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LANGUAGE PREFERENCES AS A RESULT OF LANGUAGE SOCIALIZATION

Abstract. This article is devoted to the research of language preferences of Kazakhstan youth in the education sphere. Language preference has recently become the object of linguistic analysis as a language phenomenon. In sociolinguistics it is important to appeal to the analysis of language choice and the prestige of a language that affects a person's language preference. We are witnesses of various changes in the field of education, which are an influencing factor on the language preferences of young people. Today objective statistical data on language preferences of students of Kazakhstan youth can provide an analysis of the results of comprehensive testing of applicants for admission to universities of the Republic of Kazakhstan, as well as the Unified National Testing for graduates of secondary schools. However, in order to determine the specific language situation in the country these data are insufficient, thus a detailed study is planned. In this regard, research and analysis of data on the choice of language of instruction and language preferences of students have great scientific and practical importance, which will contribute to understanding the real language situation among Kazakhstan students. The results of the study will provide information about the language preferences in education, thereby reflecting the real picture of the language functioning among the Kazakhstan youth and consequently help forward a purposeful adjustment of language policy in the field of education.

Key words: language preference, choice of a language, language policy, socialization of language.

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Тілдің әлеуметтенуі нәтижесіндегі тілдік қалау мәселелері

Аңдатпа. Мақалада қазақстандық жастардың білім саласындағы тілдік қалауы қарастырылады. Тілдік қалау ұғым ретінде жақында ғана лингвистикалық талдаудың объектісі ретінде қарастырыла бастады. Әлеуметтік тіл білімі бағытында адамның тілдік қалауын анықтау үшін, алдымен, тілдік таңдау және тілдің беделі сияқты феномендерге жүгіну қажет. Қазіргі таңда білім саласында түрлі өзгерістердің орын алып жатқанына куәгерміз, ал олар өз кезегінде жастардың тілдік қалауына әсерін тигізеді. Бүгінгі таңда қазақстандық студенттердің тілдік қалауы туралы объективті статистикалық мәліметтерді Қазақстан Республикасының жоғары оқу орындарына түсуге үміткерлердің кешенді тестілеуінің нәтижелерінен, сондай-ақ орта мектеп түлектеріне арналған Ұлттық бірыңғай тестілеудің нәтижелерінен табуға болады. Алайда, мемлекеттегі нақты тілдік жағдайды анықтау үшін бұл деректер жеткіліксіз. Осыған байланысты оқыту тілін таңдау және студенттердің тілдік талғамдарын анықтау туралы мәліметтерді зерттеу және талдаудың ғылыми-практикалық маңызы зор, бұл қазақстандық студенттердің арасындағы нақты тілдік жағдаятты түсінуге ықпал етеді. Зерттеу нәтижелері білім берудегі жастардың тілдік қалауы туралы ақпарат береді, осылайша қазақстандық жастар арасындағы тілдердің қызметінің нақты жағдайын көрсетеді, сол арқылы білім жүйесіндегі тілдік саясатты дұрыс бағыттауға септігін тигізеді.

Түйін сөздер: тілдік қалау, тілдік таңдау, тіл саясаты, тілдің әлеуметтенуі.

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Языковые предпочтения как результат языковой социализации

Аннотация. В данной статье рассматриваются языковые предпочтения казахстанской молодежи в сфере образования. В последние годы проблема языковых предпочтений как объект лингвистического анализа вызывает интерес ученых в области социолингвистики, психолингвистики, теории языковых контактов. При изучении данного языкового явления важно обращение к проблеме выбора языка и престижа языка, которые оказывают влияние на языковые предпочтения человека. Сегодня мы наблюдаем реформирование сферы отечественного образования, что, в свою очередь, ярко отражает языковые предпочтения казахстанской молодежи. Результаты комплексного тестирования абитуриентов при поступлении в вузы Республики Казахстан, а также Единого национального тестирования выпускников общеобразовательных школ позволяют говорить о закономерном выборе языка молодежи. В связи с этим исследование и анализ данных о выборе языка обучения и языковых предпочтений студентов имеют большое научное и практическое значение, что будет способствовать пониманию реальной языковой ситуации среди казахстанских студентов. Результаты исследования предоставят корреляцию данных о выборе языка обучения с учетом установок всех участников процесса образования.

