

L.Zh. Beisenbayeva

L.N. Gumilyev Eurasian National University, Astana, Kazakhstan

*e-mail: aishalyaz@mail.ru

NATIONAL IDENTITY IN FOREIGN LANGUAGE TEACHING

Despite the fact that the phenomenon of national identity in Kazakhstan science has been studied quite extensively and deeply from different social and humanitarian angles, to date, no specific approach has been developed from the standpoint of foreign language teaching that allow the development of the topic under study. Domestic researchers agree that teaching foreign languages, along with general advantages, also has disadvantages that negatively affect national identity, among other things, if measures are not taken adequate to external threats during the educational process.

The aim of the resarch is to study of textbooks intended for teaching foreign language as well as determine the ideas of students about national identity. The method of the study is mix method which was designed as a descriptive study and qulitive research literature review. To determine the ideas of the university students about national identity in English classes used descriptive study in the model of survey. The questionnaire presented to the attention of the students pursued the goal of: to determine the attitude of students to the problem of national identity; to determine the experience and practice of using materials with national flavor in the study of the English language and to find out the possible loyalty of students to a foreign language and culture, or whether they have any feelings of internal discomfort regarding the spread of the English language and culture. The data of the study are collected via the a survey of 15 students was conducted and analysing English language textbooks for Kazakhstani students. The main results of the study consider ways to adapt foreign textbooks for developing students the national identity.

Keywords: national identity, foreign language and culture, study of textbooks.

Л.Ж. Бейсенбаева

Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Астана, Қазақстан

*e-mail: aishalyaz@mail.ru

Шетел тілін оқытудағы ұлттық бірегейлік

Қазақстандық ғылымдағы ұлттық бірегейлік феномені әртүрлі әлеуметтік және гуманитарлық тұрғыдан жеткілікті және терең зерттелгеніне қарамастан, бүгінгі таңда шет тілін оқыту тұрғысынан ұлттық бірегейлік тақырыбын дамытуға мүмкіндік беретін бірде-бір нақты тәсіл әзірленбеген. Отандық зерттеушілер шетел тілдерін оқытудың жалпы артықшылықтарымен қатар білім беру үрдісінде мемлекет саясатымен негізделген бұл бағытқа назар аударылмаса ұлттық бірегейлікке теріс әсер ететін кемшіліктері бар екендігімен келіседі.

Зерттеудің мақсаты-шетел тілін оқытуға арналған оқулықтарға шолу жасау, сонымен қатар студенттердің ұлттық бірегейлік туралы түсініктерін анықтау. Зерттеу әдісі- сипаттамалық зерттеу және әдебиетке шолу жасауға негізделген аралас әдіс. Ағылшын тілі дәрістерінде университет студенттерінің ұлттық бірегейлік туралы түсініктерін анықтау үшін сауалнама моделі бойынша сипаттамалық зерттеу қолданылды. Студенттердің назарына ұсынылған сауалнама мақсаты: студенттердің ұлттық бірегейлік мәселесіне көзқарасын анықтау; ағылшын тілін үйрену кезінде ұлттық танымдағы материалдарды пайдалану теориясы мен тәжірибесін анықтау және студенттердің шетел тілі мен мәдениетіне деген арақатынасын және олардың ағылшын тілі мен мәдениетін үйренуге қатысты ішкі ыңғайсыздық сезімінің себептерін анықтау. Зерттеу деректері 15 студентке сауалнама жүргізу және қазақстандық студенттерге арналған ағылшын тілі оқулықтарын талдау арқылы жиналды. Зерттеудің негізгі нәтижелері қазақ студенттерінің ұлттық бірегейлігін дамыту үшін шетелдік оқулықтарды бейімдеу тәсілдерін қарастырды.

Түйін сөздер: ұлттық бірегейлік, шетел тілі мен мәдениеті, оқулықтарды зерделеу.

