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The features of the modern language trilingual's policy in the Republic of Kazakhstan under conditions of modernization of public consciousness

Abstract. *The article analyzes the features of the modern language trilingual's policy in the Republic of Kazakhstan under conditions of modernization of public consciousness. The author studies cause and effect relationships of the occurrence of this phenomenon in the state, assesses the prospects for its development, identifies the difficulties faced by the Kazakhstan's society on the path to introducing trilingual's, and shows the current development priorities of the linguistic personality of the most developed countries of the world. Nowadays many difficulties arise in the way of ensuring a new language policy in Kazakhstan, caused by the fact that the Kazakh language lacks many scientific terms and concepts. Their use in the state has always been provided by the Russian language. At the same time, a number of scholars evaluate the transition to the Latin alphabet as a destructive phenomenon in language policy that can harm the Kazakh language and national culture. At the same time, experts offer acceptable options for solving emerging problems and contradictions, which, however, require a major change in the education system in the country.*

Keywords: *Kazakhstan, language politics, trilingual's, modernization, public consciousness, problems and solutions.*

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Introduction. In April 2017, the former President of the Republic of Kazakhstan N.A. Nazarbayev, in his article, set the task to implement the “advanced modernization of public consciousness” [1]. He emphasized that “in the new reality, the internal desire for renewal is a key principle of our development. It is necessary to change in order to survive”. At the same time, the fear of the head of state is caused by modernization, which involves “a transition from a national development model to a single, universal one”. In this regard, the emphasis on ensuring the country's competitiveness within the framework of preserving the national identity, language, cultural and genetic code, and ensuring the evolutionary development of the state has become fair. The main factors of

competitiveness were identified as “the need for mass and accelerated teaching of the English language”, which opens up the prospects for quickly borrowing “foreign experience, new technologies, a new economy”, as well as “a phased transition of the Kazakh language to the Latin alphabet”.

Purpose of research is to determine current priorities for the development of trilingualism in Kazakhstan on the basis of historically established features of the national language policy and current trends in global development.

Methodology of research is defined by a combination of general (description, content analysis, comparative, system analysis, and generalization) and special (historical, linguistic and cultural) methods. The complex

of these methods within the framework of an interdisciplinary approach made it possible to fully reveal the specifics of modern trilingualism in Kazakhstan and to analyze the features of its development in historical retrospective and in the modern conditions of globalization.

History of the problem lies as deep as the Latinized alphabet was officially used between 1929 and 1940. Then, according to the Law "On the translation of Kazakh writing from Latinized to a new alphabet based on Russian graphics", it was replaced by the Cyrillic alphabet. According to N.A. Nazarbayev, "it is obvious that the history of the change in the Kazakh language alphabet was determined mainly by specific political reasons".

The transition to the Cyrillic alphabet led to interethnic harmony and the rapid development of the republic within the USSR due to the development by the multinational people of Kazakhstan of a common language of communication. However, the following questions naturally arise: What can be the long-term consequences of the reverse transition of Kazakh writing to the Latin alphabet? Will this not affect the country's competitiveness, because the people scooped up and continue to actively master the knowledge of world culture mainly thanks to the Cyrillic alphabet, the Russian language? Will this reform lead to the distancing of the Kazakh and Russian languages, and then of local ethnic groups? Has the modern language and mentality of the Kazakh people, having absorbed Russian culture, not become more powerful? Is it possible, following the "evolutionary path of development", realizing the adopted state program of trilingualism (Kazakh, Russian, English), to increase the competitiveness of the nation and country in a less costly and less painful way for many generations?

Discussion. The factor of ensuring the competitiveness of any state is the aggregate intellectual potential, the culture of thinking of the subjects. At the same time, in order to avoid the repetition of historical errors, political decisions should be based, first of all, on modern achievements in the field of thinking culture. In this regard, the phenomenon of the

methodological culture of thinking and activity, the creation of which was laid back in the USSR, looks quite characteristic. Recently, this culture has been developing dynamically and gradually penetrating into all spheres of activity not only in Russia, but also in Kazakhstan. Every year it becomes more and more obvious that this is the most outstanding global achievement of the human mind. Nowadays a new profession has emerged; it is "methodologist", who is a specialist in the field of nonrandom construction of tools for thinking and activity, capable of supporting specialists in all other areas.

