

**Akimbekova G.Sh.<sup>1</sup>, Baieli A.Sh.<sup>2</sup>, Kruszewski W.<sup>3</sup>,**

<sup>1,2</sup>Candidate of Philological Sciences, Associate Professor  
of Al-Farabi Kazakh National University, Kazakhstan, Almaty,

<sup>3</sup>Professor, The John Paul II Catholic University of Lublin, Poland, Lublin,  
e-mail: gulziraakimbekova@gmail.com, baieliassel@gmail.com, Wojciech.kruszewski@kul.pl

### **PRELIMINARY TERMS OF MODERNIZATION IN KAZAKH LANGUAGE TRAINING**

The article deals with the innovations and motivations in teaching Kazakh language. It also discusses the main peculiarities how innovational methods in education helps to speed up the lesson process and teaches students to do independent work. The work is about the survey results, which was done by specialist of universities and students, that will be useful in near future to make the Kazakh language become means of communication in everyday life, the efforts to increase the status of the state language, the events in Kazakh language that will be held at universities, the opportunities of practical usage of the language.

**Key words:** Kazakh language, modernization, innovation, survey, motivation, innovational methods linguistic peculiarities, educational system, quality teaching, subject specialists of Kazakh language.

Акимбекова Г.Ш.<sup>1</sup>, Байелі А.Ж.<sup>2</sup>, Крушевский В.<sup>3</sup>,

әл-Фараби атындағы Қазақ ұлттық университетінің <sup>1,2</sup>доценті, ф. ғ. к., Қазақстан, Алматы қ.,  
II Ионн Павл атындағы Люблин университетінің <sup>3</sup>профессоры, Польша, Люблин қ.,  
e-mail: gulziraakimbekova@gmail.com, baieliassel@gmail.com, Wojciech.kruszewski@kul.pl

#### **Қазақ тілін оқытудағы модернизациялаудың алғы шарттары**

Мақала қазақ тілін оқытудағы жаңғыру мен жаңаруға арналған. Білім беру саласындағы инновациялық технологиялардың сабақ қарқынын жеделдетуге және студенттің өздігінен оқуға үйрететін негізгі ерекшеліктері қарастырылады. Жоғары оқу орындарындағы қазақ тілі мамандарынан, студенттерден алынған сауалнама қорытындысындағы кейбір нәтижелердің болашақта қазақ тілінің кез келген ортада күнделікті қатынас тіліне айналатындығына септігін тигізетіндігі, мемлекеттік тілдің мәртебесін көтеру жұмыстары, әрі жоғары оқу орындарында қазақ тілінде бірнеше шаралар жүргізіп, тілдің практикалық қолданысына мүмкіншілік туғызуы туралы сөз болады.

**Түйін сөздер:** қазақ тілі, жаңғыру, сауалнама, жаңару, инновациялық технология, тілдік ерекшеліктер, білім беру жүйесі, сапалы білім беру, қазақ тілі пәнінің мамандары.

Акимбекова Г.Ш.<sup>1</sup>, Байелі А.Ж.<sup>2</sup>, Крушевский В.<sup>3</sup>,

<sup>1,2</sup>к. ф. н. доцент Казахского национального университета им. аль-Фараби, Казахстан, г. Алматы,  
<sup>3</sup>профессор Люблинского университета имени Ионна Павла II, Польша, г. Люблин,  
e-mail: gulziraakimbekova@gmail.com, baieliassel@gmail.com, Wojciech.kruszewski@kul.pl

#### **Начальные условия модернизации преподавания казахского языка**

Статья посвящена обновлению и модернизации преподавания казахского языка. Рассматриваются основные особенности интенсификации учебного процесса и совершенствования самостоятельной работы студента. В статье приводятся результаты анкетирования, проведенного среди студентов и преподавателей казахского языка в вузах, которые в будущем будут

способствовать превращению казахского языка в язык повседневного общения. Организуемые в вузах различные мероприятия направлены на поднятие статуса государственного языка и способствуют расширению практического использования казахского языка.

**Ключевые слова:** казахский язык, модернизация, анкетирование, обновление, инновационные технологии, языковые особенности, образовательная система, качественное образование, специалисты казахского языка.

## Introduction

Since gaining our independence, the country has not only introduced a new system of education, but also aimed at equality with the world educational system. The time has come for such a major change, especially in the learning process. The reason for that is the evolution in the modern educational process, changes in its contents, new ideas and emergence of new methods. Nevertheless, these issues have been solved and found in innovative activities.

