



DOI: 10.54919/physics/55.2024.292vm9

Exploring sociolinguistic attitudes among multilingual youth in Kazakhstan

Aidar Khamit

M. Narikbayev KAZGUU University
010000, 8 Korgalzhyn Highway, Astana, Republic of Kazakhstan

Assem Dauletkeldyyeva*

L.N. Gumilyov Eurasian National University
010008, 2 Satpayev Str., Astana, Republic of Kazakhstan

Aisaule Kuntugankyzy

Kazakh National Agrarian Research University
050010, 8 Abai Ave., Almaty, Republic of Kazakhstan

Abubakir Abidin

Yessenov University
130000, 32 Md., Aktau, Republic of Kazakhstan

Abstract

Relevance. This study explores the complex interplay between the Kazakh and Russian languages in Kazakhstan, examining how these languages coexist and interchange at individual and societal levels due to their paradigmatic, vertical linguistic relationships stored in native speakers' consciousness.

Purpose. The purpose of the study is to conduct a sociolinguistic investigation into the sociolinguistic attitudes of Kazakhstani youth in a multilingual environment.

Methodology. The research employed a sociological survey using a closed-ended questionnaire for data collection, which was then analyzed and modeled. The study was based on a comprehensive sociolinguistic survey of 96 students aged 17–20 from the Kazakh departments of L.N. Gumilyov Eurasian National University and Abai Kazakh National Pedagogical University. For the first time, a comparative analysis of language attitudes among Kazakh youth was conducted.

Results. The findings reveal the nature of their sociolinguistic attitudes at micro and macro-social levels. The analysis shows that the Russian language exerts significant influence on language loyalty and attitudes. Within the context of Kazakh-Russian bilingualism, Kazakh youth tend to symbolize their native language, indicating a transformation in their linguistic consciousness driven by socio-global mechanisms. While Russian serves a functional and instrumental role, the native Kazakh language holds communicative and personal significance for them.

Conclusions. The practical application of this research is to contribute towards promoting linguistic purity, raising linguistic consciousness, and strengthening the social significance of the Kazakh language among the nation's youth.

Keywords: micro-society; bilingualism; language policy; language code; purity of language.

Suggested Citation:

Khamit A, Dauletkeldyyeva A, Kuntugankyzy A, Abidin A. Exploring sociolinguistic attitudes among multilingual youth in Kazakhstan. *Sci Herald Uzhhorod Univ Ser Phys.* 2024;(55):2929–2938. DOI: 10.54919/physics/55.2024.292vm9

*Corresponding author



Copyright © The Author(s). This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0 (<https://creativecommons.org/licenses/by/4.0/>)

Introduction

The processes of globalisation and change have created an acute problem of preserving and developing national language and culture in multi-ethnic Kazakh society. This study aims to analyse the sociolinguistic typology of the coexistence of several types of languages in the single communicative space of Kazakhstan and to identify the sociolinguistic attitudes of Kazakhs. The linguistic attitudes of Kazakh youth with an emphasis on the different cultural, historical, and social conditions of the Kazakh and Russian languages are indicative in this respect. There are trends associated with uneven spheres of their functioning [1].

In certain historical periods, the Russian language played an overwhelming role in all spheres of Kazakh life: at the state level, and at the level of interethnic relations and education. Changes in language policy in Kazakhstan emphasise the need for professional and cultural integration of the Kazakh language into the global community and gradually lead to a transformation in the ethnolinguistic consciousness of Kazakhs. Kazakh has evolved from being mainly spoken in the household to playing a high role in politics, culture, and public life. Language policy in the new period is based on the linguistic attitudes and orientations of contemporary speakers of the Kazakh language. In this context, the language attitude is interpreted as the resilience of the national language to external languages due to radical changes in language policy. In this perspective, the Kazakh language being granted state language status has had a good impact on its development despite the fact that Russian has equal status as an official language, hence it is an example of legally confirmed multilingualism [2].

Scholars are in a permanent debate on polylingualism, considering it either as the basis of language development or as the first trigger of national language contamination in an independent country [3]. In discussing the purity of language, it is necessary to outline the factors that contribute to national identity. For Kazakhstan, this is primarily a demographic factor, the growth of the Kazakh national consciousness, the interest in the past life, history and language, and the acquisition of independence. Multilingualism, on the other hand, develops outside the micro-society, but in a holistic society, socially ordered and consciously regulated by the state and society, while at the microsocial level, language is found at the microsocial level. J. Mortensen [4], appeals to the identification of the main indicators of civic identity inherent in citizens living in other territories and their potential to construct civic

identities. It is important to note social memory, which is not insignificant for the construction of socio-economic strategies for the development of a sustainable society [5].

From this perspective, the aim of the study is to identify the socio-linguistic position of contemporary Kazakh youth in urbanised space, cyberspace (media, social networks) and everyday life. The main objectives of the investigation: description of the social and professional vocabulary of youth; definition of the language of communication on micro and macro levels; identification of regional features and differences; analysis of established stereotypes in the language process; study of problems of social and language process of youth; definition of language position of Kazakh youth.

