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ағылшын тілін жетік меңгерген болсаңыз, әлемнің керемет университеттерінде, мысалы, АҚШ-та немесе Ұлыбританияда оқу мүмкіндігі бар. Ағылшын тілі қолданыстағы әрбір елде сіз сұраныста боласыз. Себебі, әлемнің әр түкпірінде сіз ағылшын тілін меңгеру арқылы, ары қарай біліміңізді шыңдап, Harvard University, University of Oxford, University of Cambridge сияқты әйгілі жоғарғы оқу орындарында білім алуыңызға мүмкіндік бар. Тілді оқудағы қиыншылықтар тек қана жарқын болашаққа апарар баспалдақ деп білген абзал. Ағылшын тілін үйрену барысында еңсерілмейтін болып көрінетін қиындықтар туындаса, бас тартпау керек. Мақалада аталып өткен әдіс-тәсілдер болашақта шығыстану мамандығындығында білім алушы студенттердің ағылшын тілінің дұрыс негізін қалауға септігін тигізеді деген ойдамын. Өз мамандықтарымен қоса, ағылшын тілін бірге меңгеріп, биік белестерді бағындыратынына сенемін.

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PROSPECTS FOR ENGLISH LANGUAGE EXPANSION AND DEVELOPMENT IN KAZAKHSTAN

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Introduction. The English language is considered to be nowadays the “global language” which provides, through its use, the role of integration in the global economy and it is yet to be seen as the main language of use when it comes to establishing multi-lateral cooperation and diplomatic interactions at an international level which involves different regions of the international system. These constructive interactions between various regions and members of the international system build momentum and room for expanding mutual interests and opportunities which can be summed up under the concept of “harmony of interests”. It is relevant to mention that these conditions can only be provided by being a member of the complex web of interconnectedness that affects, in a way or another, everyone involved in the Age of Globalization. Because of its wide and complex history of evolution, the English language is enjoying nowadays of what is called the “snowball effect” [1] which suggests that is more unfavorable and less efficient to avoid adopting and using this language when it comes to interacting and establishing cooperative interactions on the long term. However, for a great amount of time there was a competitor for the English language in the international system throughout the Northern Eurasia which seemed to have put a hold on the spread of the English language. The USSR attempted to make out of the Russian language a language of international circulation, by spreading it first through the entire sphere of occupation and influence of the Soviet Union, through different language policies which made the Russian an unifying language between the nations of USSR by the use of which was aimed to combat illiteracy and support the development of the other languages of different ethnic minorities and nations of the USSR, so that Russian language could eventually be invested with the ideological value of being the “language of interethnic communication” while remaining to be considered equal among other languages of the organization [2].

The history of romanization of national languages of the USSR played a major role in appropriating its nations, especially the Arabic and Turkic peoples, closer to the ideas of the Soviet government while keeping in the case of the Muslim people, for example, the Arabic based writing where it was essential to their culture, mainly being used for religious purposes [3]. The law "On the translation of the Kazakh script from Latinized to a new alphabet based on Russian graphics" was passed on November 13, 1940. According to the former president of the Republic of Kazakhstan the history of modifying the Kazakh alphabet was mostly set by specific political motives [4]. Kazakhstan is a significant example of a state which faces the aftermath of such past experiences in a way that it can be effective for its own nation through complex policies such as:

- multi-vector policy which is appreciated by many international analysts of the international experts who consider that Kazakhstan applied the concept of this policy successfully and according to Alexander Cooley, Kazakhstan, along with other central Asian states, has used the competition between Russia, China, and the United States to serve its own interests... [5].

- and trilingual policy which enjoys various supporting and counter-supporting views on it but nevertheless is an attempt of embracing and using the national and historical background of the Kazakh people in an integrative way in the global system at multiple level such as: national, regional and global.

The successful expansion of the English language and culture throughout the world in comparison with other languages is considered by the Management Development Institute of Singapore "the rise of English to its position as the world's main international language was a result of chance" [6].