The objective of innovative technologies in every field of education is to integrate into the world educational space in the era of globalization. Knowledge of educated generation compared with civilized countries is directly related to innovation. Implementation of the educational process of the education system requires comprehensive knowledge. Modern education and upbringing of the younger generation is a big problem the state is facing.

Preparing a competitive generation in the future is a direct task of the teacher. Because the field of education is always up-to-date requiring new teaching methods to be developed as well as a modern teacher. It also implements innovative educational criteria in accordance with state educational standards, introducing innovative criteria for student assessment and evaluation.

Nowadays, the purpose of educational institutions in Kazakhstan is the creation of special programs for training young people to a new society, new adaptation to life. Therefore, it is impossible to imagine the activities of educational institutions that offer professional education without innovation. For example, the exchange of knowledge paradigm, the modernization of education content, the optimization of the educational process.

The innovative process itself goes through several stages: first, the emergence of the idea, then the topic of the idea, its purpose, the place of use, the introduction of novelty, the process, the outcome, i.e. the constant result, publicity and its use. Then, they are put into practice, results are shown, additions and changes are made, and later get updated. Innovative technologies in education are also needed. As Trent

J. claims that it is important that learners are given content-based instruction by their second language teacher providing required adequate educational innovation which aims at the students socialization in the language they are taught (Trent, 2014: 56).

On the one hand, the educational technology is a set of changes and requirements in learning information and tools of acquiring knowledge, on the other hand, the teaching process the teacher can use necessary technical or informational tools. The content, methods and learning tools of the education technology are interconnected and mutually reinforcing. Teacher's pedagogical skills consist of the use of optimal methods and textbooks in accordance with the objectives of the program, as well as the content required.

At present, significant improvements in education of the Republic of Kazakhstan are directly related to innovative processes in the development of society. The potential for the development of higher education institutions is a potential for the individual. The basis of this is the classification of learning through the student's interests and needs. It is a time of modern education that requires a significant, beneficial change different from the innovations. It should be noted that each time has its own benefits and benefits.

In recent years, issues of the use of innovative technologies have been increasing in higher education institutions. Nevertheless, Sarbasova K. said: «Although traditional and innovative pedagogical technologies have a disadvantage, this does not mean that they can be completely separated from each other. Each of them has common features, which are interconnected with each other's peculiarities. In order to effectively fulfill the goals and objectives of the teacher, scientists have identified the need to understand the essence of the interconnected use of each of the pedagogical technologies» according to Bepalco V., Fomenko VT, as a result we can notice result shown due to (Sarbasova, 2006: 14).

Today, in the science of pedagogy, it is most effective to use complex teaching aids in the educational process. The peculiarity of the learning process is not the source of the information spoken

by the teacher. One of the indispensable tools of the teacher is the ability to use innovative technologies. One technology can be different in its use, and it should also take into account the presence of direct personality components, student contingent features, their psychological climate and mood in the audience. Teachers' achievements who have used one technology quite vary, but the same technology may be consistent with a number of common meanings.

In general, the point of this article is whether there is a new innovative technology that promotes the growth of the number of Kazakhstani citizens who are fluent in the state language, or the technology used in the field of education, the professionalism of the specialist or the effectiveness of the subjects taught in the Kazakh language, or some events in the Kazakh language learning process and whether they are affected.

According to the President Nazarbayev N.A., in 2017, the number of Kazakhstani citizens who speak fluent Kazakh language should be at least 80 percent, and by 2020 they should have been not less than 95 percent, the Minister of Culture Mukhtar Kul-Mukhammed claimed: «I would like to comment on the fact that today the number of Kazakhs in Kazakhstan is 65percent. If in 1991 there were no Kazakhs among them, today there are no Kazakhs who do not speak Kazakh at all. In the spoken language, all the native speakers understand the word. Perhaps the language may be embarrassed to speak. At the same time, we cannot say that all these groups will learn the Kazakh language at the literary level. But I have no doubt that the level of Kazakh language proficiency in the Kazakh language will have increased by 80 percent by 2017. After all, the Kazakhs themselves are 65 percent, and it's easy to fill up 15 percent in the background» (Kul-Muhammed: <http://www.inform.kz/kz/>). Taking into account the above-mentioned goals and objectives, various activities, such as round tables, methodological seminars, workshops are held in the country's higher educational institutions for teaching the Kazakh language.