Theoretical Review

Being a multi-ethnic country, the inhabitants of Kazakhstan belong to different genetic groups. Demographically and functionally, Kazakh and Russian languages coexist in Kazakhstan. Semi-lingual populations belong to micro-social communities. J. Mortensen [4] emphasises the importance of intensive interaction between the state and non-governmental organizations to preserve the linguistic identity of Kazakhstan. Studies show that bilingualism (Kazakh-Russian) is characteristic of young people living in urbanised spaces. Young students from different regions use bilingualism equally, 23% of young people have no language specificity depending on the geographical region in the country and are associated with regional dialecticisms. 73% of young people from rural areas, even though there is linguistic specificity related to the geographical region in the country, understand each other easily, but the dominant language is Kazakh with its dialectic words [5]. Cyberspace is dominated by the use of Russian and English, and only in everyday life (for example, exchanging messages with relatives) do young people use the Kazakh language. Nevertheless, in multi-ethnic Kazakhstan, Kazakh and Russian languages remain dominant in the communicative space. According to official data, state language proficiency reached 72.1% in 2014 and 76.3% in 2016. In 2018, the national language proficiency rate increased to 82%; in 2020, the national language proficiency rate will be 83.1%. Today, more than 92% of Kazakhstanis speak the state language. According to an annual survey of the population's knowledge of the state language shows a positive trend, and the number of residents who do not speak the state language is decreasing year by year (Fig. 1).

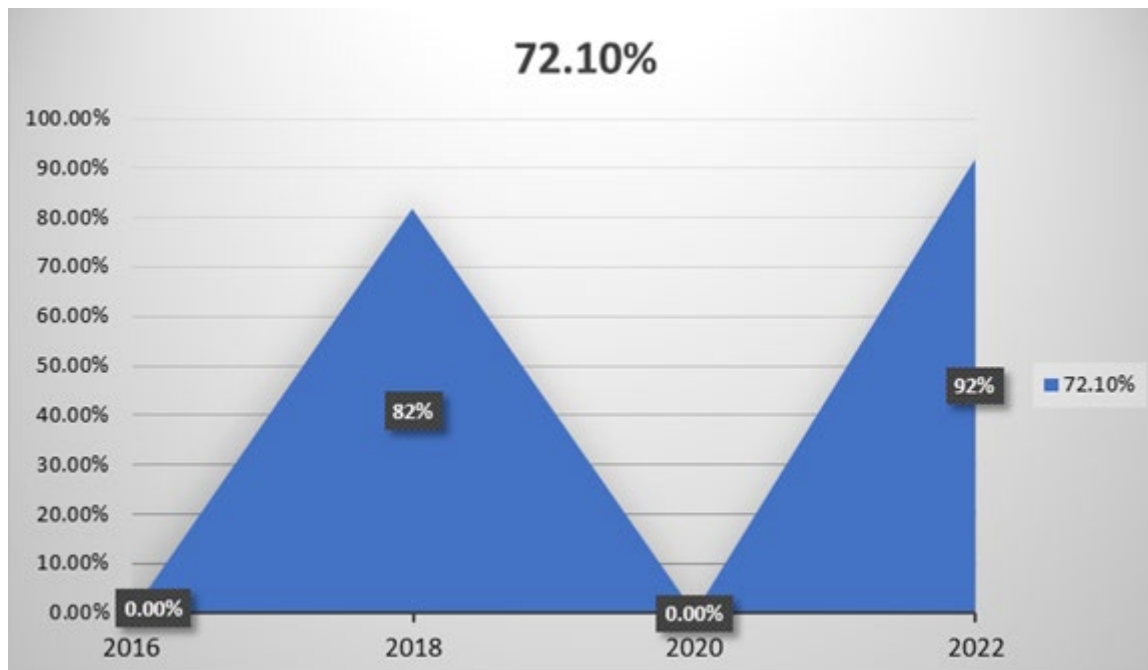


Figure 1. Dynamics of Decline of the Kazakh Population Not Proficient in the State Language 2014-2022

As can be seen, there is still a layer of the population in Kazakhstan who, due to various circumstances, do not know the Kazakh language, although there are 89 regional centres for teaching the state language in the country. Also, similar courses are organised by Kazakhstan's religious denominations to help citizens master the state language, with thousands of students attending state-language courses at such centres each year. The language situation in the country is characterised by three different characteristics: quantitative, qualitative, and evaluative (price). The number of languages used in the region reflects the demographic situation. Speaking of the socio-linguistic attitudes of young people in Kazakhstan, they also take place at the micro level. The socio-linguistic attitudes of Kazakh youth mainly depend on close friends and the environment. Thus, this study aims to explore the factors that shape intragroup micro-level relationships, which in turn are closely linked to language relations.

