

Sociolinguistic aspects of polylinguistic (trilingualism) education in the Western region of Kazakhstan

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Abstract

The introduction of multilingual education in the Republic of Kazakhstan meets the requirements of the time since globalization processes give rise to the need to integrate the state into the world community. Solution of topical issues of multilingual education necessitates solving problems with conscious regulation of the language situation. The aim of this study is the determination of the degree of implementation of multilingual education in the western region of Kazakhstan, which plays a significant role in the economy of the country as a whole. For diagnostics and measurement language processes, a questionnaire survey was used. The results of the study showed that the implementation of multilingual education in Kazakhstan is carried out purposefully and systematically: the social communicative functions of the state language have significantly expanded and strengthened in all spheres of society, and the development is proceeding quite rapidly English language and its practical application; positions of the Russian language remain stable as a language of international communication. At the same time, among children of preschool and primary school age, a tendency to prioritize the Russian language over Kazakh, which in the near future may greatly weaken the position state language. As a result, scientific recommendations are given for the adoption of timely and adequate management decisions in the field of language building in the region under study.

Key words: multilingual education, multilingualism, language situation, language policy, Kazakhstan

Introduction

The cultural program “Trinity of Languages” is being implemented in the Republic of Kazakhstan, which is based on a system of measures in the field of the language situation in Kazakhstan, carried out by the authorities and public institutions of the country by the ownership of Kazakh, Russian and English languages. The importance and timeliness of language policy pursued by the state is seen in the fact that in the era of modern globalization, it is important for future generations to acquire the skills to adapt to a multilingual environment, knowledge of the world, and intercultural communication. Without the multilateral and complex study of the language situation, it is difficult to know the whole complexity of the real language life of the Kazakh society, especially the polyenic one where languages never function in isolation from one another but always are interdependent and interrelated into complex and multidimensional macrosystems. In the context of multilingual education being introduced in the Republic of Kazakhstan, it is obvious the need for understanding and in-depth study of issues related to the modern language situation and prospects for the development of trilingualism, based on three main methodological approaches: level-based teaching of target languages, communicative and intercultural-communicative approaches.

Recently, research interest in the language situation in conditions of trilingual education in different regions of Kazakhstan. The language situation in Kazakhstan

is largely due to historical and geographical factors. Compared with the peripheral position during the Soviet Union, the status of Kazakh as the state language has increased significantly - a symbolic capital, giving access to political and social resources (Ahn & Smagulova, 2021). Since Kazakhstan has state borders with Russian-speaking countries, The Russian language is a powerful means of international communication. The Russian language is also widely used as a means of interethnic communication between ethnic groups living in Kazakhstan. Therefore, currently, the country's language situation is often described by researchers as a situation of bilingualism, where Kazakh and Russian are the main "operating" languages (Polatova et al., 2020; Abildayeva, 2015). However, learning English as a foreign language is still difficult, largely due to the lack of a language environment (Zhilbayev et al., 2019) and using outdated language teaching methods (Yeskeldiyeva & Tazhibayeva, 2015). As Ahn and Smagulova (2021) note, English in Kazakhstan remains inaccessible to the majority of the population while relatively small group was mostly accessible to a relatively small group of wealthy middle class having better access to English language resources. However, a high level of motivation to learn English as a prestigious language opens many economic (Djuraeva, 2021) and educational opportunities (Zhilbayev et al., 2019). The issue of trilingualism is especially acute in the western region of Kazakhstan, where the economic point of view is the largest oil and gas producing region country. The English language is essential to establish and maintain international business relations. In order to determine the successful implementation of the trilingual education program, this study considers opinions and behavioral practices among residents of Western Kazakhstan in the sphere of language policy implementation. The features of this region are analyzed regarding the place and degree of demand for the Kazakh, Russian and English languages in the life of society, the problems of language development and the reasons for the insufficient use of languages in certain situations.

According to the Constitution of Kazakhstan, the official language of the state is Kazakh, while the Russian language serves as a means of inter-ethnic communication, and English is a means of international communication (Beisenova, 2013). Acceptance into the Republic of Kazakhstan cultural program "Trinity of Languages" has created objective conditions in solving the problem of parity, harmonious and socially effective multilingualism with the provision of effective, socially balanced communication in three languages. Undoubtedly, the main role in this lies with educational institutions, designed to form a bi- and multilingual personality.

More and more attention is being paid to the issues of multilingual education. In scientific works, Kazakh scientists widely discuss topical issues of multilingual education. Thus, the theoretical foundations of multilingual education in Kazakhstan and its methodological support. Zhetpisbayeva et al. (2013) consider the linguistic personality from the point of view of the formation of a multilingual personality as an educational aspect. In different regions of Kazakhstan, the language situation has its own specific features defined by Russian-Kazakh or Kazakh-Russian bilingualism. The linguistic situation of a particular region of the state depends on the geographical landscape that determines the mentality of native speakers living in these regions. According to Kytina and Ryzhova (2017), the need for bi- and multilingualism is due to the fact that the functioning of the second and third languages is a powerful source of mutual cultural enrichment for representatives of various ethnic groups. Karabassova and Isidro (2020) review various multilingual practices in trilingual schools in Kazakhstan, the perception of teachers' pedagogical use of different languages and its influence on their pedagogical practice.

