

LANGUAGE POLICY OF THE REPUBLIC OF KAZAKHSTAN – FORMATION OF BILINGUALISM AND MULTILINGUALISM

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ABSTRACT

This article is devoted to the problem of bilingualism and multilingualism, which, to date, is very relevant. In the process of formation of a common space of knowledge, the role of foreign languages as a means of communication and the way of comprehension and access to other cultures and, in general, access to the world educational and economic space is steadily increasing. Multilingualism becomes the basis for ensuring the quality of education and development of international cooperation, the precondition for the effective implementation of one of the key principles of the Bologna Declaration – the principle of academic mobility. Preparation of trilingual specialists in the field of language and educational management will have a beneficial effect on the development of cultural, scientific, educational and economic contacts between countries

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Today language policy in our country is dictated by the need to develop bilingualism and multilingualism. Development of bilingualism and multilingualism implies free or perfect use of each of the languages.

The leading role in the formation of purposeful bilingualism and multilingualism. Owned national (Kazakh) school, which in fact is designed to realize the equality of languages. Mother tongue, students must possess to the same extent in order to use them in all spheres of social activity.

Thus, the formation of a perfect multilingualism – is an everyday process, which is based and native, and studied languages. Therefore, one of the possible ways of solving this problem is to establish a close relationship in the teaching of the mother, Russian and English languages [1, 236]. Experience of the languages in multinational states shows that bilingualism and multilingualism – a necessary and practically the only way to solve the problem of overcoming language barriers and ensure free communication between citizens of a single state entity, speaking different languages. In the state, this unites people of many nationalities (in Kazakhstan live representatives of more than one hundred nations and nationalities), bilingualism and multilingualism – a social reality that is impossible to ignore.

Development and formation of bilingualism should not be forced and have a

negative impact on the ownership of their own language.

Otherwise ethnically native language postponed to the periphery of communication that will affect the national consciousness.

Bilingualism and multilingualism – not a new phenomenon. It is known in the ancient society. Many prominent scientists, public figures, writers East (Mahmud of Kashgar, Alisher Navoi, Al-Farabi and others.) Created their works as a mother, and the other (Arabic, Persian) languages.

Many bilingual and multilingual scientists and artists, writers, and in our time.

After World War II the new sovereign states, the former colonies came under UNESCO's general consensus: school education should be conducted in the native language or family. "The learning process should include training in a second language, allow students to be part of a broader linguistic community" [2, 7]. Bilingualism and multilingualism have a relatively long history of research, but to date it has been studied primarily as a linguistic nature, manifested in daily life language. At the present stage of development of linguistics, studies of interaction of cultures of different ethnic groups in multi-ethnic societies, scientific attention is focused on issues of multilingualism more often. This is due to the intensification of inter-ethnic interaction, one manifestation of which is

bilingual. Formation and the formation of bilingualism and multilingualism is carried out in conditions of cultural interaction, which is the norm for the functioning of modern civilized society. Interaction of languages determines the need to develop a wide range of practical measures to improve inter-ethnic cooperation.

Bilingualism and multilingualism – a multidimensional phenomenon, which is closely associated with social factors, a component of language policy, which, in turn, is inseparable from the national policy.

The use of bilingualism and multilingualism in various spheres of social activity of man has its own characteristics (linguistic, ethical and aesthetic, contextual, etc.).

Thus, bilingualism acts "as a tool to meet the spiritual, moral and aesthetic needs of the individual and society, which is reflected especially in the area of artistic and literary contacts between peoples" [3, 6].

Excursion into ancient times proves the position of the discontinuity history of multilingualism in time and space. Start theoretical arguments about the nature of multilingualism and how to solve the problem inherent in the Roman concept of translation. The researchers note that the process of enrichment of literature and language is an integral part of the Roman concept of translation "is not a word for word, and the meaning is washed away", so the most common mode of transmission of words and phrases that do not exist in the target language, were borrowing or the formation of new words.

Practical activities translators always been associated with deep insight into the nuances of the language of the original language and the target language, which contributed to the development of national languages.

To paraphrase Bakhtin, we can say: only in contact with a different language and a different culture begin to comprehend the deeper native language and culture. This is the dialogue of languages and a culture is happening in the translation process.

Evidence of this is the rapid development of national languages and cultures in times of "translation boom" that arise when upgrading the socio-political paradigm.

In general, bilingualism, promoting the development of national cultures, is making the spiritual culture of the people of the property of other people, and in this sense the mastery of two languages extremely helpful. K. Paustovsky wrote: "With respect to each person's own language can be quite accurately judged not only on its cultural level, its civic values. True love for

one's country is unthinkable without the love of his language. Man, indifferent to their language – savage. Indifference to the language can only be explained indifference to the past, present and future of his people "[4, 132].