The recognized leader of the methodological movement O.S. Anisimov created a language for visualizing mental activity, methods for constructing systemically related subject professional paradigms [2; 5 p.]. Activity paradigms are very similar to engineering paradigms. They have a constructive, figurative-schematic view, functionally unambiguous and logically convincing character, respectively, belong to the category of objective criteria for analysis, evaluation, reconstruction and design of activity systems. Visualization provides "transparency", accessibility of public criticism, accountability and correct ability of all the coordination procedures put forward by concepts, strategies, projects, managerial and economic decisions. There is an opportunity to build constructive functional models of the activities and interactions of subjects of all spheres, to model the logical consequences of decisions and regulatory legal acts.

If we consider that it is the thinking of a person of any nationality that is the main source of all civilization problems, the created methodology takes on global, strategic significance. The created language of thought and activity is of national and general professional importance, since it has great potential for resolving all known social contradictions, ensuring functional cooperation and mutual development of heterogeneous societies, preserving the national cultural and spiritual codes of evolutionary development, and an effective means of creating a functional digital, competitive economy.

Nowadays Kazakhstan is forming a general professional, functional and instrumental

paradigm of “modernization of public consciousness”, transformation of declarative, quantitative paradigms of analytical, managerial, economic thinking into a qualitatively quantitative format [3; 12 p.]. The initial basis was the functional genetic code of the universe. Concepts, categories, concepts of activity are built in the form of schematic models according to the criteria of functional integrity, morality, object continuity, constructiveness, consistency, uniqueness, cost-effectiveness and pragmatism, in the sequence “function – form – formula – wording”.

The application of the new paradigm will increase the level of functional literacy, accelerate the formation of civil society and the transition of Kazakhstani society to trilingual's, and strengthen the integration processes of the Eurasian space countries.

Nowadays knowledge of the Kazakh language is a prerequisite for working in the public service. In June 2006, a presidential decree was published, according to which, by 2010 office work in Kazakhstan was to be translated into Kazakh. The decree obligated the state authorities “to carry out work on the phased transition until 2010 of office work, maintaining accounting, statistical, financial and technical documentation in the state language”. At the same time, the Soviet heritage and the previously conducted linguistic and cultural russification played a decisive role in maintaining the high positions of the Russian language in the Republic of Kazakhstan. Experts in the field of discursive analysis note that the Russian language is predominant in industry and science, and in the last decade, in the context of liberalization of public consciousness, it has also become the English language. In particular, in the preface to the brochure “Russian is the state-forming language of Kazakhstan”, political analyst M. Sytnik notes that “the practice of social interactions of people shows that as soon as a complex technical or medical language begins, Kazakh household language ends and scientific Russian begins. For example, it reaches the point of absurdity when doctors don't know with what Kazakh words to designate this or that differentiated part that makes up the

internal organ of a person, or when in industrial technologies specialists cannot designate details of any mechanism or technical process, because there are no such words exists in the Kazakh language. Therefore, if a person of Kazakh nationality works in the field of complex sciences, then he is forced to use the Russian language to perceive scientific information, and the Kazakh language remains for simple everyday communication”[4].

The solution of the language issue is one of the main political tasks of the state. Today, the requirement of the time is knowledge of at least three languages: Kazakh is the state language, Russian is the interstate language within the CIS and English is the international language.

In 2015, the Ministry of Education and Science of the Republic of Kazakhstan, together with the Ministry of Culture and Sports of the Republic of Kazakhstan, developed a “Roadmap for the development of trilingual education for 2015-2020”. One of its main tasks was to ensure the continuity of trilingual education in the context of a unified educational environment by developing a single standard in the study of languages in the framework of trilingual education at all levels of education. According to the roadmap in high school, it is planned to carry out a phased transition of teaching the subjects of the natural mathematical cycle: computer science, physics, chemistry, biology, etc. to English. The history of Kazakhstan and geography is planned to be taught in Kazakh and the World History in Russian regardless of the language of instruction [5].

The main activities within the framework of the Roadmap for the development of trilingual education for 2015-2020 are the following:

- Since 2016 the higher education system provides for training at least 20% of academic disciplines in a second language, at least 30% in English, 50% in the language of instruction;
- Develop 40 educational programs and textbooks in English for universities;
- Develop and introduce a mechanism for the mandatory involvement of English-speaking graduates of the Bolashak program in teaching in organizations of the education system on the job (at least 2 academic hours per week);

- Improve existing and develop new training programs for teaching staff to work in the conditions of trilingual education;

- Retrain the teaching staff at universities of the republic to work in a trilingual education based on grant funding; include summer language schools in the program of pedagogical practice of 3-4 years of university.