А.Ж. Бейсенбаева*

Евразийский национальный университет им. Л.Н. Гумилева, Астана, Казахстан

*e-mail: aishalyaz@mail.ru

Национальная идентичность в обучении иностранному языку

Несмотря на то, что феномен национальной идентичности в казахстанской науке изучен достаточно широко и глубоко с разных социальных и гуманитарных точек зрения, на сегодняшний день не разработано ни одного конкретного подхода с точки зрения преподавания иностранного языка, позволяющего развивать изучаемую тему. Отечественные исследователи сходятся во мнении, что преподавание иностранных языков, наряду с общими преимуществами, имеет и недостатки, которые негативно влияют на национальную идентичность, в том числе, если в ходе образовательного процесса не принимаются меры, адекватные внешним угрозам.

Целью исследования является изучение учебников, предназначенных для преподавания иностранного языка, а также определение представлений учащихся о национальной идентичности. Метод исследования – смешанный метод, который был разработан как описательное исследование, так и качественный обзор литературы. Для определения представлений студентов университета о национальной идентичности на занятиях английского языка использовалось описательное исследование по модели опроса. Опрос, представленный вниманию студентов, преследовал цель: определить отношение студентов к проблеме национальной идентичности; определить опыт и практику использования материалов с национальным колоритом при изучении английского языка и выяснить возможную лояльность студентов к иностранному языку и культуре, а также то, испытывают ли они какие-либо чувства внутреннего дискомфорта по поводу распространения английского языка и культуры. Данные исследования были собраны путем опроса 15 студентов и анализа учебников английского языка для казахстанских студентов. Основные результаты исследования касаются способов адаптации иностранных учебников для развития национальной идентичности учащихся.

Ключевые слова: национальная идентичность, иностранный язык и культура, изучение учебников.

Introduction

Historically and geographically, the Republic of Kazakhstan is in the center of important and complex geopolitical processes and events. On the way to the formation and development of national identity, the Kazakh people repeatedly overcame the influence of various political and economic forces from outside.

National identity as a set of various components and like as mother tongue, national traditions, culture, customs, religion and other national values which were developed throughout history of the nation.

National identity and nation are complicated terms consisting of interrelated ethnical, cultural, territorial, economical and official-political. Throughout the history, all nations have plenty of features which distinguish them from other nations. All the features peculiar to nations form the concept “national identity”. National identity is the term which describes belonging to particular national culture, religion, individual lifestyle, mother tongue, traditions and customs. Individuals carry the identity of the circle of the culture which they belong to. So, as a result, all of these classified form’s national identity, which all the elements and values included

in culture determine national identity. Language, religion, flag, history, homeland, state, lifestyle, architecture, traditional Turkish music, customs, manners are the main elements that make up the national identity (Smith, 1994). Therefore, identity is a reality that is constantly changing, reproduced and “constantly on the process of formation” throughout history (Gokalp, 2004).

The desire for international recognition in general and integration into international educational standards in particular increasingly strengthens the role of English language, which in fact and in many international organizations has the status of the language of international official communication. The threat is that, without proper and close attention, in this cauldron, our national identity may not withstand competition and, roughly speaking, may lose its national appearance.

The main aim of this article is to adapt the methodology of teaching English as foreign language to national identity, thereby creating an opportunity for Kazakhstani students to promote their national values in the near and far abroad. Objectives of this article are: to study basic textbooks for teaching English language to students at universities, in particular at the L.N. Gumilyov Eurasian National University, through the prism of the area of study of the article;

to examine ways of adaptation of English language textbooks taking into consideration national audience; to promote our national characteristics in a foreign language using ready-made materials with a national flavor.

Material and methods

The research was conducted based on by combining both descriptive study and qualitative literature review. In order to determine the beliefs of students about national identity in the process of learning English language used descriptive study in the survey model. To determine the ideas of the university students about national identity in English classes used descriptive study in the model of survey. The survey questionnaire was presented to the students pursued the goal of: to determine the attitude of students to the problem of national identity; to determine the experience and practice of using materials with national flavor in the study of the English language and to find out the possible loyalty of students to a foreign language and culture, or whether they have any feelings of internal discomfort regarding the spread of the English language and culture. The data of the study was conducted as a result of survey of 15 students and analyses textbooks of English language of Kazakhstani students. Findings and results of the study were made in the form of interpretation and at the and some recommendations was given. Findings were made in the form of interpretation of the reviewed documents.