## Experiment

The Kazakh language is taught in all educational institutions, and we are witnessing those who continue to work in some jobs. However, achieving the above-mentioned figures is a long way from time to time. With this question, the support and

testing of the Kazakh language teaching technique will increase. In order to disclose this issue, we have received anonymous surveys from 49 teachers who teach Kazakh in other language audiences in several governmental and non-governmental higher education institutions in Almaty. The purpose of the survey is to determine the current state of the practical Kazakh language in higher education institutions.

## Results and discussion

At the same time, the content of the questionnaire consists of two parts – general questions and basic questions. We have noticed that all the teachers who participated in the survey were skilled and experienced in their work. As a proof of it, the results of the chart below can be proved. The answer to the question: «How much do you have the Kazakh language teaching experience in other language classrooms?»

We would like to draw attention to the experience of teachers who teach through this diagram, as every year the expert gains experience. The survey participants have a maximum of twenty-six years of experience, during which the specialist will become a master of their profession. Even the most experienced in the last four years, the expert can accumulate a lot of experience. Particularly, speaking in other language classrooms requires a lot of work.

As a result of the questionnaire, it is possible to see that in Almaty higher educational institutions not only accumulate their work experience in Kazakhstan but also exchange experience with foreign scientific and pedagogical internships, i.e. Poland, Scotland, Moscow, South Korea, Holland, Austria, Berlin, USA and several European universities in the world. A specialist who has been acquainted with the methodology of teaching language at universities in every country uses it in his classroom and participates in various national qualifications.

As a result of the diagram, we note that most of the teachers spend their years in self-development. It is also important to mention that teachers can gain experience through access to classes of colleagues, other than those engaged in special training. Especially it is important for teachers to gain experience in language teaching. This also has a great impact on the quality of Kazakh language learning.