Materials and Methods

The study contains a sociological survey. The primary method used to collect information is a questionnaire, which includes closed, semi-open and open-ended questions. To optimise the time frame, the participants in the closed questionnaire were selected randomly. The main criteria for the selection of participants in the sociological survey were: bilingual, and Kazakh youth. A sociological survey and questionnaires were administered to 96 students aged 17 to 20 studying in the Kazakh department of L.N. Gumilyov Eurasian National University and Abai Kazakh National Pedagogical University. Analysis of the data obtained from the sociological survey was applied by categorisation (typification) and coding methods, a comparative analysis method of statistical averages using the SPSS (Statistical Package for the Social Sciences) programme of quantitative indicators. The study pays much attention to issues related to the possession and use of the mother tongue, such as which language is used more

often, which language is used when addressing in Russian, which language is preferred in communication with peers, which language is used more often in certain regions, understanding of peers from other regions of Kazakhstan, the need to use Kazakh exclusively in Kazakhstan, adaptation in communication with peers of other nationalities, the need to speak Kazakh in Kazakhstan, and others. The purpose of the study is to examine language communication, information exchange and retrieval, qualitative information, and issues of application of tools and technical translation in the information and digital space.

The methodology of the study used concepts related to communication theory, actor-network theory, constructivism, and social space, and in the realm of sociology of education, the concepts of a social institution and structural-functional analysis. The main hypothesis of the study is that the language environment and the education system is the main factor in the formation of language attitudes of young people. In particular, Kazakh youth, studying in their native language, instil cultural and linguistic traditions of modern urban society. Sociolinguistic studies give several definitions of native language. The term is often defined as the name of a language learned as a child by imitating adults, or the first language learned. The study also used the ethno-psychological definition in defining the mother tongue. Because young people often choose the language of their ethnic group as their native language and equate themselves with their ethnic group. A special methodological tool provided questions concerning the definition of the purpose and objectives of the study based on the conditions of adaptation of students to a new socio-linguistic environment:

- the frequency of languages used by modern youth;
- specifics and differences in the use of language depending on common areas (dialecticism);

- the use of language by students in relationships (jargon, slang);
- the specifics of the relationship and the difficulties associated with the region;
- a stereotype formed in connection with a socio-linguistic position;
- definition of social space and the language of personal communication;
- the main issues concerning socio-linguistic attitudes;
- the main factors influencing young people's social and linguistic attitudes,
- the general issues of ethnolinguistic and terminological specificity are considered.

This made it possible to trace the processes of general linguistic transformation, linguistic shift or change in the youth of Kazakhstan, and to study the adaptation of young people in the new sociolinguistic, i.e., bilingual, or multilingual environment, which is a continuation of the primary socialisation process. The methodology of this study allowed to conduct a comparative analysis of the functional state of the Kazakh language by micro and macro-social indicators.

Results

One of the main factors determining the use of languages in scientific research is the language environment. In sociolinguistics, language is interpreted as verbal communication, as a communicative action that guarantees social harmony at the micro and macro levels. In a multilingual environment, the use of Kazakh and Russian among young people differs from other parts of the population. This is indirectly influenced by the value attitudes of the subject. As for young people (a socio-demographic group with age-related social and value attitudes), among them, the linguistic environment influencing the use of a particular language has both positive and negative factors. Therefore, to understand the processes taking place in the micro-society, the linguistic conditions of Kazakhstan are analysed in terms of the formation of linguistic history and politics, which is a precondition for the functioning of common languages, and of individual micro-societies. At the micro and macro-social level, they were monitored and compared according to different indicators, and the specifics of the changing language situation were analysed since the sociolinguistic identification of the dynamics of the use of the Kazakh language by young people has not been sufficiently studied. Although the sample, objectives and aims of the

survey had their own specificities, theoretical approaches are also considered – Bourdieu's constructivism in this perspective has methodologically uncovered the focus of the study. In the context of globalisation and urbanisation, young people are using more than one language in public, and everyday life. In the sociological theory of translation sociology, or according to Bruno Latour's actor-network theory, relations in different fields, groups, and regions, when heterogeneous forms are in the same being space, all develop and form according to their capacities as actors [6].

That is, it uses a common language with regional, linguistic specifics. The Kazakh language is also characterised by the dispersion of the language, (except for the western and southern regions of the country) the Kazakh language is scattered over a large territory and always interacts with the Russian language. N.V. Druzhinina [7] appeals to the fact that the language situation in Kazakhstan, despite the presence of two large languages, genetically different languages, as sociolinguistic parameters show, determines the dominance of the Kazakh and Russian languages in the communicative space. It seems reasonable to agree with the author that the general linguistic situation is characterised as a hierarchy of language variants serving a particular historical period (territorial and social dialects, koine, slang, functional styles of languages). In this context, society (ethnic group, political society) is influenced by the languages and language variants used in the country [8]. This influence extends to a circle defined by associations. Alliances in turn can be endoglossal (a set of systems derived from a single language with the same communicative and functional activity) and unbalanced (a set of languages and language variants with a status or status in their functions – have different communicative dominance. For Kazakhstan, this is demographically unbalanced dominance. That is, demographically and linguistically, characterised by a set of mutually equal languages. These languages are used at different social levels to a greater or lesser extent. A survey conducted in a microsocial youth community identified the above ethno-psychological definitions in the definition of mother tongue by Kazakh youth. Only the mother tongue can make a person's speech free and real. People who speak several languages want to convey their inner feelings and the most important personal matters in their mother tongue. The activity of the Kazakh and Russian languages in the microsocial society is an important phenomenon in determining the superiority of the Kazakh language, as evidenced by the survey data (Table 1).