In the process of experimental work, the author studied school textbooks in English. Such manuals as "Action", "Aspekt", "Excel", "Gateway", "English Plus", "Family and friends", "English language" and "Smiles" were analyzed. Compared to universities, schools have textbooks designed for Kazakhstan. Most of them were compiled by foreign linguists in coordination with the Ministry of Higher Education of the RK with the participation of a domestic specialist. For example, the English textbook "Smiles" for grade 3, developed under the editorship of "Express Publishing", clearly and in comparison with national traditions presents educational material.

Literature review

For the first time, the influence of a foreign language on the Kazakh language is considered in the works of Akhmet Baitursynuly at the beginning of the 20th century through the prism of preserving

Kazakh identity from the influence of the Arabic language. In particular, from the position of linguistics, he proposed rules for writing borrowed terms and proper names according to the phonetic features of the native language (Baitursynov, 2009).

It is hoped that this article will contribute to the literature in terms of shedding light on the customers for Kazakh students to gain national identity awareness during their foreign language learning.

Based on this, was proposed that such kind of methods of teaching English language, in which priority should be given to national interests, since a foreign language, which in turn is part of the culture whose language is being studied, carries both positive knowledge and certain threats to the detriment of including national identity.

Based on the above conclusions and the opinion of experts, the author emphasizes the need not to neglect the formation and development of students' national identity through the promotion of national values in higher educational institutions as the main priority. In this regard, the author fully agrees with the conclusion of M. Koigeldiev. In particular, M. Koigeldiev, studying the struggle for national identity step-by-step, makes the following conclusions (2014: 187-369):

Thus, the vast majority of foreign scientists and researchers are unanimous in their opinion that identity is a variable property of the human psyche. Over the past half century, many concepts have appeared in world science that implement various versions of the concept of identity and consider identity as an interdisciplinary field that includes ethnic, social, sociocultural, linguistic identity (Norton, 2006).

Identity is a property of a person that arises when communicating with others on the basis of the experience gained by them on the path of life. According to Schultz Jorgensen, identity has two dimensions: internal and external. When the inner dimension refers to the personality of a person, while the outer dimension refers to society. Therefore, the influence of culture and society on identity is enormous (Jorgensen, 1999).

Internal dimensions are determined primarily by psychological factors. They are related to who we are, how we perceive ourselves, what we want to become or what we achieve. In turn, external dimensions come into contact with our environment and with what is happening around us in cultural and social relations.

Doctor of Psychology Jan Tonnes Hansen described the internal dimension of identity as the story of someone's personal life with experiences,

adventures and events. Therefore, those who have specific principles and opinions, an established way of life and who can make specific decisions, in terms of identity, they are also stable (Hansen, 2000).

Once again, it should be noted that external factors include the cultural and sociological aspects of the identity of every person. Professor of the Institute of Pedagogy at the University of Hannover Thomas Ziehe concluded that today each person must build his own world as he sees it, that is, the individual is the architect of his own identity. With the help of cultural norms and values, a person creates his inner world. In order for a person to know himself and who he is in this society, he must know the norms and values of his society, it should be emphasized that through language and interaction people know themselves. Language is a means for communicating and explaining with others, through which we learn what others think of us or how they perceive us. This is what plays an important role in shaping people's identity. For the formation of identity, the verbal aspect of individuals, that is, how people act and think, is also of interest along with the social aspect (Christensen, 2004). Based on this, language here is a tool or means of presenting ourselves among others, and our choice of words, intonation, tone of voice all play a role in how we use this language. All these aspects help to understand someone's personality. The languages that someone uses in their workplace or at school are important for showing them who they are and thereby shaping their identity. Language and identity are two general terms and they take part in our daily life. Thus identity is socially shaped by the language we use (Mohamed, 2021).