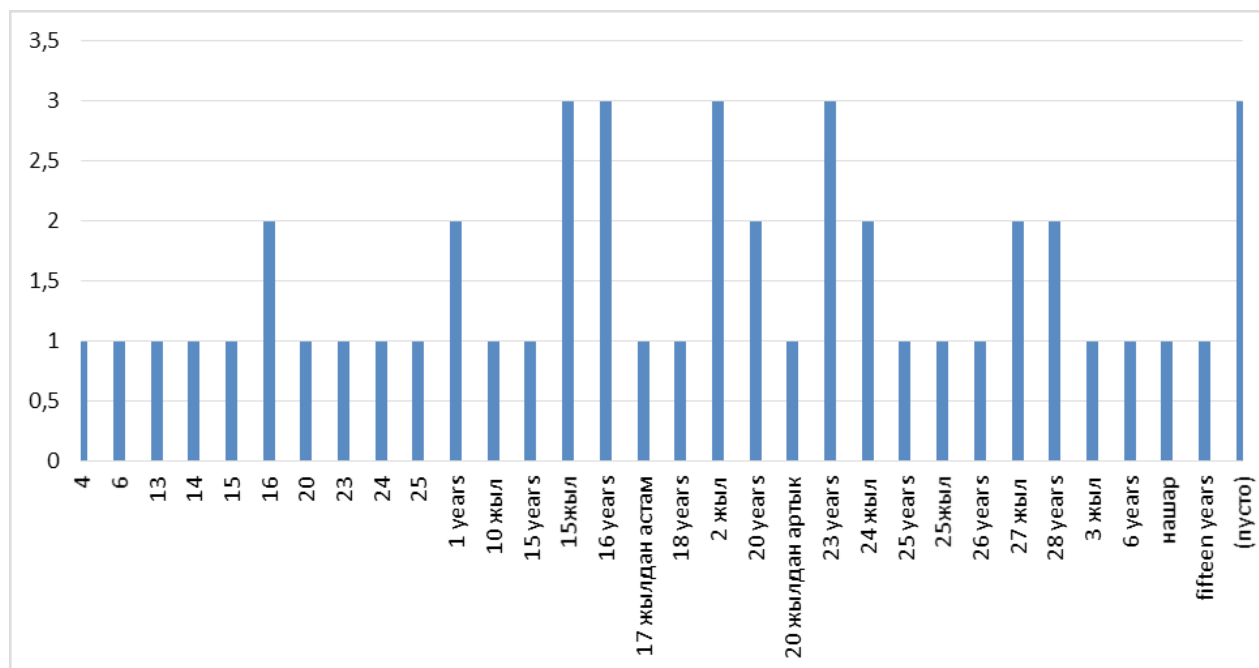


Diagram 1 – The Kazakh language teaching experience in other language classrooms

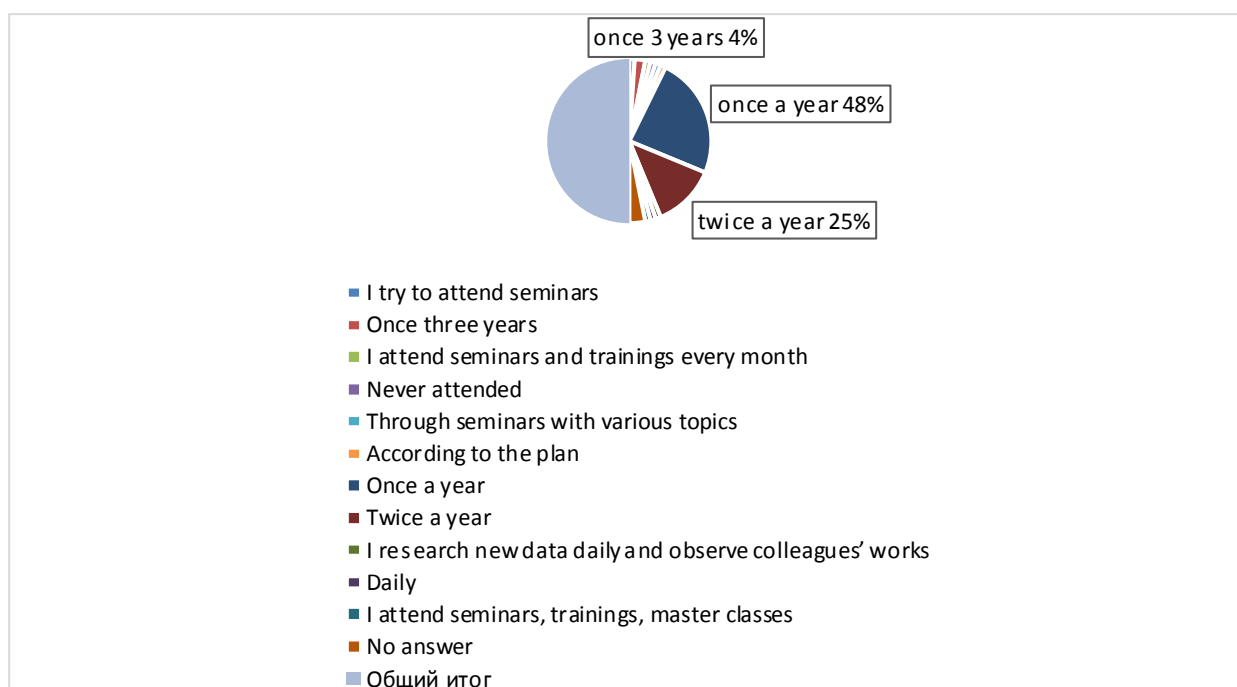
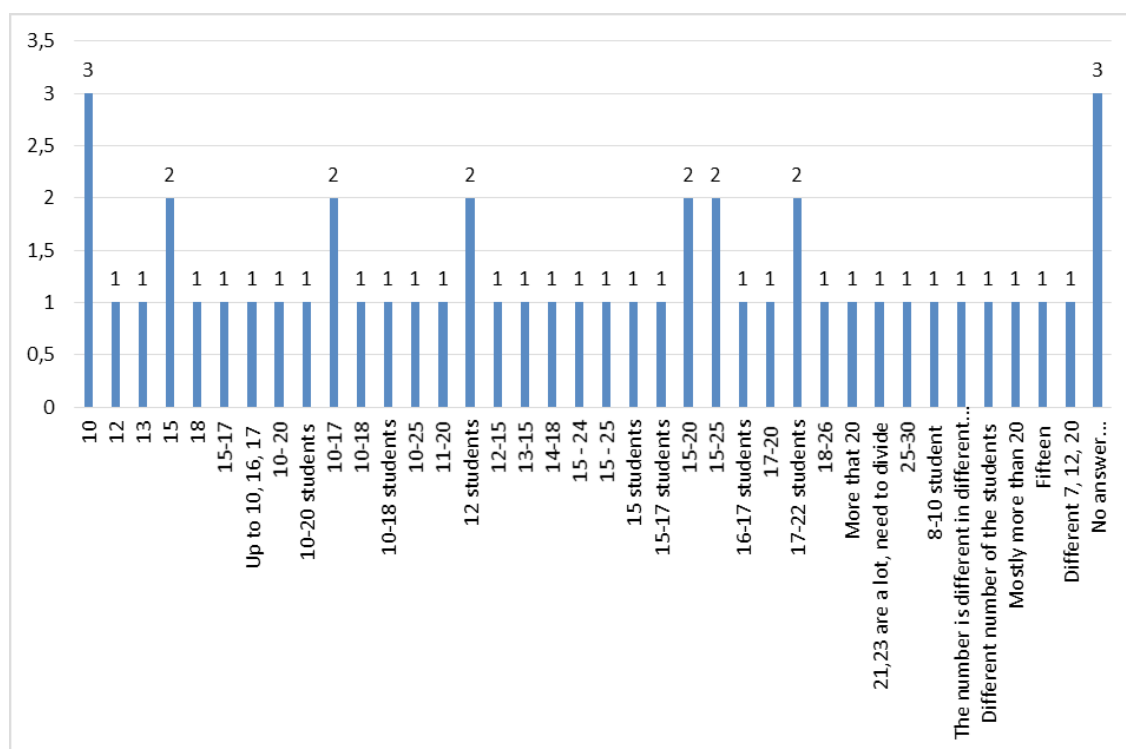