Table 1. Processes of general linguistic transformation among youth

No.	Conditions for students' adaptation to the new micro-socio-linguistic environment	Socio-spatial micro-social-linguistic stereotype	Respondents' responses in percentage ratio
1	Which language do you use more often?	The frequency of languages used among modern youth; Often speak Kazakh and constantly communicate with their loved ones in their native language. Good Russian proficiency.	67.6% of young people use Kazakh; 32.4% use Russian or the language of their nationality.

2	What language do you use when you are addressed in Russian?	The specifics and differences in the use of language depending on common areas. They communicate in two languages and/or use the language of communicants, speak Russian more than they try to answer in Kazakh.	30.2% of young people use Kazakh; 69.8% respond in the language of the interlocutor.
3	Which language is preferred when communicating with peers?	Students' use of language in relationships. Although there are geographically specific linguistic features, students understand each other easily.	73% of young people understand each other because they speak 2-3 languages; 27% have problems understanding their peers.
4	Which language is used more often in your region?	The specifics of the relationship and the difficulties associated with the region. Young people from different regions do not show complex linguistic specificities.	23% of young people use their own dialect, while 77% speak Kazakh.
5	Do you understand peers from other regions of Kazakhstan?	A stereotype formed in connection with a geographical and linguistic position. Natives of different regions do not always understand each other.	33.3% of young people do not always understand their peers from other regions; 66.7% do.
6	Do you think that the Kazakh language should be used exclusively in Kazakhstan?	Defining the social space and language of personal communication.	17% of young people disagree, 83% support the Kazakh language in all spheres.
7	Is it easy for you to adapt to your peers of other nationalities?	The main problems and factors affecting the socio-linguistic attitudes of young people in relation to the use of regional slang in everyday practice.	76% of young people responded positively; 24% have problems with this issue.
8	Is it necessary to know the Kazakh language in Kazakhstan?	Necessity of proficiency in the native language. Macro-social factors (historical conditionality, multilingualism in Kazakhstan) are the main reasons for ignorance of the native language.	93% of young people responded that every Kazakh should speak Kazakh; 7% found it difficult to answer. 95% want development for the mother tongue; 5% found it difficult to answer.

Source: developed by the authors

The results of the study showed that the majority of young people – 67.6% – often speak Kazakh, using this language to communicate with loved ones in their native language. They have a good command of Russian, use Russian in public places, when necessary, sometimes using Russian-speaking words and terms. Around 30.2% of respondents communicate in two languages and use the language of communicators, more speak in Russian than try to respond in Kazakh, i.e., "Kazakh in class, Russian outside class (with friends)". Kazakh-speaking youth can be grouped into two socio-linguistic categories, a large proportion being bilingual youth who have been formed in the Kazakh environment and constantly speak their native language in social processes, while another third is fluent in two languages. However, all students studying at a higher educational institution know at least two languages at the level of understanding and perception.

The linguistic processes of Kazakhstan, depending on the region, have formed a socio-spatial regional-linguistic stereotype in the minds of most young people. In the southern, western, and central regions of the country, Kazakhs have preserved their traditions, language and use their native language more often than Russian. Young people from the northern regions use bilingualism equally, only in some cases having difficulty understanding and perceiving the Kazakh language, having to communicate equally in Kazakh and Russian, in most cases expressing their thoughts in Russian. There were also stereotypical

views that regional slang (and dialecticisms) makes speech difficult to understand and does not contribute to close communication and mutual understanding. But according to young people (73%) these are just stereotypes that do not give a clear picture. Young people from different regions of Kazakhstan have no complex language specificity, 23% of young people have no language specificity depending on the territory, but rather they are associated with regional dialecticisms.

One of the main features of the Kazakh language is the dialecticism of these regions, i.e., the use of unusual, diverse words and expressions. In the linguistic sciences dialecticisms or ethno-cultural dialecticisms are interpreted as linguistic units that comprehensively manifest the spiritual treasures and material properties of a nation, national culture and linguacultural treasures, the linguistic features of a nation. Ethno-cultural dialecticisms are the customs and traditions of local people, local words and expressions of those peoples born in connection with their everyday life. Many ethnocultural words characteristic of the West, South and other regions can be found in the language [9]. Despite the regional dialectic results of the standardisation of the state language in education, upbringing, media and communication, modern digitalisation and the internet over the last decade, the difficulties of communication development are not to be spoken of. The aesthetic essence of the features of the local language is determined on the basis of its use and internal

motivation in the context. The use of local language patterns in fiction cannot translate the features of a particular region. However, the use of local features, dialecticisms, especially ethnocultural dialecticisms, in spoken language can fully, and clearly show the authenticity of the region, the region in which they are used. Various lexical dialecticisms can also be used as an artistic device only in the style of fiction [10]. That is, simple words with regional specifics can be used in everyday spoken language in many areas, which does not affect interregional relations. In this regard, regional dialecticism as a factor of the social common national identity of young people is not an obstacle.

