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Conference “Innovative Approaches of Language Teaching:
Bridging Theory and Practice”**

**«Тілдерді оқытудың инновациялық тәсілдері: теория мен
практиканы ұштастыру» атты II көктемгі халықаралық
ғылыми-практикалық конференция**

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конференция «Инновационные подходы преподавания
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«Тілдерді оқытудың инновациялық тәсілдері: теория мен практиканы ұштастыру» атты ІІ көктемгі халықаралық ғылыми-практикалық конференция материалдар жинағында шетел тілдерін оқыту саласындағы озық тәжірибелермен алмасуға, мәдениетаралық қарым-қатынасты нығайтуға, цифрлық дәуір жағдайында шетел тілдерін оқытудағы инновациялық технологияларды таратуға, сондай-ақ халықаралық ғылыми-академиялық ынтымақтастықты кеңейтуге бағытталған ғылыми-практикалық зерттеулердің нәтижелері енгізілген. Материалдарда білім алушылар мен жас ғалымдардың осы бағыттағы зерттеулерге белсенді қатысуын ынталандыру мәселелері қарастырылған.

В сборник материалов ІІ весенней международной научно-практической конференции «Иновационные подходы преподавания языков: слияние теории и практики» включены результаты научно-практических исследований, направленных на обмен передовым опытом в области преподавания иностранных языков, укрепление межкультурной коммуникации, распространение инновационных технологий обучения в условиях цифровой эпохи, а также расширение международного научно-академического сотрудничества. В материалах рассматриваются вопросы стимулирования активного участия обучающихся и молодых ученых в исследованиях в данной области.

The proceedings of the ІІ Spring International Scientific and Practical ONLINE Conference “Innovative Approaches of Language Teaching: Bridging Theory and Practice” include the results of scientific and practical research aimed at sharing advanced experience in foreign language teaching, strengthening intercultural communication, disseminating innovative teaching technologies in the digital age, and expanding international scientific and academic cooperation. The materials also address issues related to encouraging the active participation of students and young researchers in this field.

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The Main Themes of the Conference:

1. Teaching foreign languages for professional and interdisciplinary purposes.
2. Innovative technologies in foreign language teaching methodology.
3. Language training in the context of multilingualism and lifelong learning.
4. Language education based on digital technologies and artificial intelligence.

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ANGLO-AMERICANISMS IN KAZAKH AND CHINESE LANGUAGES

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In the modern world, languages are always changing. New words appear, and old words sometimes disappear. One of the biggest influences on many languages today is English, especially British and American English. Because of globalization and the development of technology, English has become very important in communication around the world. As a result, many English words enter other languages. These words are often called Anglo-Americanisms. In this essay, I will discuss how Anglo-Americanisms are used in Kazakh and Chinese languages, why people use them, and what impact they have on these languages.

First, it is important to understand why English has such a strong influence today. English is widely used in international communication. It is the main language in many areas such as science, business, education, and the internet. Many international companies use English as their working language. Also, most information online is in English. Because of this, people from different countries need to understand at least some English to communicate with others. Kazakhstan and China are both connected to the global economy, so English naturally becomes more important in these countries.

In Kazakhstan, the influence of English has been increasing in recent years. After gaining independence, Kazakhstan started to develop its own identity, including language policy. Kazakh became more important in public life. However, at the same time, globalization brought many English words into everyday communication. This creates an interesting situation where traditional Kazakh words exist together with modern English terms.

Many Anglo-Americanisms in Kazakh are related to technology. For example, people often use words like "internet", "online", "chat", "blog", and "site". Even if there are Kazakh translations, people still prefer to use the English versions. One reason is that these words are already well known. Another reason is that they are shorter and easier to use, especially in fast communication such as texting.

In addition to technology, English words are also common in business and education. Words like "manager", "marketing", "project", and "business" are widely

used in Kazakh-speaking environments. Sometimes these words are slightly changed to match Kazakh pronunciation, but their original form is still clear. For example, the word "marketing" may be written in a way that fits Kazakh spelling rules, but people still recognize it as an English word.

Young people in Kazakhstan use Anglo-Americanisms more often than older generations. This is because young people are more connected to the internet, social media, and global culture. They watch English-language videos, listen to English music, and follow international trends. As a result, they naturally use more English words in their daily speech. In some cases, mixing Kazakh and English has even become a kind of trend or style.

However, not everyone in Kazakhstan has a positive opinion about this. Some people believe that using too many English words can be harmful to the Kazakh language. They worry that native words may be forgotten over time. Language is an important part of national identity, so protecting it is very important for many people. Because of this, there are discussions about how to balance the use of foreign words and the development of the national language.