Diagram 2 – Frequency of professional level development of teachers in the language teaching methodology in other language audiences

Another way to improve your language quality is directly related to the number of students in the group. As a practical lesson, each student in the

group needs to do some work. The results of the questionnaire show how many students in the Kazakh language group study in other universities.



**Diagram 3** – The number of students enrolled in one Kazakh language group in other language classrooms

Thus, in each institution, the number of students in the group is different and there aren't clearly defined students. This issue will be solved in the future, but it is well justified on the basis of European language standards for teaching a foreign language.

The factor that influences the ability to teach the next language fluently is the distribution of students according to levels. This issue is different at every institution. The reason is that in most cases it depends on the contingent. In some educational institutions, students who know the Kazakh language often go to school and, in some places, have the opposite.

The diagram illustrates the incompleteness of the standard of distribution of Kazakh language proficiency in the country. But the reasons for this are those who know the Kazakh language; lack of audience; not provided for by the university educational program; Teaching methodology for European standards is not provided; due to funds; because of the extra burden of additional funding; we have the answers to the question about the cost savings.

In addition, in order to prove that the situation in our country is literate, well-educated, the Kazakh language specialists are asked a few questions about their professional development. For example, we have seen that the latest published manuals for teaching the Kazakh language are used by twenty-

five teachers in the Kazakh language, and they use it to teach other languages in the classroom. This also proves that teachers constantly improve their professional level.

The answer to the question of how often innovative technologies are used in teaching the Kazakh language is as follows.

The results of the questionnaire show that teachers often use innovative technologies in accordance with the content of the lesson and help their students develop their interest in learning the language.

The importance of innovative technologies in modern education can be seen in the diagram above as it is being fully implemented in teaching the state language, which is often used by teachers in the classroom depending on the content of the lesson. This is also one of the most important factors for language training. In the management of education through innovative technologies, it is possible to notice that the result of the student learning over a short period of time and the activity of thinking activity. Educational awareness lies upon the structure of teaching and learning implementing approaches on better education in high schools. Thus, teachers' widening way of thinking impact on the educational process tended (Freeman, 2013: 141).

