic communication continues to be a significant language for multinational Kazakhstan, and English is “the language of successful integration into the global economy”.

President of the Republic of Kazakhstan Kassym-Jomart Tokayev instructed the Ministry of Education and Science to study the experience of multilingualism around the world and transfer it to Kazakhstani educational institutions. “Graduates of our schools must be integrated into Kazakhstani society, they must be competitive. And for this, you need to know both the state language and your national language, and it is desirable to know Russian. In general, the more our children speak different languages, the better for them,” Kassym-Zhomart Tokayev said at an

expanded meeting of the Council of the Assembly of the People of Kazakhstan. According to the President, children should not be limited to only one language. [2]

Supporters of multilingualism found this a wonderful idea, opponents reacted to the initiative with caution and thus determined its advantages and disadvantages. It remains a debatable question whether trilingualism will become for Kazakhstanis – a pass to the big world or a danger to national identity.

On the one hand, trilingualism can open up many opportunities for Kazakhstanis in terms of communication, education and work both within the country and abroad. Kazakhstan's strategic location at the crossroads of Asia and Europe means that proficiency in Kazakh, Russian and English can give people a competitive edge in various fields such as business, diplomacy and tourism.

Kazakhstan's multilingualism is particularly helpful in its relationships with neighboring countries in Central Asia, where different languages and dialects are spoken. Kazakhstan's ability to communicate in the languages of its neighbors, such as Uzbek, Kyrgyz, and Tajik, helps to facilitate dialogue and cooperation between these countries.

Kazakhstan's proficiency in Russian is also useful in its relations with other countries in the region and beyond, as Russian is widely spoken in the former Soviet republics and remains an important language in international diplomacy.

Moreover, Kazakhstan's efforts to promote the use of minority languages, such as Tatar and Uighur, can help to strengthen its relationships with ethnic minority communities and show its commitment to promoting cultural diversity and inclusivity.

On the other hand, some may argue that the emphasis on trilingualism may threaten Kazakhstan's national identity. Language is an essential aspect of culture, and language policy can have a significant impact on how people perceive their national identity. Some may fear that the primacy of non-Kazakh languages may lead to the loss of the Kazakh language and culture.

While multilingualism in Kazakhstan may present some challenges, it is not generally considered a significant threat to the loss of the Kazakh language and culture. In fact, the recognition and promotion of multiple languages in Kazakhstan is seen as a way to celebrate and preserve the country's linguistic and cultural diversity.

Here is the opinion of Professor Anatoly Sharandin – one of the leading Russian linguists from Tambov University “Language must be in demand for some additional means of communication. In we are talking about bilingualism as a phenomenon of multilingualism, then we are talking about the fact that this is a natural form of existence. A person is arranged in such a way that he transmits information to the outside world in the language in which it is easier for him to do it. Naturally, in certain situations, use the form that most fully reveals its essence: in everyday life, for example, it is natural to use the native language, because any everyday situation is associated with everyday consciousness. And everyday consciousness is a sphere that is determined by natural mentality. Among the people it is determined by the national language. To the Russian language, too, to rejection as a way of transmitting information. English, for the majority of the post-Soviet space, cannot be considered familiar from the point of view of its use in free, unconstrained form in everyday life. Rather, its use is limited. Either the sphere of scientific application, or a very narrow sphere of business”. [5, p. 18-25)

The government of Kazakhstan has implemented policies to promote the use and development of the Kazakh language, including in education, media, and government communication.

Additionally, efforts have been made to promote the use of Kazakh language in popular culture, such as in music and film.

Furthermore, multilingualism in Kazakhstan is not a new phenomenon and has existed for centuries due to the country's location at the crossroads of different cultures and civilizations.

In addition to Kazakh and Russian, Uzbek, Uighur, Kyrgyz, Tatar, Turkish and English are spoken in Kazakhstan. Many ethnic minorities in Kazakhstan also speak their own languages.