Now let us look at the Chinese language. Chinese has a very long history and a unique writing system. Because of this, the way English words enter Chinese is a little different from Kazakh. In Chinese, foreign words are often adapted in two main ways: by meaning or by sound.

When English words are translated by meaning, new Chinese words are created that describe the same idea. For example, the word "computer" is translated as "电脑", which means "electric brain". This type of translation makes the word easy to understand for Chinese speakers, even if they do not know English.

Another way is translation by sound. In this case, Chinese characters are chosen because they sound similar to the English word. For example, the word "sofa" becomes "沙发". The meaning of these characters is not very important; the main goal is to copy the sound of the original word. This method is also common in Chinese.

In recent years, direct use of English words has become more popular in China, especially in informal communication. Words like "OK", "VIP", "NBA", and "KTV" are widely used. These words are often written using Latin letters instead of Chinese characters. This shows that English is becoming more visible in daily life.

Social media and popular culture play a big role in this process. Many young people in China use English words when they communicate online. Words like "app", "idol", "fans", and "live" are very common. Sometimes these words are mixed with Chinese in the same sentence. This kind of language mixing shows how flexible and dynamic modern communication can be.

However, in formal situations, Chinese still prefers to use standard vocabulary. In official documents, news reports, and education, there is usually an effort to avoid too many foreign words. The government and language experts sometimes suggest Chinese alternatives for new terms. This shows that there is a balance between accepting new words and protecting the language.

There are several reasons why Anglo-Americanisms are used in both Kazakh and Chinese languages. One important reason is convenience. English words are often shorter and easier to use. In fast communication, such as texting or chatting, people prefer simple and quick expressions. English words can save time and effort.

Another reason is that some new ideas come from English-speaking countries. For example, many technological innovations are first introduced in the United States or other Western countries. When these ideas spread to other countries, their original English names are often used. Translating them may be difficult or may change the meaning.

Prestige is also an important factor. Some people believe that using English words makes them sound modern, educated, or international. This is especially true among young people and in urban areas. Using English can sometimes be seen as a sign of being connected to global culture.

At the same time, there are also some disadvantages. One problem is that not everyone understands English words. Older people or people from rural areas may find it difficult to understand conversations that include many foreign terms. This can create communication gaps between different groups in society.

Another issue is the possible loss of native vocabulary. If people use English words too often, they may stop using traditional words. Over time, this could weaken the richness of the language. Languages are part of culture, so losing words may also mean losing cultural identity.

Despite these problems, it is important to remember that language borrowing is a natural process. Throughout history, languages have always influenced each other. For example, many English words originally came from French, Latin, or other languages. Today, English is influencing other languages in the same way. This process cannot be completely stopped.

Instead of trying to stop it, it may be better to manage it carefully. Governments, teachers, and language experts can help people understand when it is appropriate to use foreign words and when it is better to use native vocabulary. Education can play an important role in this process.

In conclusion, Anglo-Americanisms are an important part of modern language development in both Kazakh and Chinese. They show the influence of globalization, technology, and cultural exchange. While they bring convenience and new ways of expression, they also create challenges for language preservation. It is necessary to find a balance between accepting new words and protecting traditional language. If this balance is achieved, languages can continue to grow and develop without losing their identity.

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TRILINGUAL EDUCATION SYSTEM IN KAZAKHSTAN: CHALLENGES AND PROSPECTS

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Abstract

The goal of Kazakhstan's "trinity of languages" policy is to create a cohesive trilingual education system that fosters functional competence in English, Russian, and Kazakh. This study employs a combined-methods approach, combining original survey data from 49 respondents and a review of scientific literature. The theoretical foundation is derived from contemporary theories of foreign language proficiency (Bardel and Sanchez), cognitive approaches to multilingualism (Cummins; Jessner), and classical language contact concepts (Weinreich). Empirical research on Kazakhstan's policy implementation is also included (Sarmurzin et al.; Trichik and Radchuk).

The findings demonstrate that Kazakhstan's historically multilingual environment provides a genuine foundation for trilingual development; however, practical implementation is hampered by four interconnected core issues: a significant typological gap between the three languages, an inadequate English-language environment outside of schools, a severe lack of qualified teachers, and institutional asymmetry that marginalizes Kazakh despite its official state status.

Introduction

The "trinity of languages" policy is one of the most ambitious language-planning projects in Central Asia, which was officially announced in Kazakhstan after President Nursultan Nazarbayev's speech to the nation in 2007. According to this doctrine, the state promised to help people learn how to speak three languages at the same time. "Kazakhstan should be perceived around the world as a highly educated country whose population speaks three languages. These are the Kazakh language, the state language; the Russian language, the language of interethnic communication; and the English