Ключевые слова: языковое предпочтение, выбор языка, языковая политика, социализация языка.

Introduction

The purpose of the study is to find out the motivation of choice of languages, preferences and consider this problem in expectations of Kazakhstan senior students and undergraduates. The choice of languages is not accidental. Kazakhstan's language policy is focused on multilingualism today, where the state Kazakh language, Russian and English are priorities; and if in the first years of sovereignty most of the research was devoted the description of the functioning of the Kazakh and Russian languages, then in the last five years the main focus of research is focused on studying the coexistence of Kazakh, Russian and English languages in such important areas of language as education and science.

Language is a direct mechanism for regulating the activities of people in various fields, therefore, the study of the speech behavior of modern youth and understanding the language preferences of the individual play a significant role in the study of the language socialization processes of a modern young person's personality.

Language preferences as an object of linguistic analysis are considered by Kazakhstan scientists from the perspective of the problems of sociolinguistics and psycholinguistics (E.D. Suleymenova, Zh.S. Smagulova, N.Zh. Shaymerdenova, O.B. Altynbekova, Zh.K. Ibrayeva, A.N. Alishariev and others), pedagogy and others.

We consider the process of language preferences as a result of language socialization of an individual. Language socialization embodies both a theoretical approach and a method for studying human development in a cultural context. Ochs and Shieffelin described language socialization as a paradigm that studies socialization through the use of language on the one hand, and socialization to use language on the other hand (Tracy, 2015: 931). There are two types of socialization: primary socialization (in the family) and secondary socialization (throughout life) (Suleymenova, 2008: 41). Language socialization as an integral part of socialization acts as a backbone process associated with the acquisition of linguistic and communicative competences. The works of E. Sapir which already have become prominent about language as the most powerful factor of socialization where the scientist first advanced and justified the function of language as a "symbol of social solidarity", when, according to the scientist, ordinary speech acts as a kind of potential symbol of social solidarity of all speakers of this language (Sapir, 1993: 247). Improving the research of Edward Sapir, V.P. Timofeyev defines language socialization as individual development in a broad system of social and linguistic relations through their assimilation, that is, the process of formation of linguistic identity (Timofeyev, 1971:105). American linguists-anthropologists Schieffelin and Ochs distinguish between

language socialization and the process of language acquisition in their work “Language Socialization”, where the ultimate goal is to understand what constitutes language competence at different stages of development. Researchers studied the processes that underlie and the strategies that organize understanding of the language and reproduction over time of development, the study of linguistic socialization aims at understanding the process of becoming people as competent members of social groups and determining the role of language in this process. According to scientists, there are two points of view on the study of language in the context of socialization, namely, language as a means of socialization and language as a tool of socialization (Ochs, Schieffelin, 1986: 163-191).

Experiment

This article presents the results of the first stage of the study – an analysis of the language preferences of Kazakhstan youth in the field of education as a result of language socialization. The experiment was conducted at several faculties of Al-Farabi Kazakh National University: the Faculty of Philology and world languages, as well as at the Faculty of Mechanics and Mathematics, the Faculty of Information Technology. The choice of respondents from above-mentioned faculties is not accidental. As it is known, there are humanities and techies, depending on their mentality. For this reason, it is important for us to know what students from different faculties with different fields of study think. After all, all students are united by education and the language in which they receive it in higher educational institutions. The informants of the experiment were the undergraduate students of 4th courses. The choice of undergraduate graduates is explained by the fact that undergraduate students consciously approach the issue of choice in any area of their life. This also concerns the further choice of the language of instruction or in professional activities in the future.

Based on the statement about the integration of the socialization process and the process of acquiring knowledge of Schieffelin and E. Ochs, we examined the language preferences of graduate students of KazNU. Since the linguistic educational space of modern Kazakhstan focuses on two languages – Kazakh and Russian, then the choice of languages of graduates is distributed between these languages.

It should be emphasized that it is impossible to carry out research without using data from language planning. One of the directions of language policy in the Republic was status planning, which meant the

need for the formation of the Kazakh communicative-linguistic space, which inevitably began to overlap with the existing Russian communicative-linguistic space. One of the most important zones of intersection is the sphere of education. Currently, the Ministry of Education and Science is actively introducing training programs aimed at multilingual education. Concepts for improvement of multilingual education have been developed at universities; centers for the development of multilingual education have been created and operate; active preparation of normative documents defining the principles of organizing the process of multilingual education is underway; and an academic base is being formed for the effective study of Kazakh, Russian and English languages.