Recent studies are exploring the features of bilingualism and multilingualism, as well as the possibilities of language construction and stabilization of the language situation in Kazakhstan. So, considering some issues of the formation of a linguistic personality in a multilingual educational environment in Kazakhstan, Azimbayeva (2016) believes that currently in Kazakhstan, “there is an ambiguous linguistic situation when the state language still does not fully function as a state language, and the younger generation with a great desire to learn English, the zone of active use of which rapidly expanding” (p. 87). The author provides data from the media in formation, according to which, in order to determine the level of English proficiency globally, EF EPI conducted a global survey that covered 750,000 people from 63 countries. The results of the survey showed that knowledge of English in Kazakhstan, there was an increase of 11.23 points among the population under the age of 34 (p. 89). The conclusions of sociolinguistic studies of the level of Russian language proficiency in Western Kazakhstan, according to which, compared with other regions of the state, there is a fairly high figure choice of Russian schools for teaching students of Kazakh nationality (Altynbekova, 2006: 208-211). The results of the student youth survey show that in various communicative situations, they use the Russian language as a priority, in fact being bilingual, and the choice of the language of communication is driven by motivation or other factors.

The experience of introducing multilingual education in Kazakhstan shows that there are certain problems in solving this issue. At the same time, it is necessary and the most optimal way to preserve the national identity of the titular nation through the study of the state language. The introduction of multilingual education is practically the only way to solve the problem of overcoming language barriers and ensuring free communication between citizens of one state education, speaking different languages, as well as joining the world community in conditions of globalization. This can be achieved by maintaining the state (Kazakh) language and the study of the Russian language as a means of inter-ethnic communication and English as a means of communication on a global level.

Some researchers note that in solving the language problems of Kazakhstan, specific features of the region must be taken into account. Thus, a work based on the analysis language situation in the Aktobe region focuses on the importance of carrying out the following activities in the western region of Kazakhstan: “1) to promote the preservation of bilingualism, which will support the state language and preserve the knowledge of the Russian language; 2) improve the methods of teaching the state language and create centers for teaching new technologies for teaching languages; 3) organize free training courses in both the state and English languages; 4) at employment, introduce a reward system for knowledge of Kazakh, Russian and English languages; 5) protect the linguistic diversity of the country” (Abilbayeva, 2015: 31).

Methodology, research setting. The main objectives of the study were determined based on the need to obtain information on determining the level of implementation of the Roadmap for the development of trilingual education for 2015-2020 (joint order of the Minister of Education and Science Republic of Kazakhstan dated November 5, 2015 No. 622, Minister of Culture and Sports of the Republic of Kazakhstan dated November 9, 2015 No. 344 and the Minister for Investment and Development of the Republic of Kazakhstan dated November 13, 2015 No. 1066) for the target indicator and direct indicators characterizing the position of languages in the conditions of trilingual education in four regions of the western region of Kazakhstan - Aktobe, West Kazakhstan, Atyrau and Mangystau regions. One of the objectives of this study was to study the progress of implementation in WKO of the Law “On languages in the Republic of Kazakhstan” and other legal acts, for which

the opinion of the population on the promotion of legislative framework regulating the language policy in the development state language; the degree of satisfaction of the population with the multilingual development education, identified problems in the organization of multilingual education, a set of necessary measures has been determined. The study determined the level of ownership of three languages; the level of functioning of the three languages; the nature of socially communicative language preferences in various spheres of life; the level of social activity of residents of the western region of Kazakhstan in the study state and other languages; analysis of reasons for underutilization the state language of expanding the scope of its application, etc.

The decision to choose the survey methodology for this study was motivated by several factors. First of all, this would allow a broad language picture that reflects differences in proficiency in three languages, the use of these languages in basic life situations, as well as linguistic behavioral intentions and language values among different age groups. In addition, the survey format was chosen because of its temporal efficiency with relatively low cost (Ahn & Smagulova, 2020). To determine the level of performance of target indicators and direct indicators of results, the questionnaire included relevant questions for respondents focused on getting real paintings.

The empirical study proceeded in three main stages. In the first stage (October-December 2019), preparatory work was carried out: a program for conducting sociolinguistic research and a selective population for the survey (at least 2000 people), a toolkit was developed in Kazakh and Russian, a sufficient number of copies of the questionnaires were prepared. In the second stage (January-December 2020), a survey was conducted among the population. In the final stage (January-June 2021), the received data were processed and summed up the results of the study.