According to the data, during the census, 80.1% indicated that they know the Kazakh language, 49.3% - that they use it in everyday life. Only 19.9% noted that they do not know the state language. In the context of nationalities, the highest percentage of Kazakh language proficiency is among Kazakhs – 99.6% of respondents during the census answered that they know it, 63.4% use it in everyday life. Among other ethnic groups, a high level of proficiency in the state language among Uzbeks (72%), Uighurs (71.7%), Tajiks (63.6%), Turks (61%), Azerbaijanis (58.5%), Tatars (50.5%) and Dungan (50.2%). The least Kazakh speakers are among Poles (22.1%), Belarusians (22.8%), Ukrainians (23.7%), Russians (25.1%) and Koreans (36.5%). [3]

Based on statistics, multilingualism is encouraged in Kazakhstan, and the government has a policy of supporting the preservation and development of minority languages. For example, there are schools offering instruction in minority languages and efforts are being made to create literature and media in these languages.

Trilingual education is an important part of education policy in Kazakhstan, with the aim of promoting proficiency in Kazakh, Russian, and English. The trilingual education policy was introduced and aims to prepare Kazakhstani citizens for the global economy and to strengthen the country's position as a center of innovation and development.

Under the trilingual education policy, all schools in Kazakhstan are required to teach subjects in Kazakh, Russian, and English. This is intended to provide students with the language skills needed to communicate effectively in a global context, as well as to promote the use and development of Kazakh as the country's official language.

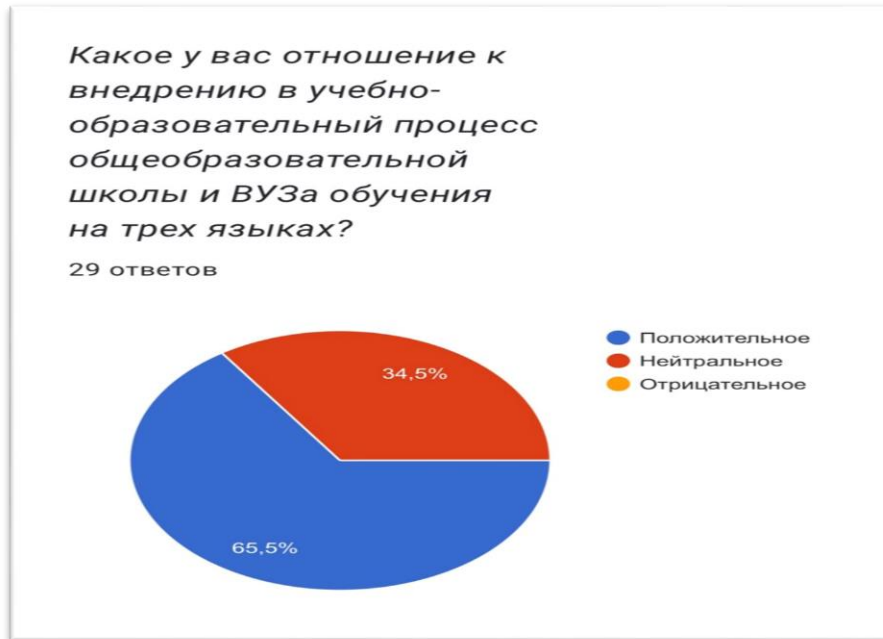
Since 2016, schools have gradually begun to switch to a program of updated educational content, which has been developed over several years. For the first time, the idea of introducing trilingualism was voiced by Nursultan Nazarbayev in October 2006 at the XII session of the Assembly of the People of Kazakhstan, and already in 2007 it was reflected in the Address of the President.

The transition to English teaching began in 2019: students in grades 10-11 will study physics, biology, chemistry and computer science in English. Phased work in this direction started in 2013. Since September 1, 2019, in 799 schools, certain subjects of the natural science cycle (SSC) have begun to be taught in English. [4]

In the course of the study, we conducted a survey among 29 respondents, which made up the following age composition: schoolchildren and students. They are students and graduates of the multilingual school named after Zhambyl in the city of Karaganda. In order to implement the program "Linguistic Trinity", the school provides for the phased development of trilingual education for students at the school, which includes the study of the state and English languages, taking into account professional terminology. Among the respondents who answered our questions, 62.1% were students, 37, 9% schoolchildren.

After processing the questions of the questionnaire, the following results were obtained:

65.5% of young people have a positive attitude towards the trilingual program. You can also add that 34.5% of respondents were neutral to this implementation.



In the course of **Table 1. Diagram of relations to the introduction of multilingualism** it was found out that a large part (82.8%) had elements of multilingualism, and 17.2% had lessons in a monolingual platform.