Some public figures and politicians are concerned about the situation of the Kazakh language, believing that the introduction of trilingualism will overshadow the role of the state language. In particular, the former Minister of Education E. Sagadiyev in his address regarding the introduction of trilingualism in schools said the following about the Kazakh language: "In general, the Kazakh language will be taught in secondary schools without changes. At the same time, we are considering the possibility of increasing the hours of teaching the Kazakh language, but the most important thing is to improve the quality of teaching the Kazakh language in Russian schools". At the same time the former President of Kazakhstan N.A. Nazarbayev noted that the Kazakh language after the transition to trilingualism will not lose its position "In the process of implementing the transition to trilingualism, the Kazakh language will retain its dominant position. Much attention will be paid to its further development [6]".

It is necessary to draw attention to the fact that the formation of a new type of linguistic personality in the Republic of Kazakhstan is due to the liberalization of public consciousness, which occurs under the influence of globalization, primarily politics, economics, culture and education. In particular, the language policy of trilingualism in Kazakhstan is formed as a result of the signing by the state of the Bologna Declaration in March 2010, the creation of the Eurasian Union, and Kazakhstan's accession to the World Trade Organization.

At the same time, specialists in the field of education draw attention of the political leadership of Kazakhstan to the fact that there are not enough hours in the country devoted to studying English, because when learning any language in the absence of a language

environment, it is necessary to create an artificial language environment. In this regard, they argue that two hours in the modern timetable for studying each foreign language in high school is a waste of time and public funds [7; 80 p.]. The European Council and the European Commission decided back in 1995 that every student in Europe should know two European languages. At the Lisbon meeting in 2000, foreign languages were included in the five basic subjects to be studied at the school. Currently, many countries study two or more foreign languages. In particular, two foreign languages are included in the list of compulsory school subjects in Belgium, Denmark, Estonia, Finland, Luxembourg, Sweden, Slovenia, Slovakia, Germany, Latvia and Cyprus. In modern Europe, as in the CIS countries, hegemony of the English language and a narrowing of the distribution areas of French, German and other official UN languages are observed. In the CIS countries, knowledge of English is so attractive that it takes second place after the native language. This completely harmless expansion of the English language, according to many researchers, destroys the system of established traditions of teaching other European languages in the European and post-Soviet educational space.

In order to enter the world economic and educational space, Kazakhstan needs specialists who speak several languages, among which a special place is occupied by the Kazakh language as the state language, Russian and English as the world languages, as the languages of information space and scientific discourse. Contact with a different linguistic culture broadens the horizons of the worldview of a young man, encourages him to analyze not only the linguistic phenomena of his native and a foreign language, but also gives work to the soul. The internationalization of education, science, public life, the creation of a united Europe and a common pan-European and world educational space require serious intercultural communication skills and a deep knowledge of languages. Kazakhstan has historically been a multi-linguistic state, in which today special importance is attached to multicultural education, which forms a new personality type of the world community.

When considering possible models of a linguistic personality in Kazakhstan, it is necessary to take into account that, firstly, the Kazakh and Russian ethnic groups are the most numerous in the republic; secondly, the Russian language continues to be the language of interethnic communication in a wide area of socio-political, economic and cultural relations for a significant circle of representatives of various ethnic groups; thirdly, "globalization can and already leads to the fact that the tendency towards the so-called bilingualism is intensifying in national languages" [8; 24 p.]; fourthly, "the specificity of national communicative behavior is determined by the very attitude of the nation towards the language" [9; 110 p.]; fifthly, the growing influence of popular culture, including through the English language, which is becoming the only foreign language in the schools of the republic [10].

V. N. Galeev and Z. G. Nigmatov in their work "Poly-lingual education and global informatization" substantiate the relevance of trilingual education, which is determined by the state's tendency to integrate into the global economic, cultural and political space. Given this trend, Kazakhstan provides citizens with wide access to information in various subject areas, obtaining up-to-date information in accordance with personal needs, and the possibility of continuing education, which creates additional chances for competitiveness in the pan-European and world specialists [11]. Trilingualism in the country is becoming increasingly widespread in connection with the goal of Kazakhstan to become one of the 30 most developed countries in the world.

E.A. Khasenov in his work "Sociolinguistic Problems of Urbanization" notes that the language politics of Kazakhstan has become an integral part of the state's domestic and foreign policy. In the political history of any country there necessarily exists a "linguistic-political component, which is formed as a product of: a) the actual language politics; b) a combined linguistic politics (for example, national-linguistic, cultural-linguistic, educational-linguistic, information-linguistic, etc.), where the linguistic aspect is of a secondary

and subordinate nature and relates as part to the whole; c) aggregate policy" [12; 107 p.]. Even if the language politics is not made out in the form of laws, acts, state programs, concepts, it exists in a hidden, implicit form, that is, without declared documents, actions and formal implementation. Language ideology, language planning and language politics in the Republic of Kazakhstan are closely and inextricably linked with the personality and activities of the First President N.A. Nazarbayev as one of the protagonists, theorists and practitioners of the new linguistic-political course that unfolded in Kazakhstan with independence at the end of the 20th century.

