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Л. Н. ГУМИЛЕВ АТЫНДАҒЫ
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The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

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-a new law on mass media is being worked out, which is aimed at protecting the rights of journalists and the country's media law compliance to international standards and international practice.

Of high importance is the Eurasian Media Forum. Since 2001, it has become a tradition in Almaty to conduct annual Eurasian Media Forum. It is an independent public organization established in our country and has no analogues in the world. It serves to reinforce the mutual understanding, trust and cooperation between the East and the West. At the heart of its activities is the constructive dialogue with the international media, international political and business community, academics and experts.

I 've interviewed some specialists in the sphere of Journalism, whom I want to cite here.

Esdauletov A.O., candidate of Philological Studies, associate professor of Faculty of Journalism and Political Sciences of the ENU says:

'Today multilingual journalism of Kazakhstan takes a great part of mass media life. It is strongly supported by the Assembly of the Republic of Kazakhstan that shows the attitude of the state which is actually very positive. This is to be a great area of national activity of ethnic groups living in our country. We see an enormous number of great mass media like Korean newspaper 'Kore Ilbo' or Uigur 'Uigur Avazi' and long-term lasting work is the result of social and governmental tolerance and stability'.

Matayeva A.T., candidate of Philological Studies, senior teacher of the Faculty of Journalism and Political Sciences of ENU, a practicing journalist, says:

'It is great to see how journalism has been developing through the years alongside with our nation, living in prosperity and peace, not only in its dominating lingual areas i.e. Kazakh and Russian, but in many other languages. Particularly, the experience that Kazakhstani nation has achieved shows how strong mass media and national harmony are interconnected'.

In conclusion, it is necessary to say that the position of multilingual journalism in Kazakhstan is high. Kazakhstani citizens whatever their national identity or attitude to national mass media is, are able to witness that all the languages, whose native speakers inhabit Kazakhstan, are preserved and respected greatly. As a result, it affects mass media as the greatest tool of the development and conservation of languages. Democracy and social liberty are kept in Kazakhstan and are to be a warrant for its freedom of speech and lingual usage. Since mass media are to be a mirror of the situation in the country, the government of the Republic of Kazakhstan, its fair and legitimate law-projects and tolerant nation are the main factors in forming of free multilingual society as well as its free multilingual journalism.

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COMPARATIVE ANALYSIS OF LANGUAGE POLICY IN CHINA AND IN KAZAKHSTAN

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In this article the Language Policy of two countries, China and Kazakhstan, is presented. Modern reforms show the emphasis on the importance of mother tongue knowledge. Moreover, we describe the minority language policy in the above-mentioned countries.

Languages of China

With the hugest population living in the world's third largest country, China is a place where multi-culture exists and merges. Standard Chinese is the common spoken language in the mainland of the People's Republic of China. In Canton, Hong Kong and Macau, the citizens tend to speak Cantonese. Hong Kong and Macau used to be colony of the UK and Portugal, so the people there often communicate with each other in English and Portuguese separately.

Inside the mainland, there are 55 national minority groups. The provinces where ethnic groups are centralized have been established as autonomous regions. Ningxia is the autonomous region of Hui ethnic group. In the northern part is Inner Mongolia autonomous region where Mongolian is the official language. Xinjiang Uygur autonomous region's official language is Uygur. Tibet is bordering Xinjiang province, in which Tibetan is the common language. And the Zhuang speaking area Guangxi is in the southern part of China.

Han Chinese comprises the 91.51% of the population in the mainland of China. Mandarin Chinese is the official national spoken language for the mainland, which is based in Beijing spoken Chinese. The predominant language, Han language, is divided into 8 primary dialects. It is interesting to see Han people speaking two different dialects can't understand each other. Although, these dialects sound quite distinct, they share the same Chinese writing characters.

Chinese characters are logograms of written form of Han language and some other Asian languages, such as kanji in Japanese. In the mainland of China, the simplified Chinese characters are in use, while traditional Chinese characters are the writing form in Taiwan. There are 30 minority groups traditionally had their written forms of language. Diverse scripts can be found in China, for example, Arabic script, Sui script, Dongba script and Tibetan script.

English as second language in China

Since the increasing development of Chinese economy has spread its branch into every corner in the world. Meanwhile, transnational corporations are paying much more attention to the labor intensive mainland of China due to its high tax relief and low investment cost. For tourists, the orient has become a hot spot for travelling, which is famous for its dramatic landscape and magnificent history. Consequently, English is showing its importance in China.

"Reform and Open" strategy has boosted the English education propagating towards the ordinary Chinese people. In the 1980s, the general outline of English study has carried out for university students. 90s of 20th century was the blossom for foreign language education. The tendency of the entire citizen crazy for learning English has lasted almost for 30 years. However, we may say this trend will continue because of the dominant position of English in the whole world.

Nowadays, up to two hundred million students are learning English at school. Furthermore, millions of adults, thousands of preschoolers are involved in the field of English study. The process of learning second language starts from primary school and ends in the first year of university for most students. For primary school, high school and university, the English teaching methodology of each level is relevant to the capacity of student.