The tool kit of the conducted sociolinguistic research is a specially designed questionnaire in Kazakh and Russian languages. Measurements in the questionnaire were conducted on the basis of attitudes towards language, competence and performance –variables taken from the concept of Reversing Language Shift (Fishman, 1991). This structure designed to analyze changes in language behavior has proved useful because she distinguishes between desire (attitude/will), ability(competence) and actual performance (p. 44). The choice of social variables for analysis of sociolinguistic changes was based on the results of previous empirical studies of the language situation in Kazakhstan depending on age, social and cultural differences (Ahn & Smagulova, 2020; Smagulova, 2008; Rivers,2005). Thus, the significance of the place of residence, ethnic affiliation, education level, gender and age in predicting ownership and use of Kazakh, Russian and/or English languages among residents of Kazakhstan. When developing the questionnaire, the features of the multidimensional model were also taken into account by the large-scale study of the language situation in a multilingual city (Extra & Yağmur, 2004).

The developed questionnaire has a strict structure and contains 25 questions. 22 of them were multiple choice, and three questions about age, nationality and mother tongue were open. Questions about language use allowed respondents to choose from suggested options and/or add additional options. The questionnaire consists of several parts. The first - introductory - contains an appeal to the respondents; in it, the goals and objectives of the survey are briefly reflected, its significance is emphasized, information about the use of research results; also fill in the questionnaire and the anonymity of responses is guaranteed. The second - main - part of the questionnaire contains questions aimed at obtaining the necessary information to determine the situation of trilingual education in the field of secondary and higher education. In the beginning, there were simple and intelligible questions with monosyllabic answers were posed, designed to arouse the interest of

respondents in filling out the questionnaire. The following are questions for revealing their opinions and assessments. The third part of the questionnaire contains questions on the sociodemographic characteristics of the respondents: gender, age, education, etc. The final part of the questionnaire also contains gratitude to the respondent for cooperation and participation in the survey. The detailed plan of the questionnaire is presented in Table 1.

Table 1. Questionnaire design

Questions	Content
	Introduction
1-3	Level of knowledge of Kazakh, Russian, English
4-6	Choosing a language for teaching children
7-9	The level of functioning of the Kazakh, Russian, English languages
10-17	Language choice in various communication situations
18-19	Personal information about the respondent
20-21	(age, gender)
22-23	Nationality, mother tongue
24-25	Place of residence (region, type of settlement)
	Education and field of activity

Data collection started in January 2020 and ended in December 2020. A sociolinguistic study was conducted among residents of the western region of Kazakhstan aged 18 to 60 years and older. Analyzed opinions, points of view, and opinions of respondents in the field of implementation of multilingual education. The sample of the population for the survey was calculated by sex, age, nationality, place of residence and type of settlement. The survey was conducted in the selected empirical study of settlements in four areas of the western region of Kazakhstan: Aktobe, West Kazakhstan, Atyrau and Mangystau. The population of the Aktobe region as of the beginning of 2020 was 881,651 people; West Kazakhstan region - 661,172 people; Atyrau region - 659,074 people; Mangystau - 719,559 people. The data was collected by convenience sampling in secondary and higher educational institutions (schools and universities), leisure parks and central squares, workplaces (government institutions, shops and shopping centers, banks, service centers population, small and medium-sized businesses, etc.), in public transport, and also in families in cities and villages of the western region of Kazakhstan. Respondents, citizens of Kazakhstan, were invited to voluntarily participate in the survey. In case of consent, they could choose between questionnaires in Russian or Kazakh. They were asked to complete the questionnaire in the presence of the researcher. The average fill time for the entire questionnaire took about 20–30 minutes.

Respondents completed the questionnaire on their own. In our opinion, self-completion of the questionnaire ensured: a) anonymity of respondents and minimization of concealment of information on his part; b) lack of psychological pressure from the observer and hinted on his part of the desired answers; c) the possibility of long thinking about answer options when filling out; d) the use of a large number of questions asked in the questionnaire; e) the possibility of obtaining information about the respondents.

A software solution was used for automatic data processing Tele form, which, in combination with Reader and Verifier, allows you to create, read and evaluate any shape with high speed and precision. The questionnaire was originally developed using Word, and then it was adapted for software telecom. For data entered by respondents by hand, blank cells are provided in the form of a questionnaire so that the Reader can identify answers later using Optical Character Recognition OCR. Validation and correction of forms that were marked incorrectly were performed by the Verifier program. If one or several characters or responses in the form did not pass the reader confidence test, or if the field did not pass the validation test, then the image was automatically sent verifier. After interpretation and validation, the scanned data were automatically exported to a specific database for further analysis. For statistical processing of the database, the Statistical Package program was used for the Social Sciences (SPSS). At the final stage, the obtained data were translated into a human-readable format in Excel Worksheets.