Conclusion. It is important to note that a modern specialist in the Eurasian space, a highly qualified professional of the 21st century, is a linguistic personality of an ideal or elite type. The multidimensional nature of international relations in the era of globalization and integration, the need to maintain the confidentiality of many scientific studies, and the use of information technologies of an increasingly high level in professional activities pose the world community with the need to constantly improve the level of training of specialists. In these conditions, the mastery of a linguistic personality by discursive competences in several languages, including foreign ones, acquires strategic importance. Kazakhstan is today at a new stage of its development and is taking steps to develop language policy in accordance with the realities of today. Entering the Bologna process opens up wide opportunities for the training of modern highly qualified specialists, to ensure their mobility in the Eurasian and European space. The training of a modern specialist begins in a general education mass school, as well as in gymnasiums and lyceums. Teaching foreign languages at school and university involves ensuring a qualitative leap in mastering the competencies of intercultural communication in English as the language of international communication, as well as other foreign languages. Knowledge of a different, non-native language makes a person free. He gets the opportunity to read literature in this language, communicate on the Internet with native speakers of that language, travel,

make friends, get work abroad, get more rewards for his work, etc. The leadership of Kazakhstan offers the citizens of their country to master three languages, i.e. see, hear and know three times more than those who speak only their native language. At the same time, it is necessary to remember that in the conditions of liberalization of the public consciousness of the Kazakhs, it is necessary to ensure their natural mastery of the three languages, there should be no political approaches that infringe on human rights in the country.

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Қоғамдық сананы жаңғырту жағдайындағы Қазақстан Республикасындағы қазіргі заманғы үштілділік саясатының ерекшеліктері

Аңдатпа. Мақалада қоғамдық сананы жаңғырту жағдайындағы Қазақстан Республикасындағы қазіргі заманғы тілдік үштілділік саясатының ерекшеліктері талданады. Автор бұл құбылыстың мемлекетте пайда болуының себеп-салдарлық байланысын зерттейді, оның даму перспективаларын бағалайды, үштілділікті енгізу жолында қазақ қоғамының тап болған қиындықтарын анықтайды және тілдік тұлғаның қазіргі даму басымдықтарын көрсетеді. Қазіргі уақытта Қазақстанда жаңа тіл саясатын қамтамасыз ету жолында көптеген қиындықтар туын-

дайды, себебі қазақ тілінде көптеген ғылыми терминдер мен ұғымдар жоқ. Оларды мемлекетте қолдану әрқашан орыс тілімен қамтамасыз етілген. Сонымен бірге, бірқатар ғалымдар латын әліпбиіне көшуді тіл саясатындағы жойқын құбылыс ретінде қазақ тілі мен ұлттық мәдениетке зиян келтіретін құбылыс ретінде бағалайды. Сонымен бірге, сарапшылар туындаған проблемалар мен қарама-қайшылықтарды шешудің қолайлы нұсқаларын ұсынады, алайда олар елдегі білім беру жүйесінде үлкен өзгерісті талап етеді.

Түйін сөздер: Қазақстан, тіл саясаты, үштілділік, модернизация, қоғамдық сана, проблемалар мен шешімдер.

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Особенности политики современного языкового трехязычия в Республике Казахстан в условиях модернизации общественного сознания

Аннотация. В статье анализируются особенности политики современного языкового трилингвизма в Республике Казахстан в условиях модернизации общественного сознания. Рассмотрены причинно-следственные факторы возникновения этого явления в государстве, оценены перспективы его развития, указаны трудности, с которыми сталкивается казахстанское общество на пути к внедрению трилингвизма, а также показаны современные приоритеты развития языковой личности в развитых странах мира. В настоящее время возникает много трудностей в обеспечении новой языковой политики в Казахстане, вызванные тем, что в казахском языке отсутствуют многие научные термины и понятия. Их использование в государстве всегда обеспечивалось русским языком. В то же время ряд ученых оценивает переход к латинскому алфавиту как разрушительное явление в языковой политике, которое может нанести вред казахскому языку и национальной культуре. Эксперты предлагают приемлемые варианты решения возникающих проблем и противоречий, которые, однако, требуют серьезных изменений в системе образования страны.

Ключевые слова: Казахстан, языковая политика, трилингвизм, модернизация, общественное сознание, проблемы и решения.

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