Kazakhstan is a multinational state, and today the republic is going through a difficult, contradictory period of its cultural and linguistic development as evidenced by the linguistic situation, the characteristic of which is given in the Language Policy Concept of the Republic of Kazakhstan. It should be noted that in almost all documents in the field of language policy, the main idea is the need to master several languages. In 2007, a cultural project “The Trinity of Languages” was adopted in Kazakhstan at the state level – Kazakh, Russian and English. Until today, multilingual education has been successfully implemented in specialized schools of the Daryn, Nazarbayev Intellectual Schools (NIS), in innovative educational lyceums and others. In March 2019, a historic event took place in the life of the country when the first president Nursultan Nazarbayev resigned from his post as head of state. The Senate Speaker Kassym-Zhomart Tokayev was appointed as the Acting President. Naturally, in connection with the change of head of state, big changes began in the country, which reflected on the current language policy in the Republic of Kazakhstan. The new installation for educational institutions from a speech by President Kasym-Zhomart Tokayev was pronounced twice: “First, Kazakh and Russian, then English”.

One of the important factors for choosing a particular language is the motivation for learning it. Motivation is the actual problem of modern education. This problem is especially significant during the period of study at university when students are actively developing professional competencies. The development of students’ internal motivation for learning a foreign language is the most significant in educational practice, since it is from it that the educational result and the formation of future specialists, focused on the constant process of cognition and self-development are sufficiently dependent (Isimbayeva, 2005: 165).

Some scientists divide motivation into external and internal, while others, mainly western ones, classify integrative and instrumental motivation. The basis for determining the type of motivation was the classic model proposed in the works of R. Gardner and W. Lambert.

For analysis, informants of the 1st group were selected: philology students with Russian and Kazakh languages of instruction of the specialty “Two foreign languages”. Students are distinguished by high linguistic competence in the first language, and average communicative competence in the second language. The third language of this group of respondents is German or French (depending on the language group).

The second group of respondents was made up of representatives of the specialties of information systems and security, ecology, and technical physics.

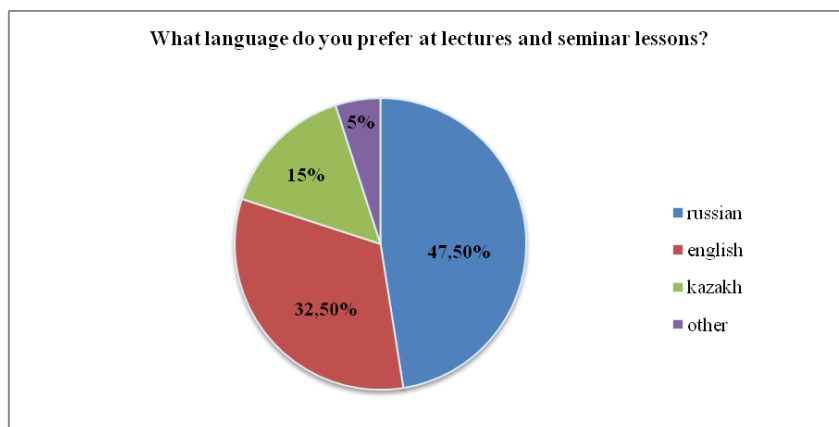
The total number of informants was 80 people. The study was conducted in two stages. At the first stage, students were asked to answer questions from an online questionnaire consisting of 21 questions. The online questioning was conducted in the website <https://www.surveymonkey.com/ru/>. The initial 9 questions were of a passport nature, where respondents completed information on age, gender, place of residence, nationality, education, mother tongue and the language in which they studied at school and university. The remaining questions were aimed to identify the language preferences of students during their studies at the university and in their further professional life. In total, 80 people took part in the survey, 41 of which were male students (52.5%) and 39 were female students (47.5%). All respondents were 21-22 years old at the time of data collection. If we divide the respondents according to the regions of our country, the most attended were the students from Almaty and Almaty region – 35 students (Talgat district, Kaskelen, Taldykorgan city), as well as 20 students from the West Kazakhstan region, 15 students from the East Kazakhstan region, and 10 students from Nur-Sultan city. 95% of respondents indicated that their native language is Kazakh and 2.5% indicated Russian as their native language. The next question was “how many languages do you speak?” according to results of which respondents can be divided into the following groups of languages: Kazakh-Russian bilinguals (16), trilingual students (31), those who speak only Russian (3), Russian-English bilinguals (6). In addition, there were students who speak four languages at once, among which the most studied were Turkish (10), French (6), German (5), Japanese (2), Spanish (1), Italian (1), Uzbek (1). 95% of respondents indicated that