This section presents the results of a sociolinguistic experiment conducted in order to determine the degree of implementation of trilingual education residents of the western region of Kazakhstan - Aktobe, West Kazakhstan, Atyrau and Mangystau regions. Quantitative data showed that in the survey 826 respondents participated, among them: 1) place of residence: Aktobe region - 248; West Kazakhstan region - 215; Atyrau region - 190; Mangystau region -173 people; 2) field of activity: budgetary institutions (civil servants, health care, law enforcement agencies, culture, education) - 242; industry and oil and gas industry - 189; students of higher educational institutions - 122; trade - 93; university professors and secondary school teachers - 89; unemployed and self - employed - 59; and 32 respondents chose the "Other" option, among them pensioners, hotel and tourism business, transport, mass media, etc.; 3) gender: 298 persons male and 528 - female; 4) age: 128 respondents aged 17-25, 393 (26-39), 264(40-60 years old), and 41 - over 61 years old; 5) education: 27 respondents have secondary and incomplete secondary education; 98 - secondary special; 158 - have unfinished higher education and 543 higher education; 6) nationality: 649 persons of Kazakh nationalities, 114 Russians, 32 Ukrainians, 26 Tatars and 5 others nationalities (Chechen, Korean, Uzbek and Azerbaijani).

First of all, the questionnaire included questions designed to find out the opinion of respondents about the degree of proficiency in Kazakh, Russian and English.

The degree of knowledge of the Kazakh language. 92.61% speak the state language residents of the region; Difficult communication due to understanding only individual words - 6.30%. Only a small number of respondents - 9 people - chose the answer I do not know absolutely - 1.08%. An analysis of the responses of the respondents in the context of regions showed fairly even results. The analysis of the questionnaires showed quite expected and logical results, which is that a high percentage of fluent Kazakh speakers is observed in rural areas. It must be admitted that before conducting the survey, we expected some other results. So, it was assumed that, for example, in the center of the West Kazakhstan region - the city of Uralsk - with a multiethnic composition of the population, where there is both a natural Kazakh-speaking and natural Russian-speaking environment, the number of respondents who speak Russian will prevail. It is gratifying that the hypothesis was not confirmed, and the number of those who freely own the state language in all regions of the western region of Kazakhstan has approximately the same meaning.

Degree of proficiency in Russian. They speak Russian (answer options A and C) 86.08% of the western region of Kazakhstan, which is the vast majority (of them, 51.21% of respondents are fluent and can communicate - 34.87%); weak possession language in which communication is difficult was found in 12.47% of respondents, and only 12 people out of 826 wrote that they did not speak Russian at all.

During the survey, the respondents were asked questions about their knowledge of Russian, the language of their children and revealed interesting sociolinguistic patterns.

Rural residents living in aulak with an overwhelming prevalence of Kazakh population where the main language of communication is the state language acknowledged that their preschool children refuse to communicate in Kazakh and choose the Russian language as a means of communication.

Some superficial analysis of identifying the reasons for this allows us to suggest that this phenomenon is a consequence of the development of Internet content in Russia. It is well known that young parents from an early age give small children their gadgets, explaining this for many reasons. Kid forced to watch social networks in Russian begins to assimilate it from early childhood and stops speaking in their native Kazakh language. As you know, the easiest-to-understand language is in childhood. From this point of view, we believe that state bodies, including the Ministry of Education and Science, and the Ministry of Culture and Sports, think seriously about the question of what this might lead to. Possibly in the near future, this aspect of the problem under consideration may have a significant impact on reducing the use of the state language, which we consider unacceptable. Based therefore, it is extremely important to fill the Internet with quality content in the state language, focused on the child of preschool and primary school age. We consider this one of the most promising areas of sociolinguistic modernization of Kazakhstan society.

The study revealed another problem: in the last 2-3 years, parents of Kazakh nationality began to give preference to Russian schools for educating their children in it. The parents explained their choice by the fact that after school, if they want to, it will be difficult for children to enter Russian universities with a wide choice of professions and a higher quality of training in individual specialties due to the presence in them of scientific schools with a large number of teaching staff with academic degrees and titles. Perhaps with this, it is possible to agree, since in most universities of the Republic of Kazakhstan, especially in technical specialties, the degree of scientific personnel is at a low level. However, these assumptions are not supported by statistical data and require special study. It seems that if these data are confirmed, then such a trend in the future will also reduce the level of proficiency in the state language for the residents of Kazakhstan.

English proficiency assessment revealed fluency in only 8.35% of the inhabitants of the western region of Kazakhstan. These included the following categories: persons employed in the oil and gas industry, working in multilingual groups, teachers, students and graduates of multilingual groups.