Since identity and language are closely related to each other, identity and culture are also close concepts. Identity can be socially formed through the culture in which the individual was brought up. Removing this person from this culture and placing him in another can lead to identity confusion (Brown, 2006).

According to Walger O.A., learning foreign languages and intercultural skills do not interfere with the formation of "national identity" and the process of political mobilization (Walger, 2020).

B. Norton, a professor at the University of British Columbia, conducted a scientific survey of students studying English as a second foreign language, and said that as a result, "national identity" develops socio-culturally (Norton, 2006).

From the point of view of the German researcher A. Witte, «national identity», as well as other phe-

nomena in close contact with the native language and the culture underlying it, is sensitive to final changes under the influence of a foreign language and its culture, may conflict with alternative concepts of social construction (Vitte, 2007).

Based on the foregoing, the identity of the every individual is influenced by both the foreign language he is learning and speaking and the culture of the country of the language being learned. As a consequence, the individual's identity undergoes certain changes under the influence of a foreign language and other norms and values.

Since languages usually function in a social matrix, and societies rely heavily on language as a means of interaction, it is certainly reasonable to expect that their observable manifestations, linguistic behavior and social behavior, will be visibly connected in many legitimate ways (Fishman, 1999). In order to find out how to teach and what to teach, it is proposed to consider the role and components of national identity in the process of teaching foreign languages at the university. As stated in the previous subparagraph, on the one hand, the process of formation and development of national identity in higher education itself is very voluminous and complex. On the other hand, this topic has already been dealt with by a number of domestic specialists-scientists such as Praliev S.Zh., Naribayev N.K., Zhampeisova K.K., Moldabekov Zh.Zh., Koigeldiev M.K., Kan G.V., Khan N.N., Imanbayeva S.T., Namazbaeva Zh.I., Kaidarova A.D., Dzhanabayeva R.A., Kalieva S.I., Berikkhanova A.E., Makhmetova B.T., Columbayeva Sh.Zh., Saidakhmetov B.S., Kunanbayeva S.S., Karmysova M.K., Ivanova A.M., Arenova T.D., Zhumagulova B.S., Kuznetsova T.D., Abdygapparova S.K., Omarbekova G.A., Alpyspaeva G.A., Yerakuly D., Shaldarbekova A.B., Akhmetova A.B. and others, including in the framework of the development of the Concept of the implementation of the national idea at universities and the Concept of the development of foreign language education.

According to the concept by Professor S.S. Kunanbayeva (2015), intensive the integration processes that took place during the independence period, the growth of professional and academic exchange and the deepening of international cooperation contributed to the progressive development of foreign language education. The study of a language should reflect the socio-cultural reality as a national and universal cultural phenomenon, form an idea of the foreign language worldview, contribute to harmonious communication in our own society and other

societies in order to prevent and overcome conflicts caused by historical, political and religious cultural differences.

According to doctor of Pedagogical Sciences of the Russian cooperation University, Ms. A. Kolobkova, it is important to instill sense of love and respect to the own country and national identity in teaching second or foreign languages. The Russian linguist is convinced that these concepts can be used to motivate students in foreign language teaching. A.A. Kolobkova emphasizes that the problem of national identity is an actual direction of development of the general theory of language teaching based on linguistic data and the laws of teaching, didactics, that is, in one term linguodidactics, in modern conditions (Kolobkova, 2019).

In this aspect, scientists from a neighboring state have stepped forward. A number of researchers on this topic work under the supervision and guidance of a Soviet and Russian linguist. They, guided by a culturological approach in the study of foreign languages, prioritize the possibilities of representation their culture in a foreign language (Mishieva, 2017). Thus, students are taught the skills of comparing national values with foreign culture. This method, according to the developers, plays an important role in the education of Russian civil identity.