The research aim is to study the use and development of languages in Kazakhstan and to reveal the areas, extent and prospects of their use in view of trilingual language policy. Given the focus on preserving, rediscovering, promoting and perpetuating the national culture, values, morals and identity of the Central Asian states, this research paper focus on investigating the following aspects:

- The plan and achievements of the "Development of trilingual education for 2015-2020"

- The plan and goals of the Language policy in the Republic of Kazakhstan for 2020-2025.

- The prospects of the youth on using the English language in their professional career in comparison with the Kazakh, Russian and oriental languages.

The expansion of the English language in Kazakhstan is supported by multiple visionary and progressive reforms such as the state program called "Development of trilingual education for 2015-2020" which aimed to achieve the "Ensuring the gradual introduction of trilingual education at all levels of education in the Republic of Kazakhstan to increase its competitiveness and develop human capital" through updating the content of all educational programs of all levels of education in such manner to align with the goals of the trilingual language, providing constant significant amount of financing, instruments and services for coordinating the intensive reform, training and development of the current and future active people on the labor market of Kazakhstan it could achieve a successful implementation of the trilingual education system as a the standard foundation of the Kazakh society in the near future [7].

The support of further enhancing the trilingual character of the Kazakh society and the support of making English language an active component of different spheres of the Kazakh society is mentioned in the State program for the implementation of Language policy in the Republic of Kazakhstan for 2020-2025 which includes along with the use of the Kazakh language at all levels of the Kazakh society, " the organization of systematic work on the development of Kazakh-English bilingualism in the communicative language space of Kazakhstan" [8].

Methodology: For the empirical part of my research, an online survey via Google Forms was conducted. The survey was conducted in three languages to provide a better understanding of the questions and also to analyze the pLiterature of the surveyed sample. The total number of the surveyed students is 26 people. According to the results of my survey we have three students who answered in English, 11 students who answered in Russian and 12 students who answered in Kazakh. Everyone who answered to the survey in one language out of the three which were provided also studies their academic program in that language. The proportionality of the answers in correlation with the language, in which they were provided, corresponds to the goals set in the State programs which are oriented towards promoting the use of the Kazakh language and supporting and the introduction of the trilingual education.

The respondents who answered in Russian to the question showed in the Diagram 1 (What is your English proficiency level?) have a more varied palette of answers with a high number of students stating that their degree in English is Pre-Intermediate (36.4%) and in second place those who have an Advanced degree in English (18.2%). Therefore, approximately 72.8% of the surveyed students in the Russian language have at least a pre-intermediate degree in English which allows them to express their thoughts and feelings in short and clearly and understand moderate vocabulary. The students, who answered in Kazakh to the same question, but in Kazakh, provided a more cohesive palette of answers which range from Elementary to intermediate degree in English with a majority of student claiming to have a Pre-Intermediate degree in English (41.7%) and Elementary coming in second place (33.3%) and Intermediate in third (25%). It is worth mentioning that the group surveyed in Kazakh did not choose the options ‘Advanced degree in English’ and ‘Do not know English at all’ which suggests a more solid educational foundation over the basic elements of teaching and learning the English language.

Diagram 1. What is your English proficiency level?





When asked about how important they consider the English language will be in their professional career, the students who answered in Russian provided a majority of 63.6 % who considered it “very important”(5) while the lowest value/answer recorded was neutral and was picked by only one student. When it comes to the students who answered in Kazakh, the highest value/ answer recorded was “very important” (5) too but with a majority on the variant “important” (4).