Worthy of attention, from our point of view, is the characteristic of the answers of some respondents of Kazakh nationality under the age of 40, who admitted that they had not studied English specifically, but they speak it well. Learning tools for them were computer games in English, which they played in early childhood and which have now grown into free communication with English-speaking network users. They admit that scientific communication is not available for them, but communication on everyday topics is quite real. Some of them claim that they stopped reading books in Kazakh and Russian, preferring books in English. Thus, they speak English. On average, 34.38% of respondents; understand individual words, but communication is difficult. 42.02 % of the respondents do not speak at all - 23.60%. Enough to be noted uniform distribution of positive answers in the context of regions. As is known, in the western region of the country is home to many foreign companies operating in the oil and gas industry, for example, Tengizchevroil, KPO B.V. and others. As the analysis of the questionnaires showed,

the respondents with knowledge of the English language turned out to be precisely the employees of the activities “industry, oil and gas sector”, students, and teachers. Simultaneous knowledge of three languages was revealed in 26.03% of the inhabitants of the Western region of Kazakhstan. We consider especially indicative the number of respondents who do not speak any language at all: Kazakh - 1.08%, Russian - 1.45%, English - 23.60%.

Table 2 shows a comparative analysis of the quantitative results of our sociolinguistic research and targeted indicator of the State Program for the Implementation of Language Policy (SPSP) in the Republic of Kazakhstan for 2020-2025.

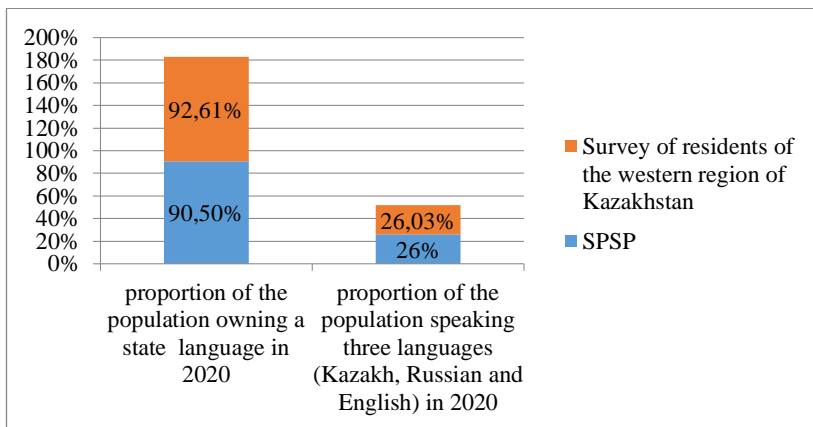
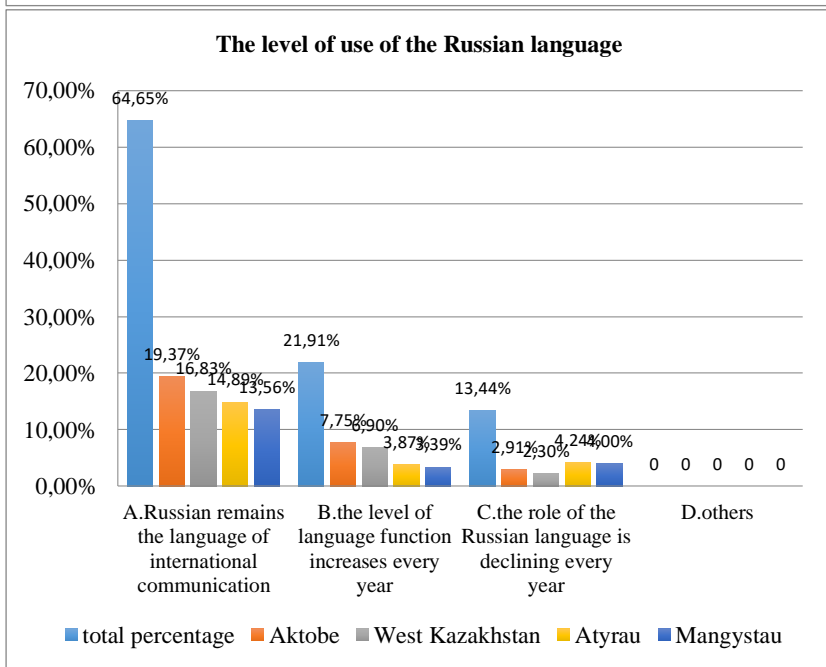
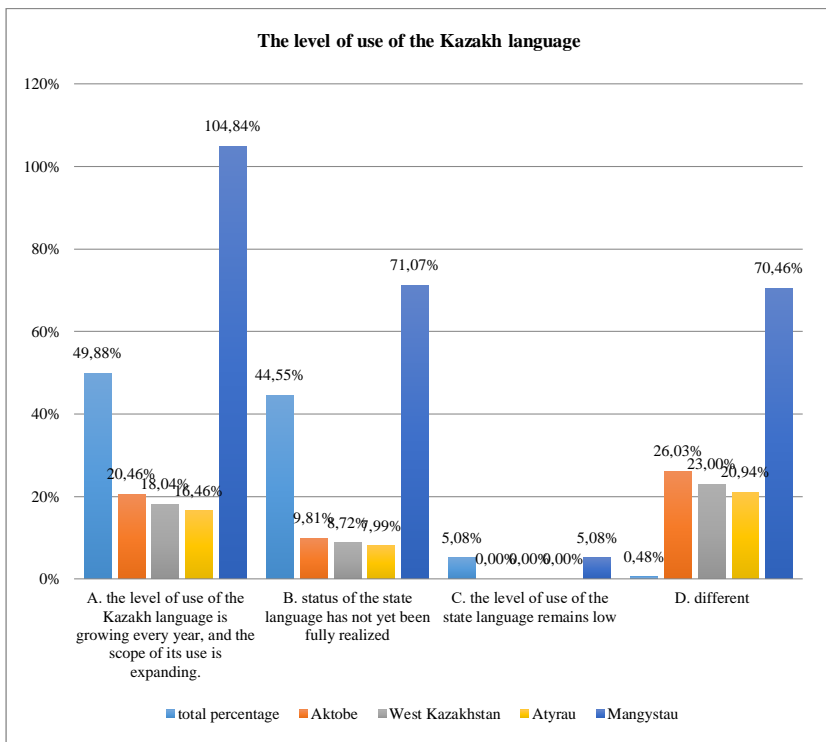