July 13th, 2001 was an extraordinary day for billions of Chinese people after ten years' effort for winning the 2008 summer Olympic bid. From then on, not only in the host city Beijing, but also in the most other parts of eastern China, citizens have devoted themselves to a passionate absorbing for English. Beijing taxi drivers were required to learn fundamental English vocabulary and dialogue in order to serve the foreign visitors during the game.

Minority language policy and practice in China

There are 55 national minorities in China, those who are accounted for 8.49% of the total population (Governance in China, 2005). Most minority groups have their own distinct mother

tongues, except for Hui and Manchu ethnic groups speaking Han Chinese(also known as Mandarin Chinese). The minorities speak over 120 languages, among which only thirty have written forms.

On the basis of 1982 Chinese Constitution,"All ethnic groups in the People's Republic of China are equal.The people of all nationalities have the freedom to use and develop their own spoken and written languages."(National People's Congress,1983,article 4:13). The Chinese government officially states the rights of minority groups of using their languages and practicing their cultures, which are under sufficient respect and fully valued.

In the 1950s, autonomous governments were established in where ethnic groups concentrated. In these autonomous region, government has the legitimate rights to employ the spoken and written languages in common use in the locality, according to the National People's Congress,1983,Article 121:85. However, the mainstream of the laws have turned into popularizing the Mandarin Chinese and simplified Chinese characters.As matter of fact, Han Chinese(Mandarin Chinese) is taking the position of ethnical languages in the most minority regions.

Inch by inch,up to 85 languages are counted as endanger, which are among the 120 languages spoken by the 105 million non-Han minorities(Bradley, 2005), including the Austronesian,Altaic(Turkic,Mongolic,Tungusic),Hmong-Mien,Mon-Khmer,Tibeto-Burman and Tai-Kadai linguistic phylums. Moreover, 20 languages have less than one thousand speakers. Policy-makers are sacrificing the most valuable treasure in order to maintaining the unity of People's Republic of China both in the culture and security field.

Bilingual education in Xinjiang Uygur Autonomous Region

Xinjiang Uygur autonomous is the largest province located in the northwestern China. There are 47 different ethnic groups living in Xinjiang, 13 of which are the dominating minorities. Each major minority group speaks its specific mother tongue, and writes with the written form. Islamic cultural has a great impact in this multi-ethnic region. Han Chinese comprises about 41 percent of the total population although this is an autonomous region.

Besides the monolingual Mandarin Chinese schools and ethnical language schools, there is another pattern, so-called bilingual schools. In the 1980s, government has carried out such bilingual even trilingual (Han Chinese, ethnical language and English) policy in order to promote the cultural and economic conditions in the minority concentrated places. According to the statistics, there are more than 33 thousand students being educated in 105 bilingual schools in Xinjiang Uygur autonomous region.

Parents of minority students trend to let their children go to the Han Chinese schools because of the superior teaching methods and facilities. As to the education of mother tongue, the parents prefer to teach their children at home. The bilingual schools show an imbalance between the two cultures since the students are mostly taught with Chinese history and culture. Although the rights of spreading ethnical culture and history are clearly stipulated by Constitution, the truth is that there is a gap between minority language policy and practice.

These bilingual policies directly results in the endangerment of minority languages and culture since Mandarin Chinese is nationally promoted and ethnical language is not. Young generations move to the urban Han area where they work and make a living. They rarely speak mother tongues and preserve the customs. Assimilation between them and Han Chinese becomes a severe situation which will lead the youth's loss of their identity.

If more attention will be paid to study other foreign languages then the provinces bordering other countries may study the language of that country, so that linguistic gaps can be reduced. For instance, most countries speak Russian which Xinjiang Uygur autonomous region bordering, such as Russia and Kazakhstan.

Chinese government should build up a multicultural education system in order to protect endangered languages and culture of minority groups. No one is meaningless for the whole society; policy-making should truly respect and value every ethnic.

Language Policy in Kazakhstan

The development of tri-lingualism is an important factor in a multi-cultural Kazakhstan. It not only contributes to the maintenance of intercultural harmony, but also serves as the means to

success in the modern world. L.N. Gumilyov ENU, by implementing tri-lingual education, aims to optimize the development of *Kazakh* as the state language, *Russian* as the means of inter-ethnic communication and *English* as a tool for integration into the global economic and business world. In the words of the President of Kazakhstan, the Leader of the Nation, Nursultan Nazarbayev: “Kazakh language is our spiritual pivot. We should develop a modern Kazakh language as a legacy heritage for our descendants,.....through Russian language in centuries the Kazakhstan citizens have gained additional knowledge, increased their perspective and communications both domestically and abroad.....learning the English language....will reveal new and unlimited opportunities for each citizen of our country. This three language policy should be encouraged on a State level”.

The aim of education in Kazakhstan is to form not only knowledge, but also the key competencies that contribute to the socialization of the young generation in the context of an increasingly globalized world. It is necessary to create a new model of tri-lingual education, which focuses on the skills-based approach and the development of the individual characteristics of our students. Tri-lingual education will also contribute to academic and professional mobility.