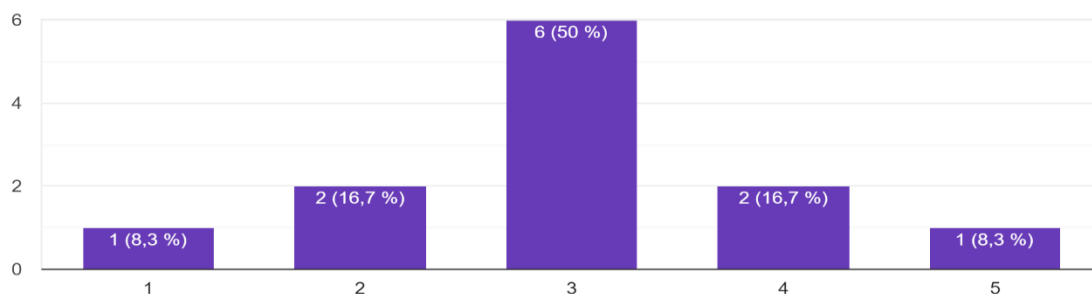
To the question how important they consider the Russian language will be in their professional career, the students who answered in Russian provided a majority of 81.8% (9 out of 11) on the 5th/ highest point of the scale while the lowest chosen point of the scale was the 4th. While the students who answered in Kazakh have a majority of 50% (6 out of 12) on the highest point of the scale with the lowest chosen point of the scale being the 2nd.

As for the value of the Kazakh language in their professional career, the students who answered in Kazakh provided an outstanding majority of 91.7% (11 out of 12) with one opinion on the 4th point of the scale. The students who answered in Russian provided a more diverse range of answers but nevertheless with a majority of 45.5% (5 out of 11) on the 5th point on the scale with a descending order of other votes that range from 5 to 2 on the scale which suggests that for some of the students the working place they will be looking for will not put an emphasis on the Kazakh language, but for the most of them will be at least relevant. Interestingly enough, the registered answers in English to this question provided three equal majorities that range from the 3th point on scale up to the 5th.

When asked about how likely they are to use the English language in their public/personal life the students who answered in Russian 6 out 11 considered the third point on scale which stands for “not unlikely but not likely either” while the students who answered in Kazakh had the same answer point on the scale as the major one, however the percentages of each variant showed a very proportionate variety of answers where the extremes on the scale and the close centered ones share the same percentage with their opposite variant of choice. This symmetric histogram suggests solid fragmented views regarding the subject which the survey sample was asked, with a majority on being neutral and therefore open to using English in various social circumstances.

Diagram 2. How likely are they to use the English language in their public/personal life?

Келесі шкала бойынша сіз өзіңіздің жеке өміріңізде ағылшын тілін қаншалықты қолданасыз деп ойлайсыз?
12 rāspunсuri



As for the respondents in Russian, how likely they are to use the Russian language in their personal life they provided an absolute majority (11 out of 11) on the 5th point of the scale while the students who answered in Kazakh on the question about how they are to use the Kazakh language in their personal life had a majority of 91.7% (11 out of 12) and one vote on the 4th level/point of the scale.

When asked about how likely they are to use an oriental language in their professional life most of the students answered with the variants such as “very unlike” and “unlikely” regardless of the survey language.

To the question in which areas they think they are most likely to use English specifically the majority of the votes registered from all groups of students show “Hospitality and tourism services” as the most common option to be selected by all students. However, 41.7% (5 out of 12) of the students who answered in Kazakh selected “Education” as the most chosen option by them, second being Hospitality and tourism services”(25%=3 out of 11) and “Information technology and computer science”(25%=3 out of 11). The students from the Russian were mainly focused on “Hospitality and tourism services” (18,2%= 2 out of 11) and “Marketing and advertisement” (18,2%= 2 out of 11), while one student answered with the option “all” (“Bce”).

As for the areas the surveyed sample thinks they are most likely to use Russian specifically the majority of votes registered from all groups of students show “Education”(6 out of 26) and “Marketing and advertisement” (6 out of 26) as the most common uses of this language. 45.5% (5 out of 11) of the students who answered in Russian said that the Russian language will most likely to be used in all areas by themselves, 27.3% (3 out of 11) of them selecting all the options which were provided in the survey, while 18.2% (2 out of 11) of them responded with “Everywhere” (“Bo всех cфepax”). 41.7% of the respondents of the survey in Kazakh selected “Marketing and advertising (5 out of 12) and 33.3% (4 out of 12) chose “Education”.