Figure 1. Comparative analysis of the quantitative results of the State Program for the implementation of language policy and sociolinguistic research

As countrywide comparisons show, research on proficiency in the state language and three languages at the same time showed full compliance with the quantitative results of our studies with a minor difference: language proficiency in the western region of Kazakhstan is higher in comparison with the inhabitants of the whole country: the state language – in 2.11%, English - by 0.03%. Based on this, we believe that the target indicators of State programs for the implementation of language policy are quite realistic: by 2025, 95% of residents of the Republic of Kazakhstan will speak the state language and three languages - 31%.

The next question of the questionnaire was focused on finding out the opinions and assessments of respondents regarding the level of functioning of three languages: Kazakh, Russian and English. As the data showed, half of the residents of the western region of Kazakhstan (49.88%), believe that the level of functioning of the Kazakh language is growing every year, and the scope of its application is expanding. According to 44.55% of respondents, the status state language has not yet been fully implemented, and 5.082% are sure that the state language's functioning level remains low. Minor part respondents (0.48%), choosing the option “Other”, expressed the opinion that it is necessary to adopt the Law on the State Language. Table 3 shows an assessment of the level of functioning of trilingualism in the western region of Kazakhstan.



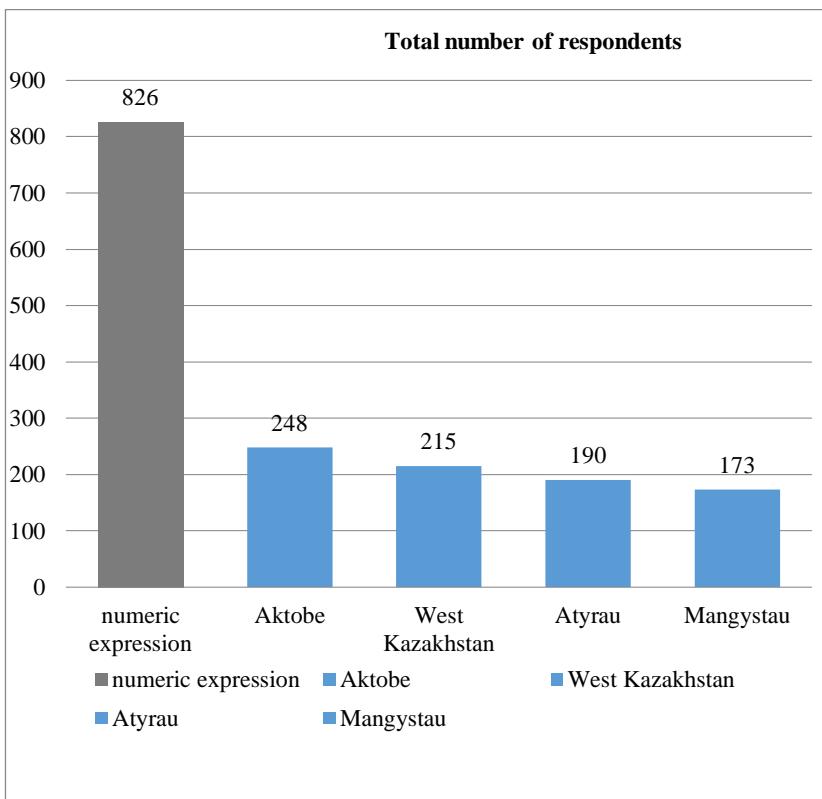
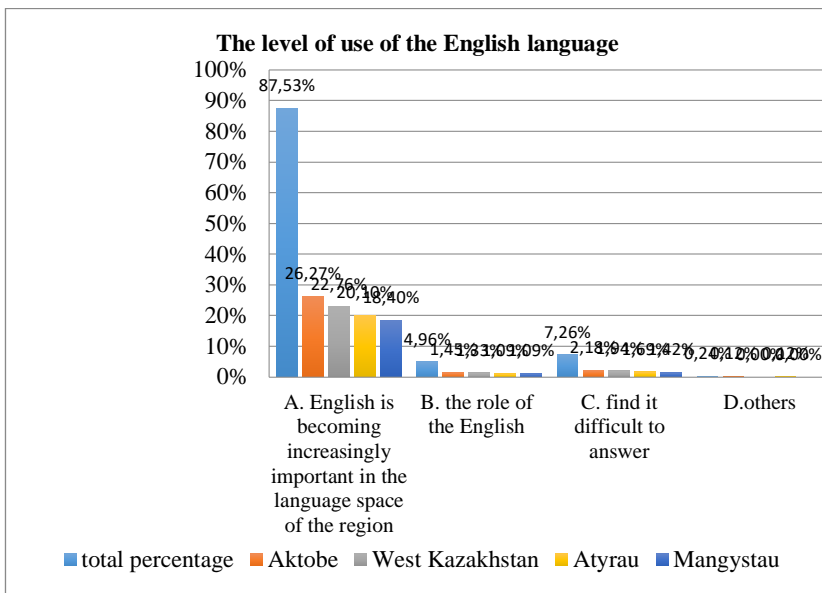