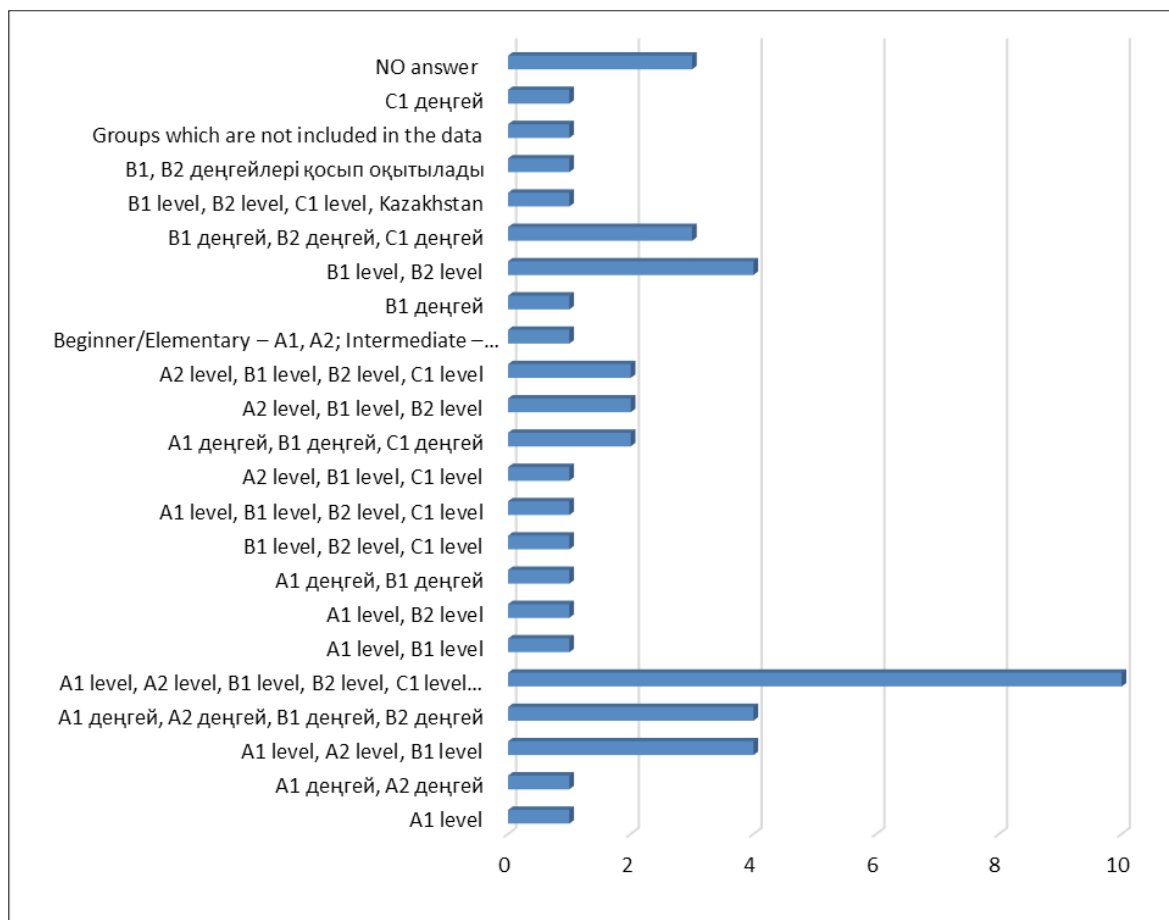


Diagram 4.2 – Teaching the Kazakh language by levels

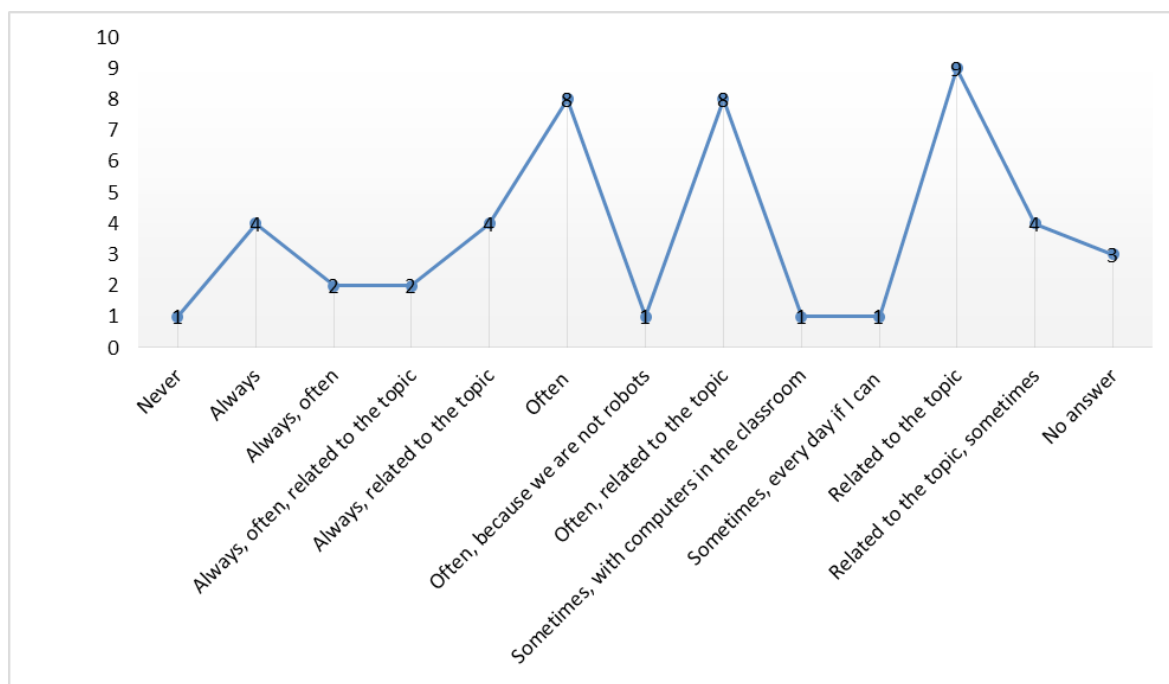


Diagram 5 – Frequency of using innovative technology in teaching Kazakh in other language classrooms