Chingiz Aitmatov, referring to the problem of bilingualism in modern society, speaks of two paths of development: "One way - rely on" dependents "of highly developed language, switch completely to his services.

And the second path – the path of coexistence, i.e. the parallel development of the national language using non-native language "[5, 108].

Language policy in the Republic of Kazakhstan is currently being implemented in accordance with the "Law on Languages of Kazakhstan" and the Constitution of the Republic, which defines the status of the Kazakh language as the state [6, 7].

Despite this, in Kazakhstan there is a complex linguistic situation:

- the state language is not yet fully functioning as a state;

- young people keen on foreign languages and is actively studying them (especially English);

- develops pidgin language, that is a mixed Russian-Kazakh-Russian or Kazakh.

In this connection requires rapid qualitative and quantitative resolution of the situation at all levels of formal and informal language communication. Bilingualism – a bilingual, not the negation of one language at the expense of another. As part of the state, with a certain one state language – a means of communication – government agencies with the population should be the language. Otherwise, the statehood of the state language is not confirmed the practice of linguistic communication. In this case, the functioning of the state language should not have an inhibitory effect on the development of bilingualism.

Bilingualism and polylinguism (multilingualism) – a social phenomenon, or rather the result of social needs. It is interesting in this regard, saying N. Shaymerdenovoy, which believes that "bilingualism is necessary not only because several generations of Kazakh intellectuals (especially science) has been focused on the Russian language and through it to the European culture, that the Russian language served as a kind of common repeater Kazakh culture into other languages, although this in itself to preserve the Russian language as a second additional means of communication most important argument, but also because the functioning of the second and third languages have powerful a source of mutual cultural

enrichment of representatives of various ethnic groups that make up a single nation in different languages as long as the state language does not become the main means and tools intra and inter-ethnic communication "[8, 86-87].

Bilingualism and multilingualism is studied from different points of view:

– philosophical – in the works K. H. Hanazarova, M. S. Dzhunusova, D. I. Marinesku;

– ethnosociological and sociolinguistic – in the works Yu. D. Desherieva, I. F. Protchenko, M. N. Guboglo, M. I. Isaeva, A. E. Karlinskogo etc;

– psycholinguistic – in the works L. V. Scherby, U. Vaynrayha, Yu. A. Zhluktenko, Vygotsky;

– From the philological (artistic and literary bilingualism) in the works L. V. Scherby, N. Mihaylenko, B. H. Hasanova and others.

In the literature there are various definitions of bilingualism, for example, K.H.Hanazarov defines bilingualism as "knowledge of two languages and use them" [9, 157];

M.S.Dzhunusov – as "socio-linguistic phenomenon, which arose as a result of communication multilingual population" [10, 433].

Scientists studying bilingualism in the social aspect, the term "sociological" and "socio-linguistic" as synonyms. However, there are differentiated by their use.

So, Yu. D. Desheriev and I. F. Protchenko define bilingualism as follows: "... the knowledge of two languages in certain forms of their existence to the extent to express and express their thoughts in an accessible form for others regardless of the degree of manifestation of interference, and use of inner speech in the bilingual individual written or oral communication in a second language, as well as the ability to perceive the other's speech, a message with a full understanding" [11, 35].

B. N. Golovin believes that bilingualism – "is the functioning of the two languages in the same territory, the same ethnic environment. In a different way, is to use the process of communication between two languages in the same population" [12, 25].

We adhere to this classification based on the degree of proficiency (especially the second).

From this perspective, there are two types of bilingualism:

1. Subordinations bilingualism (mixed, imperfect). In this case, the individual does not speak a second language perfectly, so in his speech on this target language there are errors, that is, there is a practical interference.

2. Coordinative bilingualism (pure, perfect, self-contained – term L.V.Scherby).

In this case, the individual has a non-native language as a native language, so his speech is not observed errors, ie virtually no interference.

The ultimate goal is to achieve bilingualism formation of this type of bilingualism – clean, totally autonomous.

The importance of using the mother tongue in the process of learning a foreign language – the problem is complex and not indisputable.