Figure 2. Assessment of the level of functioning of trilingualism (in the context of the regions of the western region of Kazakhstan)

According to 64.65% of respondents, Russian is still the language of international communication; 13.44% believe that the role of the Russian language decreases every year. At the same time, 21.91% believe that the level of functioning of the Russian language grows and expands every year. The opinions expressed make me think about it. If, for two years, we could say that the Russian language is gradually beginning to give up its position, then in Kazakhstan society, there is an increase of interest in the Russian language, as we wrote above. These trends include the interest of parents of Kazakh nationality to teach their children in Russian schools, as we wrote above, and the interest of preschool and primary school children in Russian speaking, born by viewing various programs on Ru net.

Thus, today the Russian language remains, as before, significant for residents of the western region of Kazakhstan, and most of them consider it necessary for themselves and their children to study the Russian language (64.65%). Perhaps in response to this question, the respondents were guided by the socially desirable complimentary assessment of the situation, and for most of them, mastering the Russian language is the only intention, but not practical action. At the same time, 21.91% believe that the level of functioning of the Russian language is growing and expanding every year, which makes us doubt our assumption.

Also, according to the survey, every year, English occupies the entire a greater place in the language space of the Republic of Kazakhstan 87.53% of respondents voted for it. 60 people found it difficult to answer, which accounted for 7.26% of the total number of respondents, explaining this by the fact that they understand the prospects of language proficiency and the importance of the functioning of the English language in the life of the country, but do not see its real application. Only 4.96% of respondents believe that the role of the English language remains insignificant, and the opinions of the respondents showed a uniform distribution in four western regions of Kazakhstan - Aktobe, West Kazakhstan, Atyrau and Mangystau, showing a difference in answers with a gap of 0.70%. Thus, the majority of residents of the western region of Kazakhstan (87.53%) believe it is necessary for themselves and their children to learn English. They spoke out for this in equal inhabitants of all four regions.

In order to find out the opinion of respondents about the preferred language of use in the social spheres, the question was asked, "What language do you prefer for use in the following areas: work (study); communication with family, friends and acquaintances; in public places of leisure activities (cinemas, cafes, theaters, clubs by interest); in other public places (shops, public transport, service centers, places of public service); on the Internet and social networks (including a number of messengers); reading publications in print media, watching TV shows; reading fiction and scientific literature". Multiple answers could be selected.

For 86.08% of respondents, the most preferred language of communication in professional activity or study is the Kazakh language, and 66.83%, is the Russian language. From our point of view, these data quite adequately reflect the linguistic situation of the use of languages in the social sphere since we noticed that the Russian language is used not only by persons of non-Kazakh but also by Kazakh nationality, who simultaneously use the native language, the Russian language is also used in the professional sphere. English is used by 125 residents of the western region of Kazakhstan (15.13%), in the number included both students of multilingual groups of universities and employee soil and gas sector working in foreign companies.

Communication in the family 78.6% occurs in the Kazakh language; English was not selected by any of the respondents as the language of family communication. 37.65% communicate in a family in Russian. Apparently, their number included 177 respondents of non-Kazakh nationality (21.43%) and 134 - Kazakh nationality, who

communicate in the family and in Russian and Kazakh languages simultaneously (16.22%).