The key aspects of innovative technologies analysis and application:

Psychology is how technology encourages students to learn, how the tool used, how it works, how it works, whether or not the student's interest in it increases, or whether the non-traditional demands will cause the student's self-confidence.

Pedagogical – to the extent that applicable innovation technologies are concerned, the student is aware of the environment.

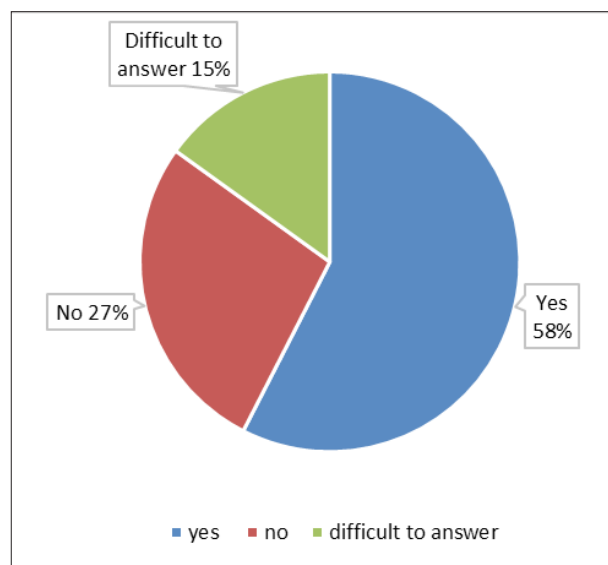
Methodology – The technology is designed to help you master the material well and consider whether the material is correctly presented in terms of methodology.

Organizational – Innovative technologies consider whether the subject is adequate in the classroom, whether the students are adequate to perform their tasks, i.e. the introduction of new innovative technologies in the learning process intensifies the educational process, the pace of study, and the self-employment of students. It is possible to take into account the gradual organization of the learning process, the establishment of a concrete feedback, and continuous monitoring of student activities at each stage. Teachers of these aspects are fully aware of the state language teaching.

As a result of this survey, we have observed that at present the requirements of the teaching staff of the Kazakh language in university language are preserved in the university. So criticism and imperfection should not be sought only by Kazakh specialists. They learn to acquire the language, but not enough to learn the language only in the Kazakh language. The student needs to create conditions for bringing the knowledge gained on the Kazakh language to practice and bringing the game to the level that it can deliver.