That is why it has attracted the attention of many linguists, methodologists, psychologists. Not casually working on this problem, scientists and teachers of many generations: K. Ushinskiy, N. I. Ilminsky, I. Altynsarin, I. Ya. Yakovlev, Ya. S. Gogebashvili, K. Nasyri, N. A. Bobrovnikov, V. A. Bogoroditsky, A. A. Mirtov, V. M. Chistyakov, F. F. Sovetkina, N. K. Dmitriev, A. F. Boytsova, K. Z. Zakiryanov, L. G. Sayahova, M. Dzhusupov, N. Z. Bakeeva, D. T. Tursunov, M. R. Kondubaeva, H. A. Bekmuhamedova, R. A. Kazina, N. N. Shmanova, U. A. Zhanpeisova, A. Azizov, K. E. Abdykulova, M. S. Dzhumabaeva, A. E. Tazhimuratova, B. H. Ismagulova, Sh. M. Maygeldieva and others.

In methodical science for a long time there is a problem: whether to use their native language in the study of non-native?

A number of Methodist argues that reliance on native language hinders learning a second that you should try to disable students from the native, as it prevents the rapid mastery of conversational speech spoken language is spoken. But not all scientists share this view – the principle of monolingual teaching method.

Many scientists agree on one thing, that the native language helps to learn a second language. For example, Ya.S.Gogebashvili writes that the use of the native language certainly speeds up the process of mastering a second language. Interestingly his views on the similarities and differences of languages that should be used in the course of a child are learning a second language.

"All the languages of the world can be seen from a general point of view, as synonyms of one universal language. When a child is at great cost and sustained effort mastered one of these synonyms - native speech, it is not rational to the latter not to use this precious assistance in the study of another synonym (unknown) and encourage your child to another time go through the same harrowing, difficult path "[13, 236].

I. Altynsarin, based on personal experience of teaching the Russian language in Kazakh school, in his "Guide to Learning Russian Kazakh language" decisively rejected rote learning Russian words, phrases and texts, emphasizing the positive role of the native language in the study of Russian.

Psychologist Vygotsky, referring to the relationship of native and non-native languages, said their common basis for the development and the influence of the native language for the development of a second. According to him, the study of a second language learner does not have to learn new concepts about things; he compares the new words with the concepts in their own language.

K. Z. Zakiryanov, considering the problem of the interconnected training, writes: "One of the possible solutions to this problem is to establish a close relationship in the teaching of native and Russian languages" [14, 13].

L. G. Sayahova in his work "The lexicon as a system and method of assimilation" shows Earned vocabulary represented as a system [15].

M. Dzhusupov believes that in the process of mastering the Russian language pronunciation norms of considerable importance is the native language. Therefore, taking into account that the rural school students own rules of Russian literary pronunciation weaker students in urban schools, the scientist said: "For each group of Kazakh students need the scientific and methodological developments in the formation of speech activity.

In our case – Russian speech activity, which is based on the formation and improvement of pronunciation skills. The following circumstance – a succession of sound interference in Russian speech Kazakh school students and university students" [16, 180].

A positive value of the use of the mother tongue in the process of learning a second language (in this case Russian) emphasize almost all Methodists Kazakhstan (M. R. Kondubaeva, K. V. Abdykulova, M. S. Dzhumabaeva) [17, 3].

At the present stage of school and higher education need to be trained native, Russian and English languages as an integrated system of formation of national-Russian-English polyazychiya. Based on this, the best and promising is the integration in the teaching of three languages, the concerted effort of teachers of Kazakh, Russian and English languages.

It is therefore particularly important to consider the features of the mother tongue in

teaching Russian and English, which allows not only preventing and overcoming the interference, but also solves the problem of interconnected pre-coordinated training native, Russian and English.

For the implementation of interdisciplinary connections using special techniques. This is an open and covert comparison of universal and specific features of Russian and native languages; the use of comparative grammar tables, language and speech didactic material, giving a visual representation of the similarities and differences of the phenomena studied in two languages.

"A comparison of the language is - writes L. Zhanalina – by comparing their models, reflecting the ratio of formal and semantic parties and representing language system, it leveled character" [18, 24].

Comparison of a two-way direction: the Russian language is compared with the native and native, in turn, with the Russian. The bases for this are both similarities and differences between languages (genetic, systemic, functional, structural and typological).

E. M. Kavtaradze writes: "Comparison – a crucial factor, not only in the scientific development of the theory of language, but also in the way of their teaching as it is, has enabled the different systems failure compared languages, makes it possible to establish a ranking of technical difficulties, which serves as the basis for scientific advice on the selection, definition of scope and sequence of administration of educational material" [19, 13].

So, in the formation of national-Russian-English polilinguism play an important role intersubject communications as an effective means of training and education of students. The relationship of the subject "Russian language", "mother tongue" and "English" in practice appears to harmonize curricula and textbooks to these academic disciplines in terms of accounting differences and similarities in their content, to the harmonization and coordination of pedagogical techniques and methods of educational work that teachers should keep in interaction.

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