The Tri-lingual Education Policy defines the principles and objectives of tri-lingual education in higher education in Kazakhstan, and regulates their implementation. The policy supports the learning of Kazakh, Russian and English languages as a separate subjects, and the use of the three languages to facilitate learning in the different subjects of the university curriculum.

The **aim** of the policy is the formation of tri-lingual citizens, who:

- use these three languages;
- are able to communicate successfully in different subjects using the appropriate language;
- value their own culture;
- understand and show respect for other cultures.

The main **activities** specified by the language policy are: 1) to implement the curriculum in secondary and high education using the model of tri-lingual education; 2) to organize a system of continuing professional development to train teachers for effective work in a tri-lingual environment; 3) to deliver a range of extracurricular activities which promote tri-lingualism; 4) to create a language-rich environment in educational institutions and network levels which promotes the acquisition of tri-lingual skills by staff and students.

L.N. Gumilyov ENU is committed through its 2020 Development Strategy to the continuing modernization of teaching and learning practices to match best professional practice in the 21st Century. By teaching core content through Kazakh, Russian and English, students are gaining access to additional information, perspectives, understandings and cultural awareness. This will contribute to building students’ capacity to be flexible, to think critically and creatively, to innovate, to co-operate cross-culturally, to build greater respect for self and others, and to learn yet more languages.

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Ұлттық тәрбиенің жастардың болашағына әсері және қазақ жастарының әлеуеті.

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Арыстандай айбатты,
Жолбарыстай қайратты –
Қырандай күшті қанатты.
Мен жастарға сенемін!..

Қазақ жастары ой-санасының әміршісі атанған Мағжан Жұмабаев жастар жайында осындай жалынды жыр арнаған. Сонау XIX ғасырда дүниеге келіп, XX ғасырдың басында «халық жауы» деген жаламен «құрбандыққа шалынған» ақынның бұл сөздері сол кездегі жастарға деген, олардың әлеуетіне деген нық сенімін көрсетеді. Мағжан Жұмабаев ағамыз сеніп кеткен жастары оның сенімін ақтады деп мақтана айта аламыз. Алайда қазіргі жастарымызға осы өлең жолдарын арнай аламыз ба?! Қазіргі жастарымыз сол «айбаттылықты», сол «қайраттылықты», сол «күшті» сақтай алып отыр ма?! Және қазіргі «Батысқа еліктеушілік» заманында жастардың бойында осындай керемет қасиеттерді қалыптастыратын «ұлттық тәрбиені» келешек ұрпаққа мұра етіп жеткізе алмақ па?!

Кез келген ата-ана баласының болашақта жоғары лауазымды қызмет атқарып, үлкен жетістіктерге жеткенін қалайды. Қоғамда балабақшадағы тестілеуден бастап, ЖОО на түсу үшін тапсыратын және басқа да емтихандардан жоғары ұпай жинағандар өмірде көбірек жетістіктерге жетеді деген түсінік қалыптасқан. "Бұл түсінікті кейбір зерттеушілер «когнитивті гипотеза» деп те атайды. Осы гипотезаға сәйкес «жетістік» бірінші кезекте когнитивті дағдыларға тәуелді. *Когнитивті дағдылар* дегеніміз әріптер мен сандарды ажырата білу, санай білумен қатар ақылдың IQ-тесттерімен өлшенетін түрі. Бұл дағдыларды дамытудың ең тиімді жолы – неғұрлым ертерек бастап, неғұрлым көбірек жаттығу". Яғни қарапайым тілмен айтқанда балам жақсы оқыса, қызыл диплом алса көбірек жетістікке жетеді деген гипотеза.

Осы мақсатпен және осындай қате пікірдің әсерінен қазіргі ата-аналардың көбісі балаларын ата-әжесімен қалдырудың немесе өздері тәрбиелеудің орнына жастайынан әр түрлі курстарға, ерекше оқытатын балабақшаларға беруге тырысады. Баланың тәрбиесіне қарағанда алып жатқан біліміне, қызыл қаламмен күнделікке қойылған мұғалімнің бағасына көбірек көңіл бөледі. Алайда бұның қате түсінік екенін АҚШ ғалымдары дәлелдеп қойды.

"Соңғы онжылдықта экономисттер, білім беру саласындағы қызметкерлер, психологтар және неврологтар қауымдастығы когнитивті гипотезаның негізінде жатқан жорамалдардың көбісін жоққа шығаратын куәліктерді жариялай бастады.

Олардың айтуынша баланың жетілуіне ең көп әсер ететін, біздің баланың миына өмірінің алғашқы жылдарында сиғызып үлгеретін ақпарат көлемі емес. Біз оларға мүлдем басқа түрлі, олардың ішінде табандылық, өзін-өзі бақылау, білуге құмарлық, адалдық, байсалдылық және өзіне деген сенімділік сияқты қасиеттерді бойына сіңіруге көмек бере