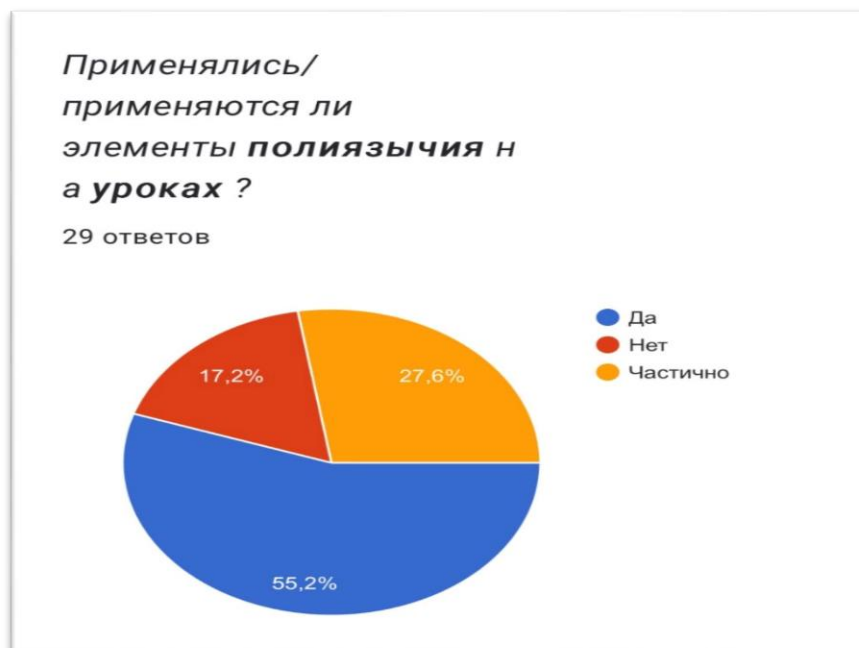


Table 2. Percentage diagram of the distribution of multilingual elements in the lessons



Table 3. Comparative evaluation chart "Quality of teaching multilingual academic disciplines"

After processing the information, we received the following diagram, which clearly displays the quality of the trilingual educational system, established by two categories of respondents. Based on the data obtained, an analysis was made for an average rating that was 7 out of 10.

These results show that today the quality of multilingual education in the Republic of Kazakhstan is rushing forward, opening its wings. A concept for the development of multilingual education has been created, plans for the introduction of multilingual education have been adopted, developed on the basis of legal documentation. Foreign language education in a particular educational institution, in accordance with the requirements of the international standard, is a set of interrelated resource and temporary activities, covering changes in the structure, content and technologies of foreign language education, managerial, legal and material and technical bases, methodological support in the implementation of educational activities. The main idea is accompanied by the scientific practice of the centers of multilingual education in preparation for the introduction of teaching in three languages in order to create a multilingual educational environment. [5] «Kazakhstan should be perceived throughout the world as a highly educated country whose population uses three languages» [6, p.3-8]

The new trilingual education is now considered as an effective tool for increasing the competitiveness of Kazakhstanis on the world stage. This reform was included in the Kazakhstan-2030 program, according to which it is planned that 20% of the population will be able to freely use English. [7]

For Kazakhstanis, the idea of the trinity of languages is especially important, since it was formulated by the Head of State as a response to the challenge of the time, as a solution to the vital needs of a society that is actively integrating into the global world. The integration of Kazakhstan into the world community today depends on the realization and implementation of a simple truth: the world is open to those who can acquire new knowledge through mastering the dominant languages. Thanks to the initiative of the President, our state has begun to implement the concept of

multilingualism in education, because it is multilingualism that will serve to strengthen the competitiveness of Kazakhstan and strengthen interethnic harmony.

Overall, while multilingualism in Kazakhstan may present some challenges, the country has taken steps to ensure that the Kazakh language and culture remain vibrant and important aspects of its national identity. Rather than being a threat to Kazakh language and culture, multilingualism is seen as a way to enrich and celebrate the country's diverse linguistic and cultural heritage.

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ӨМҮРБЕК КАРАЕВДИН “КЕҢСЕ” ТЕМАСЫНДАГЫ АҢГЕМЕЛЕРИНЕ

АДАБИЙ АНАЛИЗ

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