they have got higher education, and the remaining 5% has secondary special education. When it comes to the language of instruction at school and university, the data is very different from each other. For example, if 77.5% of respondents studied in Kazakh at school, then 65% of those surveyed study at university in the Kazakh department; those who studied in Russian at school 7.5% and at university this rate goes up to 17.5%; 12.5% of respondents studied in English language at school and their rate rose to 37.5% at university. Also, the number of students with a different language of instruction at the university was 5% (Turkish, Japanese and French). The respondents’ answers were as follows to the question “What language did you start to speak in childhood?”: 65% in Kazakh, 10% in Russian, 22.5% in Kazakh-Russian. Therefore, there was a question “in what language do you communicate in the family and with your relatives?” the answers of which were similar to the previous question: in Kazakh (47), in Russian (4), in Kazakh and Russian in parallel (25). It can be concluded that those respondents who began to speak Kazakh and Russian in parallel from their childhood, mix these languages in the family to this day. And those, who speak only Kazakh or Russian since their childhood, today use only one of these languages in communication with their relatives.

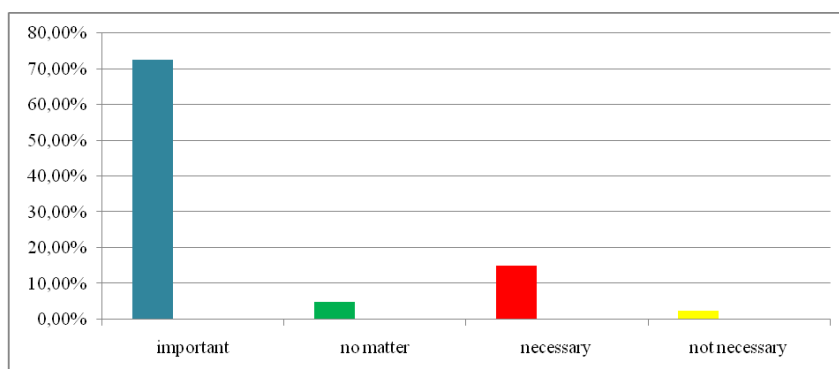
What is more, there were questions for revealing the linguistic preferences of students in the field of education, in particular, at the university during lectures and seminars, and in the search for educational materials in preparation for classes.

As we can see in Figure 1, respondents chose Russian 47.5% as a preferred language during lectures and seminars. And in second place there is English 32.5%, and then Kazakh language 15%. Students explained this by the fact that there are a lot of materials, information and more links in search engines on the Internet in Russian and English languages. As the respondents indicated, in Kazakh language they are looking for questions regarding the Kazakh culture or the Kazakh language.

To the question “what language do you want to use in your profession in the future?” respondents mostly indicated English (23), Russian (14), and Kazakh (12). Most of the respondents answered this question in the form of pairs of languages: Kazakh-Russian (15), Kazakh-English (14), Japanese-English (1), Turkish-English (4), and French-English (3). From the above information, we see that respondents prefer to use languages in pairs rather than just one language in their profession in the future.



Picture 1 – Languages that students prefer during lectures and seminars, %



Picture 2–The importance of knowledge of English and other foreign languages in the educational process, %

In Picture 2 we see that the respondents clearly emphasize the importance of knowledge of English and other foreign languages and the indicator reaches 72.5%. This indicator is very pleasing to us, since we see our youth perfectly understand the importance of knowledge of foreign languages, including English, and are actively seeking to learn new languages for themselves.

Based on the results of the preliminary online questionnaire, the following conclusions can be drawn: our respondents prefer not one specific language in the field of education (at the university, during lectures and seminars), but a couple of several languages (Kazakh-Russian-English, Kazakh-English, Russian-English, English-Turkish and so on). This is a positive result of multilingual education policy in our country. However the fact that students prefer Russian and English in preparation for classes and exams slightly reduces the status of the Kazakh language. The reason for this choice is explained as there is a huge amount of materials in Russian

and English in search engines, which are the first assistants of students.