Regarding being asked in which areas is the surveyed sample most likely to use an Oriental language specifically the majority of the votes registered from all groups of students highlights the following areas: Hospitality and tourism services (4 out of 26), Education (3 out of 26), Travelling (3 out of 12), IT (3 out 26) and Business Administration and management (3 out of 26). But as the results suggest, the use of an Oriental language by the surveyed sample is characterized by a variety of perspectives which lack a significant sense of general agreement between the students regarding the use of any Eastern language. A significant argument regarding the previous statement are three results selected by some students who answered in Russian. 9.1% (1 out of 11)

answered with “Everywhere” (“Во всех сферах”), other 9.1% answered with “Nowhere” (“Нигде”) and another 9.1% “Many areas, travelling” (“Много где путешествия”).

When asked about in which areas the surveyed sample thinks they are most likely to use the Kazakh language specifically the majority of the votes registered from all groups of suggests that “Law” (7 out of 26), “Education” (9 out of 26). It is worth mentioning that 9.1% (1 out of 11) of the students who answered in Russian to this question responded with “Many areas” (“Много где”) and another “Almost all” (“Почти все”) while the students who answered in Kazakh to this question did not provide one similar answer. However, 41.7% (5 out of 12) of the students who study in the Kazakh language selected “Education”.

When the students answered the question regarding how much they agree with the following affirmation: “The use of English language will prevail in comparison with the use of the Russian language in my professional career” the majority of the students regardless of their language of answering manifested a neutral reaction towards this affirmation. A split in the major opinion between the students occurred when they were asked to react to the following affirmation: “The use of English language will prevail in comparison with the use of the Kazakh language in my professional career”. The students who answered in the Russian language provided diverse answers ranging from the reaction which come with the 3rd and 5th points on the scale with a majority choosing the 3rd and 4th points on the scale while the difference between them and 5th point being quite small. While the students that answered in Kazakh to this question chose the most the 2nd and 1st points of the scale. The results may appear this contrasting because of the fact that the students who answered in Kazakh are students of the Faculty of Social Sciences, and the use of the Kazakh language is essential in conducting field research or other types of research in correlation with a specific society which in our case is the Kazakh society who is primary language is the Kazakh language. It is worth mentioning that between these students from the Faculty of Social Sciences there are students who chose to become specialized in “Pedagogy and psychology”, which justify and argument once again the use of the Kazakh language being very relevant for their professional careers.

When it came to reacting to the following affirmation: “The use of English language will prevail in comparison with the use of any Oriental language in my professional career” most of the respondents regardless of the survey language declared that they strongly agree with the previously mentioned statement.

Conclusions:

- The use of the English language plays a significant role in the professional life of the surveyed sample and it follows entirely the Language policies initiated by the Republic of Kazakhstan throughout the 2015-2025;

- It seems that the use of the English language prevails in comparison with the prospects of the surveyed sample regarding the use of an Oriental language;

- The variety of the answers regarding the prospects for the use of English and an Oriental language leads to the possibility of thinking about the future labor force of Kazakhstan to engage in numerous fields of professional activities which is aligned with the economic, social, and political aspects of the multi-vector policy of Kazakhstan.

- The position of the use of the English language in comparison with the Kazakh and Russian language remains to be used mostly as a connecting language with the global system and raise the level of interaction with international concepts through the use of English. Kazakh is viewed by the sampled survey as the language of the state and of the Kazakh nation through the major association of its use in the areas of Law and Education most of the time and not only.

- Based on the number of the students who recognized the moderate and high use of the Russian language in different areas of their lives, the Russian language remains to be considered a second language of the state due to its high use. However, through the different approaches of the trilingual education it is aimed to promote and spread the use of the Kazakh language through different forms of Kazakh bilingualism in various educational, programs and literature and the intensification of translating different Russian sources in Kazakh and their availability online [8].

- The State policy regarding supporting the trilingual education for the next generation has positive impacts over their educational formation which can be seen in the prospects and linguistic skills of the surveyed sample.

- The goal of fully converting the Kazakh language alphabet to a Latin one by 2025, aids significantly the affinity of studying a western language and consolidates once again the establishment of the trilingual policy.

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УКРЕПЛЕНИЕ КУЛЬТУРНОГО СОДРУЖЕСТВА КАЗАХСТАНА И ФРАНЦИИ

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