Language features are determined by the current socio-cultural environment in the settlements of the country where border zones and diasporas live. For example, the Russian-Slavic diaspora in the north, and the Uzbeks, Uighurs and other ethnic groups in the south have a close consolidation. The language difference is observed between urban and rural youth. It is a dichotomous process that persists, especially in the post-Soviet period, between the "Russian-speaking" city and the traditional Kazakh average aul. Especially often such features are observed in Northern, Eastern and Central Kazakhstan, in the cities of the Western region of Aktobe and Uralsk, and in the main and large cities of the country. At the same time, the phonetic rhythm of the language and the manner and culture of speech, e.g., in the West the sound was harsh, sometimes words sounded rude or commanding, and different perceptions and misunderstandings by young people due to the shortening of words. For example, a student from Kokshetau "did not understand at all that they were speaking Kazakh" [11]. According to the study, for 33.3% of students understanding natives of the Western region was initially a challenge, whereas for 17% of students understanding natives of the Southern region was initially a challenge, whereas for 12% of students understanding natives of the Western and Southern regions was a challenge. In general interaction, for 76% of the students, it was initially difficult to understand the words used in regional daily life.

According to the results of the study, over the year students from different regions developed a social and linguistic understanding adapted to each other in their relationships: "it was not difficult, it was interesting, we learned a lot of words" according to quantitative indicators 85.4% – understand each other in general, and 14.6% – did not answer. One of the factors influencing the sociolinguistic position of a young person is its micro-level. In relationships, the main role is played by close friends, and the environment. The students developed intra-group micro-levels of relationships that were closely linked to language relationships.

The last and most important question in the survey was about the necessity of proficiency in the mother tongue and the reasons for not knowing it. The respondents named macro-social factors (political imposition of a second language in the country) as the main reasons for ignorance of the Kazakh language. The majority of respondents, 93%, said that every Kazakh should speak the state language. 95% of respondents would like freedom and development for their mother tongue. The results did not reveal any contradictions between indicators of Kazakh language use

at the micro-social level and willingness to master it. This fact is related to the state strategy of idealisation and symbolisation of the Kazakh language. This trend strives to regain the lost wholesome ethnic cultural identity, preserve the presence of all linguistic components, idealise the mother tongue and should entail real measures to master it. The survey results confirmed that Kazakh youth are mainly focused on the Kazakh language, and their responses can be assessed as indicators of a linguistic shift towards preserving the value of their native language and its identity. It should be noted that the processes of the linguistic shift are still not studied. The authors agree with C.M. Scotton [12], who argues that such a shift is born in conditions of awareness of national identity and depending on the political situation in the country, its pace can be slow (hundreds of years), fast (three to four generations) or even catastrophic when the transition to the predominant language occurs within one generation. Kazakhstan has also experienced such a shift. Now, the country's policy is aimed at positive changes in the language environment, at eliminating linguistic and functional losses, at breaking the traces of interference and minimising the amount of multilingualism. In linguistic conditions, it is necessary to motivate young people to actively master the Kazakh language.

The results of this study have shown that the language attitudes of Kazakh youth depend on the social sphere. Despite the heterogeneous environment, in the spheres of public administration and education, Kazakhs use the Russian language much more intensively than the Kazakh language. This is probably attributed to outdated stereotypes in the use of a particular language at the macro-social level. On the micro-social level, however, respondents' attitudes towards the use of the Kazakh language are more than positive.

Discussion

Today Kazakhstan is a multilingual, multi-ethnic, multicultural, and multi-concessional state consisting of various genetic groups and structures. On the one hand, the contemporary ethnolinguistic landscape of Kazakhstan is characterised by multilingualism; on the other hand, the two main ethnic languages (Kazakh, which outnumber all other ethnicities, and Russian in the linguistic situation) are numerically described in an imbalanced form [13]. All of this shows that the ethnolinguistic landscape is diverse, and the linguistic situation of the two powerful demographic and relational languages, Kazakh and Russian, is built around languages. The language loyalties and attitudes of contemporary Kazakhs are found to be greatly influenced by the demographically and functionally dominant Russian language. Thus, the issue of language integration into the world has become acute in Kazakhstan. In the context of this study, the function of the Kazakh and Russian languages in the microsocial youth community in Kazakhstan was examined. Sociolinguistics has developed the following definition of a microsocial community – a micro-social community is characterised by demographic and social indicators and community members themselves, characterised by permanent communicative ties in a familiar environment [14].