In addition, without going beyond the generally accepted pedagogical norms, it is necessary to take into account the realities of modern times, in which it dictates and under what conditions civic identity is formed in Kazakhstan. In this regard, it is important to remember the opinion of the Doctor of Pedagogical Sciences from the Russian Federation I.A. Kolesnikova about “pedagogical reality, which is understood as a set of phenomena, events, processes, states, experiences, manifested in the theoretical, practical, spiritual experience of humanity as a result of the implementation of pedagogical goals and intentions, pedagogical reality embodies the absolute completeness of the total experience of humanity as a subject of pedagogical activity” (2019).

Results and Discussion

The study and analysis of the situation around the topic of the research in domestic and foreign theory and practice showed that there is no universal way in which the preservation of national identity is guaranteed in the process of teaching English languages as a foreign. Speaking about national identity, it is also necessary to take into account the multinationality and multi-confessionalism of Ka-

zakhstan. According to psychologists, teachers of foreign languages themselves believe that students of language specialties in the course of their studies change subjects so much that the nature of the changes can determine the studying language.

In the process of teaching English language as a foreign, University students formulate the special set of personal qualities, described as a “foreign language personality”, which could be shown as a number of those changes in personal behaviours that are natural from a psychological point of view in students engrossed in intensive study of English language. For instance, according to the made observations of psychologists, the students of the language group are not afraid to make mistakes in a foreign language in the process of studying, they are happy to communicate with foreigners, that is, they are open to contacts.

Students of non-linguistic specialties, on the contrary, feel discomfort in communication and statements in the target language, sometimes even avoid contact with foreigners. These circumstances allow us to conclude that students of universities treat a English language as a special academic discipline, while students of language faculties see it as an instrument of their future profession and a real means of communication.

Nevertheless, teaching English language include not only the possession of the lexical, morphological and syntactic sections of the language system, but it also goes beyond it and thus there is a need for new knowledge, including in the field of intercultural competence. Instilling this competence in students bypassing an alien culture is an almost impossible task. It is here that the conflict of interests between national identity and the norms of different cultures is manifested, possibly and purposefully imposed from the outside by processes, phenomena and concepts.

It is well known that in the process of teaching foreign languages, students are taught the skills of reading, listening, writing and speaking. To teach each of these skills, various media are used, such as text, audio and video materials, presented orally and in writing, by listening and viewing, through which information is exchanged on various relevant and important topics.

Preference is mainly given to specific comprehensive teaching aids, published under the editorship of world ranking educational institutions and centers. It is precisely such sources intended for the study of foreign languages that, along with grammatical and phonetic rules, may contain all sorts of

information that is incompatible with the internal values of our society. For this reason, they should in no case be left without the attention of the teaching staff at universities and schools, regardless of their form of ownership. Therefore, such control and intervention or adjustment is possible only with the involvement of state institutions through legislative regulation.

Theoretically, based on the conclusions of domestic and foreign researchers, it has been proved that national identity is subject to changes under external influence. This is where the need arises to limit the influence from the side or to carry out counteracting measures, on the contrary, conducive to the development of national consciousness.

At the stage of the experiment, in order to determine the attitude of students to the problem of national identity and to determine the experience and practice of using materials with national flavor in the study of the English language and also to find out the possible loyalty of students to a foreign language and culture, or whether they have any feelings of internal discomfort regarding the spread of the English language and culture, a survey of 15 students was conducted.

At this stage, the experimenters were asked to take a survey consisting of 11 questions. The following issues were put forward for discussion:

1. Have you ever read the English translations of Kazakh literature?

2. Does the re-reading of the original works of Kazakh literature in English language in the manner of comparative would contribute to the acquisition of foreign language?

3. By your opinion, in the future, will it be useful for you to receive information in English that promotes our national values while learning English?

4. How interested are you in comparing English-speaking countries and our own culture, traditions, customs, history, religion, and mentality in English?

5. Are you familiar with texts, videos and audio tapes of foreigners about Kazakhstan and the Kazakh people, its official symbols, national currency, mother tongue and literature, own land and steppes, beautiful nature, geography and tourism potential, mineral resources, traditions, history and so on?