The drawbacks of the questionnaire, as many researchers point out, is the reproduction of not language practice, but the opinion, the so-called self-report of the respondent about his own speech behavior. Therefore, we used other active methods of analysis in the process of work. Such types of questionnaires as a group questionnaire were used, which was carried out directly in one room (in the audience of the faculty at the place of study) and consisted of simultaneously filling out questionnaires by a group of students, this made it possible to ensure a full return of questionnaires. The duration of filling out the questionnaire did not exceed 30 minutes. The number of questions in the questionnaire is 8. The questionnaire contained questions of open and closed type. The subject matter of the questionnaire was questions about facts, knowledge, and prestige of languages.

At the second stage there was used interview method, during which the questions and answers

of the first stage of the experiment were clarified. The interview method was used to supplement the obtained data.

At the same time with conducting questionnaires and interviews, the observation method was used. As Belikov V.I. and Krysin L.P. note in their studies, observation plays a very important role and is one of the main ways of obtaining material in the human sciences (Krysin, Belikov, 2001: 278). The researchers used the type of included observation, since one of the authors himself is a member of the analyzed language collective.

Results and discussion

The results of the preliminary stage of the experiment led to the following conclusions: the basis for determining the type of motivation was the classic model proposed in the works of R. Gardner, W. Lambert (Gardner, Lambert, 1972: 75). As the analysis showed, graduates of the bachelor's programs of Kazakh departments choose Russian language as the next stage of study (master's degree, getting a second higher education, etc.) for the following purposes: communicate with fellows; talk with Russian-speaking relatives; learn more about Russian; communicate with people who speak this language; watch movies; read books; and be able to quickly find and process information. Based on respondents' answers, it can be concluded that the choice of the Russian language was a leading integrative motivation. The reasons for choosing English, the most frequent answers were as the following: to get a well-paid job; go abroad; travel; work in a foreign company; meet and communicate with foreigners. According to R. Gardner and W. Lambert, this type of motivation has an instrumental character which involves mastering the language for practical purposes.

Some of the students (9 people) of the first group are late subordinate Kazakh-Russian bilinguals, who turned out to be more motivated by the Russian language. All of them are 4th year students of the specialty "Foreign Language: Two Foreign Languages", most of them use the Kazakh language in the family, and at the university, in the classroom, with friends, what is more, they actively use Russian and English (specialty language) along with the Kazakh language.

Informants noted that at school age they did not need the Russian language so much as they do now, while they study a lot of scientific literature and translate texts into Kazakh. 5 informants of the first group of bilinguals would like to continue their studies at the master's degree or in another specialty in the Russian department, while 6 prefer English, the remaining 6 respondents found it difficult to answer.

If we turn to the analysis of the answers of the second group of students, then 7 respondents would like to know the Kazakh language better for the following reasons: it is the language of their homeland; this is their native language, they are ashamed that they do not speak Kazakh so well; grandparents shame them and because of ignorance, disputes arise; students in the dormitory use the Kazakh language more. The answer was fixed – who knows both Kazakh and Russian feels free and comfortable everywhere (in transport, in the market).

Students noted that it is easier for them to switch from Kazakh to English than to Russian. During the interview, the respondents included English and Kazakh words into the Russian speech (когда она сказала ... нет, как это imagine... калай еді? Да, представляла... и мн. др.). There we cannot confidently say that this is the result of a higher language competence in the English language, but we explain this process by the influence of the specialty language, as well as by the profession of this group of respondents who combine studies with part-time work in educational centers, at various courses of teaching English.

Conclusion

The results of the study led to the conclusion that the young generation of Kazakhs with a dominant Kazakh language is characterized mainly by oral linguistic abilities in Russian and, conversely, Kazakh bilinguals with a dominant Russian language – oral linguistic abilities in the Kazakh language. The noted positive attitude of informants with the first Kazakh language to further study of the Russian language and English is associated with integrative and instrumental types of motivation. Studying data on the choice of the language of instruction of bachelor's degree graduates reflects the real picture of the functioning of languages in the educational environment.

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