According to researchers, the smaller the microsocial community, the higher its linguistic homogeneity, and the

closer the microsocial community is to the ideal group type, the more homogeneous the patterns of language activity, such as the standard set of language tools, rules of their use, language tactics, non-verbal components and level of clichés will be. The micro-social community makes up a large part of the population [15]. The active role of young people in the socialisation process involves not only the repetition of behaviours suggested by them but also the incorporation of their own content. Historically, such processes can be called transitional. The transition period will require a new level by entering into a new policy, socio-economic relations, and the emergence of new values. Examples of such transitions can be traced back to Alash figures of the early 20th century. Owing to the Alash intelligentsia led by Alikhan Bukeikhan, the early 20th century was a period of rapid development of the Kazakh language, its rise to a new qualitative level, growth, and prosperity.

The ability of young people to present Kazakh as their mother tongue from a political point of view is their identification with the ethnos. Particular attention is paid to education when considering the micro-social youth community. Education is not only a social institution but also a cultural part of society, the result of mutual cultural and social activities of people [16]. The issues of self-determination, self-development and self-affirmation of the educational system are highlighted as current issues of educational socialisation. Speaking about the activity of Kazakh and Russian in the microsocial community, G. Francescato [5] notes the importance of the phenomenon of the second language as an additional language to the dominant language. Bilingualism is the main characteristic of a bilingual youth association. Bilingualism is the simultaneous use of two languages by representatives of the same nationality in a heterogeneous society. Bilingualism is an individual polylingualism encompassing the whole society [17]. It can be called a bilingual society as opposed to a group and monolingual society. To further understand the nature of bilingualism, it is necessary to find an answer to the question of how, when and where the phenomenon of bilingualism begins. It is determined by the presence of individual multilingual people in a heterogeneous environment on the territory of a certain territory. Such people cannot exist in a homogeneous society [18].

Scientists do not exclude the possibility of learning individual languages through individuals. But it is clear that a language environment is needed for its implementation. The main learning factor in natural bilingualism is the natural language environment, and in artificial bilingualism, the process of language acquisition is realised through teaching, as Kazakh-Russian, Russian should be distinguished types of Kazakh bilingualism and create basic tools, methods and techniques for their implementation. Of interest is the nature of the diglossia, trilingual and quadrilingual situation. Scholars emphasise that diglossia is driven by its linguistic nature, i.e., their overlapping usage, and status. In the case of diglossia, it is more inherent in the urban population. Urbanisation brings about processes of concentration of young people from different regions of the republic in the urban environment for the purpose of education and employment. Having specifically crossed the threshold of school, for the first

time adapts to life in urbanised megacities and large cities. Within a year or two, they undergo a process of adaptation to an environment other than their usual one, to life in a big city, to everyday life, and to a new social and linguistic environment.

It is obvious that cities have their own social environment, culture, social life, rules, traditions, in general, social norms and laws. It has become important to study the adaptation of young people to a new socio-linguistic, i.e., bilingual, or multilingual environment, which is a continuation of the process of primary socialisation. L. Karabassova and X. San Isidro [19] study the socio-linguistic situation in Kazakhstan. According to scholars, Kazakhstan has an exoglossal, unbalanced, diglossic and demographically disproportionate linguistic situation. L.T. Nurkatova et al. [20] argue that the language situation is characterised by three different characteristics: quantitative, qualitative, and evaluative (price). Describing the linguistic situation in Kazakhstan, demographic inequalities should be mentioned: the formation of an uneven and complex ethno-linguistic situation (1731-1865) was greatly influenced by the accession of Kazakhstan to Russia – the Stalin reforms placed peasants from Russia and Ukraine on 30% of the Kazakh lands, displacing the Kazakhs there. As a result, Slavic ethnoses were formed in the north-west, north-east and south-east. Thus, demographic destruction can be referred to, as which reduced the population of the republic from 1929 to 1933 by 2.4 times and turned Kazakhs into an ethnic minority group in their historical homeland until 1966.

According to P.P. Zhaksylykovna et al. [21], it is necessary to ensure the correction of language policy, reflecting the dynamics of language processes, and its regional classification by demographic, and socio-ethnic criteria. Indeed, although Kazakh has the status of the state language, it does not function independently in all spheres of public life but interacts with Russian. Russian is treated equally with Kazakh as the national language of the Russians and is used in all spheres of activity in the Republic of Kazakhstan. At the same time, Russian is currently the language of interethnic communication in this multinational state and serves as the language of interethnic communication. In the context of the development of languages in the Republic of Kazakhstan on the eve of independence, two state programmes were created (1998, 2003). Its goal was to create conditions for the development of the state language of the Republic of Kazakhstan and other languages. In this context, scientists analyse state programmes aimed at the gradual transition of the population of Kazakhstan to the state language. According to the author, the state programmes of activity and development of languages for 2021-2022 offer various state measures related to the activities of languages in Kazakhstan, the main purpose of which is to expand and strengthen the social and communicative functions of the state of the language, the preservation of the general cultural function of the Kazakh language. For example, B.Zh. Smagambet et al. [22] have noted that the linguistic structures that are formed as a result of the state policy of memory are one of the foundations of national identification.