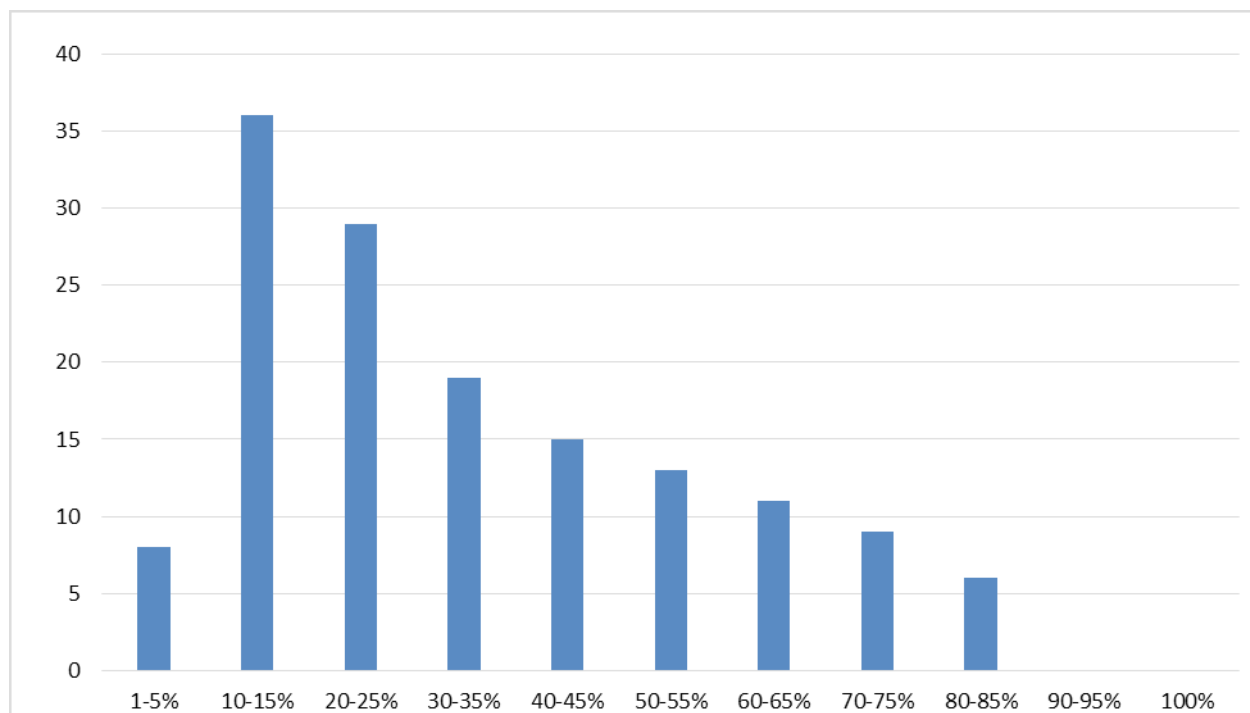
In the methodical recommendation of the Kazakh language for studying the history of the Kazakh language in the state language: «Studying the history of Kazakhstan in non-Kazakh language increases the interest of non-Kazakh children to the culture and history of our people, learn and analyze their abilities. Multilingual education in the learning process at all levels is a distinctive feature of modern education» (Oqyty' qazaq tilde emes mektepterde «Qazaq stantarixy'» pa'nin memlekettik tilde men'gery'ge arnalg'an a'distemelik usynymdar. 2013: 48). This recommendation should be made in each higher education institution. Another subject, apart from the Kazakh language, should be taught

in the Kazakh language in other audiences. Then the student can combine the knowledge gained in the Kazakh language in the Kazakh language. At the same time we can see that the level of knowledge of the Kazakh language as a state language varies. For this purpose, the subject of «Information and Communication Technologies» was taught in English for students of the Kazakh and Russian departments of the first course of the University directed to a certain business area in Almaty in 2017-2018. We conducted a survey to find out how much the subject influenced the level of English proficiency in students. The survey was attended by 146 students studying English at Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate. The trainees are those who have already completed the first interim control work. The answers to the question «Will the English language help to raise the level of English proficiency?» will be in the following.



**Diagram 6** – The effect of subjects run in English on the English language proficiency

As you can see from the diagram, 58% of 146 students answered «Yes». It shows that this work has shown a positive result. The answer to the question «How much did English language proficiency increase the level of English proficiency?» is the following:



**Diagram 7** – The effect of subjects run in English on the English language proficiency in percentages

This diagram shows that most students have increased their English language proficiency by 10% -15% and 20% -25%, which is a good indicator. Summing up the results of the survey among students, it would be very effective to conduct one discipline in the Kazakh language in higher education institutions, except for the Kazakh language, in other language audiences.

### Conclusion

The President of the country Nazarbayev N.A. said that «The Kazakh language will dominate in all spheres of life by 2025 and become the language of everyday communication in any environment. Thus, our independence is the most important value of the whole nation – the dominating language of our native language. Surely, the attitude to the language is really the view of the country. So we cannot afford it. The fact that the Kazakh language becomes a language of mass usage and, in fact, the status of the state language, will allow us to call our country «Kazakhstan», which will help to teach one

subject in the Kazakh language at the highest level (Qor turaly, [http://www.qazaq-found.kz/kaz/?page\\_id=1775](http://www.qazaq-found.kz/kaz/?page_id=1775)). But Kazakh specialists do not just search for new innovative ways of teaching and learning the state language, as a teacher, to increase the cognitive activity of the student, to love the language, to develop creativity, to educate students, the ability to visualize such skills as the individual, who can practice in practice, comprehensively, competitive, modern, theoretical knowledge has been in the works that affect the formation of tissue.

In short, innovative educational technologies mainly teach students to gain self-learning, make decisions, build self-esteem, self-perfection, and teach them to be free, both individually and publicly, outside the classroom, accustoming to share their opinions, to accelerate the pace of learning, to develop the learning. Teaching of the Kazakh language is necessary not only to the task of teachers of the Kazakh language, but also to hold a number of events in the Kazakh language at the educational institution where it is taught and to create the possibility of practical use of the language.



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