All three were chosen as the language of communication with friends and acquaintances of the respondents' languages: Kazakh (82.45%), Russian (66.34%), and English (2.91%). This data indicate that the majority of respondents choose two languages of communication - Kazakh and Russian - depending on the situation, which indicates developed bilingualism. It is gratifying that residents who communicate with friends in English have joined their language.

In leisure public places (cinemas, cafes, restaurants, theaters, clubs, hobby circles, etc.), for the majority (81.6%), the Kazakh language is also preferable. Language, for 58.35% of respondents - Russian; for 1.45% - English. From our point of view, these data speak of a developing multilingual society in which, in addition to Kazakh and Russian languages, began to be used in various social spheres and the English language.

In public places associated with public services (markets, shops, public transport, service centers, etc.), 86.20% of residents prefer oral communication in the Kazakh language, 56.54% - in Russian (that is, this number includes respondents who chose two options). Consider this as a positive factor under which a person can choose one of the acceptable languages for a particular communication situation. English was not chosen as the communication in the place's services to the population by none of the respondents, which was quite expected.

Opinions of respondents regarding the choice of language in the Internet space were confirmed by their other answers, as well as our assumption of a weak development of Kaz net: 95.76% use the Russian language, 32.32% - use the Kazakh language, and only 5.57% of respondents access sites with English-language content.

Reading printed publications in the media and watching TV programs in the Kazakh language were chosen by 41.53% of respondents; in Russian - 62.11%. In English - 1.33%. An analysis of the questionnaires showed that they mainly read print media and watch TV shows. Middle and older respondents. It is encouraging that 11 people (1.33%) aged 17 to 25 and 26 to 39 go to English-language sites and read publications in English.

Far fewer respondents turn to reading fiction (literature in Kazakh - 10.05%, Russian - 17.19%, English - 3.27%) than scientific literature (in Kazakh - 20.22%, Russian - 28.33, English - 18.52%) from the total number of respondents. Slightly more than a quarter of respondents read scientific literature. We note that 18.52% of them selected all three languages as references to the scientific literature. It is gratifying to see that almost a quarter of the respondents refers to English literature. Moreover, some factors have been identified that should be taken into account and which require a specially organized study: 1) rejection of mother tongue as a means of communication for preschool and primary school children age of Kazakh-speaking villages and Kazakh-speaking families due to a significant spending time on the YouTube social network and watching Russian language children's entertainment programs; 2) the tendency for parents to choose Kazakh nationality Russian schools to teach their children; 3) greater development and accessibility of Russian segment of the Internet, compared with Kaz net. These data suggest a trend in the prioritization of the Russian language over Kazakh, which in the near future may be in a very weak position as the state language.

Conclusion

Based on the study, some recommendations can be made to make timely management decisions in the field of language planning in the western region of Kazakhstan. To strengthen the position of the three languages, it is important and necessary following:

1. coverage in the media about ongoing processes in the field implementation of multilingual education. Systematic posting on social networks and on the websites of educational institutions of such information;
2. conducting the training courses with the teaching staff of schools and universities involved in multilingual education, deepening their knowledge and skills in foreign languages; their material incentives;
3. filling Internet sites with educational materials in the state language;
4. development of interactive online platforms for the study of public language. The Internet has become one of the most important learning tools. Analysis global network showed poverty and almost no (compared to training platforms in Russian and English) educational resources for learning the Kazakh language, which could become an effective tool in mastering students of trilingualism and promoting multilingual education;
5. filling the Internet with high-quality content in the state language, focused on the child of preschool and primary school age. Consider it one of the most promising areas of sociolinguistic modernization in Kazakh society.

Multilingualism is one of the most cardinal strategies for joining the ranks of competitive countries, opening up new opportunities in the technological development of the country. The introduction of multilingual education contributes to improving the quality of knowledge; fluency in world languages allows you to socialize in the world space, a comprehensively educated, competitive, cultural person worthy of representing the nation in any country in the world. In all civilized knowledge of the world, languages are considered important in the world. Therefore, it is necessary to adequately represent the country in the global space as a multilingual state. Multilingual education will make a significant contribution to the formation of competitiveness in Kazakhstan, social cohesion, development of intercultural communication.

The current situation dictates the need for an objective, scientific study of language processes and the development of a system of measures to create an optimal language environment. At the same time, it is necessary to take into account the actual spread of the language and its real opportunities to expand public functions. Conducted research on determining the degree of the introduction of trilingual education among the inhabitants of the Western region of Kazakhstan allows us to conclude that the implementation of multilingual education in the Republic of Kazakhstan is carried out purposefully and systematically. Results of this study make it possible to state a significant expansion and strengthening of the social and communicative functions of the state language, positions which, by and large, are being strengthened in almost all spheres of society; enough, the rapid development of the English language and its practical application; Russian positions languages remain stable as the language of international communication.

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