N. Zhumay et al [23] note that Kazakhs are very zealous about passing on their native language to their children.

The assessment of the degree of demand for the Kazakh language has changed, now Kazakhs no longer consider it only as a means of everyday communication. The authors note that in the heterogeneous Kazakh environment, the importance of the Russian language is significantly weakened. Many native speakers change their language competence in favour of English. From this perspective, I. Hollebeke et al. [24] state that in a multi-ethnic environment, the role of imposed language is reduced and there is a high degree of ethnic self-awareness. The results of this study reflect the picture of changes in socio-cultural values and language attitudes of Kazakh youth at the micro and macro social level. The value worldview of the Kazakh youth is undergoing a reorientation with a priority on preserving the native language and national identity.

Conclusions

The study conducted a sociological survey of graduates of a Kazakh school in 2019. The participating students were between the ages of 17 and 20, studying in the Kazakh department of L.N. Gumilyov Eurasian National University and Abai Kazakh National Pedagogical University. The socio-linguistic attitudes of contemporary Kazakh youth are determined. The results of the survey, developed using a specific methodology, revealed processes of general linguistic transformation, language shift or change among young people. On the impact of socio-linguistic changes on the absorption of everyday, household, professional and new knowledge, on the outcome of interactions, the potential for division and segregation among young people was observed. According to the survey, the majority of young people – 67.6% – often speak Kazakh and communicate with their relatives in their native language. They have a good command of Russian, use Russian in public places, when necessary, and

sometimes use Russian-speaking words and terms. Around 30.2% of respondents communicate in two languages and/or use the language of communicators, more speak in Russian than try to respond in Kazakh, i.e., "Kazakh in class, Russian with friends". Kazakh-speaking youth can be grouped into two socio-linguistic categories, a large proportion being bilingual youth who have been formed in the Kazakh environment and constantly speak their native language in social processes, while another third is fluent in two languages. However, all students studying at a higher educational institution know at least two languages at the level of understanding and perception.

A strategy for symbolisation and preservation of the Kazakh language among Kazakh youth has been identified. The results of the survey showed that for the time being Russian performs the function of an instrumental language for the majority of Kazakh speakers. And the Kazakh language, based on the cultural and ethnic past, is characterised by a powerful vitality. Thus, a promising task today is to increase the level of national identity of Kazakh youth.

In this context, the necessity of a complex and comprehensive study of the functioning of the Kazakh and Russian languages at the macro level to determine the willingness of the population of the republic to adapt to the new linguistic policy of the state and the dependence of the linguistic environment on the geographical, ethnic one is outlined as a prospective area of future studies.

Acknowledgements

None.

Conflict of Interest

None.

References

- [1] Iskakova Zh, Kalashnikova N, Onychko M, Salikzhanov R, Smagambet B, Otar E, Abetova Z. Family Policy as a Power of Political Stability: Experience of Kazakhstan. *Social Polit: Int Stud Gen, State Society*. 2021;29(2):1-15.
- [2] Musabaeva A, Baigabylov N, Tlespaeva A, Uasheva A. Constructing civic identity among ethnic groups residing in enclaves. *Int Social Sci J*. 2022;243:47-56.
- [3] Mirvahedi SH. What can interactional sociolinguistics bring to the family language policy research table? The case of a Malay family in Singapore. *J Multiling Multicult Devel*. 2021;42:1-16.
- [4] Mortensen J. Transient multilingual communities as a field of investigation: Challenges and opportunities. *J Ling Anthropol*. 2017;27(3):271-288.
- [5] Francescato G. *Bilingualism and Diglossia in their mutual relationship*. In: *The Fergusonian Impact* (pp. 959-966). New York: De Gruyter Mouton; 2021.
- [6] Diédhiou K. *Attitudes et représentations linguistiques en zone transfrontalière casamançaise: Cas de Boutoupa-Camaracounda*. Senegal: UASZ; 2020.
- [7] Druzhinina NV. On the meaning of language policy in a multicultural society. *Eurasia Sci Associat*. 2019;6-5:320-321.
- [8] Dodson CJ. Bilingualism and a sense of "peopleness". In: *The Fergusonian Impact* (pp. 951-958). New York: De Gruyter Mouton; 2021.
- [9] Kubieva V, Sagiyeva A, Salimgerey Z, Baiseitova M. Multilingualism is a trend in the development of modern Kazakhstan. *Glob J Sociol: Curr Iss*. 2021;11(1):40-44.
- [10] Sarbalakova GB, Khajayeva ZB, Tompiyeva ZE. The problem of multilingual education in the Republic of Kazakhstan. *Actual Prob Phil Method Teach Foreign Lang*. 2017;11:235-238.
- [11] Tleuzhanova GK, Stanciu N, Tuleubayeva SK. Polylinguality as a condition of preservation of cultural values in a modern society. *Bull Karaganda Uni*. 2019;4(96):47-53.
- [12] Scotton CM. Diglossia and code switching. In: *The Fergusonian Impact* (pp. 967-980). New York: De Gruyter Mouton; 2021.
- [13] Maryshkina TV, Kalizhanova AN. Possibilities of mechanisms of bilingual education for the formation of trilingualism. *Phil Aspect*. 2018;11:138-144.

- [14] Lanza E. The family as a space: multilingual repertoires, language practices and lived experiences. *J Multiling Multicult Devel.* 2021;42(8):763-771.
- [15] Aubakirova B, Mandel KM, Benkei-Kovacs B. European experience of multilingualism and the development of multilingual education in Kazakhstan. *Hungaria Educ Res J.* 2019;9(4):689-707.
- [16] Canagarajah S. Materialising semiotic repertoires: Challenges in the interactional analysis of multilingual communication. *Int J Multiling.* 2021;18(2):206-225.
- [17] Novara C, Di Giovanni E, Di Napoli G, Lavanco G. What Are the Success Factors of Multilingual Families? Relationships Between Linguistic Attitudes and Community Dynamics. *World Futur.* 2021;77(4):285-307.
- [18] Kircher R, Quirk E, Brouillard M, Ahooja A, Ballinger S, Polka L, Byers-Heinlein K. Quebec-based parents' attitudes towards childhood multilingualism: Evaluative dimensions and potential predictors. *J Lang Social Psychol.* 2022;5:1-26.
- [19] Karabassova L, San Isidro X. Towards translanguaging in CLIL: A study on teachers' perceptions and practices in Kazakhstan. *Int J Multiling.* 2020;17:1-20.
- [20] Nurkatova LT, Uisimbayev YK, Biyekenova NZ, Abdrasheva BJ, Djamaliev GJ, Botabayeva AE. Actor-oriented approach to implementation of the latin-based kazakh alphabet and its social role in modernizing the public awareness of the youth. *Rev Turism Estud e Prát-RTEP/UERN.* 2020;1:1-9.
- [21] Zhaksylykovna PP, Abdrazahovna ZS, Oralbaykyzy NZ, Baidullayevich SA, Zhiyentayevna, ZB, Zhazira K. Dual education conditions for pedagogical bases of specialists inclusive training. *Cypriot J Educ Sci.* 2022;17(3):765-771.
- [22] Smagambet BZh, Tlespayeva AA, Musabayeva AB. Social memory: From oblivion or construction to cultural trauma. *Rupkatha J Interdiscip Stud Human.* 2021;13(2):1-13.
- [23] Zhumay N, Tazhibayeva S, Shaldarbekova A, Jabasheva B, Naimanbay A, Sandybayeva A. Multilingual Education in the Republic of Kazakhstan: Problems and Prospects. *Social Inclus.* 2021;9(1):56-62.
- [24] Hollebeke I, Struys E, Agirdag O. Can family language policy predict linguistic, socio-emotional and cognitive child and family outcomes? *J Multiling Multicult Devel.* 2020;40(10):1-32.

Вивчення соціолінгвістичних поглядів серед багатомовної молоді в Казахстані

Айдар Хаміт

Університет КАЗГІОУ імені М.С. Нарікбаєва
010000, Коргалжинське шосе, 8, м. Астана, Республіка Казахстан

Асем Даулеткельдієва

Євразійський національний університет ім. Л.Н. Гумільова
010008, вул. Сатпаєва, 2, м. Астана, Республіка Казахстан

Айсауле Кунтуганкызы

Казахський національний аграрний дослідницький університет
050010, проспект Абая, 8, м. Алмати, Республіка Казахстан

Абубакір Абідін

Каспійський державний університет технологій та інжинірингу імені Ш. Єсенова
130000, вул. 32 мкр, м. Актау, Республіка Казахстан

Анотація

Актуальність. Це дослідження вивчає складну взаємодію між казахською та російською мовами в Казахстані, розглядаючи, як ці мови співіснують і взаємодіють на індивідуальному та суспільному рівнях завдяки їхнім парадигматичним, вертикальним лінгвістичним зв'язкам, що зберігаються у свідомості носіїв мови.

Мета. Мета дослідження – провести соціолінгвістичне дослідження соціолінгвістичних установок казахстанської молоді в багатомовному середовищі.

Методологія. У дослідженні використано соціологічне опитування з використанням закритої анкети для збору даних, які потім було проаналізовано та змодельовано. Дослідження ґрунтується на комплексному соціолінгвістичному опитуванні 96 студентів у віці 17-20 років з казахських факультетів Євразійського національного університету ім. Л.Н. Гумільова та Казахського національного педагогічного університету ім. Абая. Вперше проведено порівняльний аналіз мовних установок казахстанської молоді.

Результати. Результати дослідження розкривають характер соціолінгвістичних установок молоді на мікро- та макросоціальному рівнях. Аналіз показує, що російська мова має значний вплив на мовну лояльність і ставлення до мови. В умовах казахсько-російської двомовності казахська молодь схильна символізувати рідну мову, що свідчить про трансформацію мовної свідомості під впливом соціоглобальних механізмів. У той час як російська мова виконує функціональну та інструментальну роль, рідна казахська мова має для них комунікативну та особистісну значущість.

Висновки. Практичне застосування цього дослідження має сприяти підтримці мовної чистоти, підвищенню мовної свідомості та зміцненню соціальної значущості казахської мови серед молоді країни.

Ключові слова: мікросоціум; білінгвізм; мовна політика; мовний код; чистота мови.