6. Do English-speaking countries' achievements in culture, science, education, art, politics, history, sports, new technologies, mass media and many other areas of learning English imitate you?

7. What is your personal beliefs about the unification of the world for everyone, a common state, a

common language, common culture, the possibility of unlimited movement and travel?

8. Do you feel proud if our national dishes and drinks, handicrafts, domestic products join the ranks of world brands, and our athletes, artists and intellectuals raise our flag and sing our national anthem?

9. Do foreigners become more interested in us when artists and sports figures such as Dimash Kudaibergen and Gennady Golovkin appear on the international stage and in national costumes?

10. Is it possible that foreign brands and products, foreign culture and lifestyle, principles and upbringing, which come to our country without restrictions and without interruption as a result of globalization, affect our national identity?

11. How often do you find national content in English learning?

To the first question: "Have you ever read works of Kazakh literature in English?", the responses of the respondents were overwhelmingly negative. Thus, only 2 out of 15 respondents answered in the affirmative, explaining that they superficially dealt with some works as part of project work at school. Accordingly, in percentage terms, statistics show that 13.3% read works of Kazakh literature in English, while 86.7% did not have such experience.

Compared with the first question, opinions on the second question "Does repeated comparative reading of Kazakh literature in English language to mastering a English language?" different. If 7 respondents were in favor of support, then 6 students answered neutrally, only 2 people denied such an approach.

Analysis of the question "Will it be useful for a student in the future to receive data in English when learning English that glorify our national values?" showed that the respondents almost unanimously responded positively. Only 1 student did not see the advantage of ready-made texts compiled in the studied language about the peculiarities of their own country and culture.

According to the answers of the participants 93.3% of the students would like to receive ready-made materials in the language being studied, related in content to the presentation of their own values. 6.7% answered this question in the negative. Regarding the comparative approach in the presentation of lexical materials, the survey showed the expected result. The question was formulated as follows: "How interesting is it for you to compare English-speaking countries and our own culture, traditions, customs, history, religion and mentality in English?"

The analyses show that 100% of the surveyed students who took part in the experiment express the interest in knowing not only about the country of the language being studied, but also in comparing the features of a foreign culture with their own external and internal world. Perhaps this is one of the few questions to which an unambiguous answer was received and it meets the requirements of the methodology of teaching foreign languages. The overwhelming majority of Russian researchers dealing with the development of national identity adhere to the same position.

At the same time, the next question, which read: "Are you familiar with the texts, video and audio recordings of foreigners about Kazakhstan and the Kazakh people, its official symbols, national currency, language and literature, endless lands and beautiful nature, economy and tourism potential, minerals, traditions, history and other national values?", the number of positive reactions was extremely low. Only 2 students out of 15 interviewed came across authentic materials. Statistical data indicate that 86.7% of respondents have no experience working with authentic materials. The data are confirmed by the author's own observations. In the course of pedagogical and experimental practice, exclusively foreign textbooks without national content and methodological recommendations with a national flavor prepared by domestic teachers were presented to the study and analysis.

In this context, the author emphasizes the advantage of some textbooks intended for secondary schools. In particular, the national education system is already developing and publishing school textbooks in English, under the guidance of foreign and domestic linguists. This positive experience will be discussed in the next subparagraph of this chapter.

In order to find out the possible loyal attitude of students to a foreign language and culture, signs of excessive enthusiasm and imitation, monitoring was carried out, including through a survey on the subject: "Do you feel that the achievements of English-speaking countries in the field of culture, science, education, art, politics, history, sports, new technologies, means of media and many other things in learning English make you imitate them?"

As a result, the answers of the respondents on this case were divided. Namely, individuals have really confirmed a high level of enthusiasm, recognizing that they are envious of such phenomena and knowledge of a foreign language can raise their authority and prestige in front of compatriots. However, more than half of the experimenters still look

at a foreign language as a means of communication, while putting the interests and dignity of their own people above.

As statistics show, the boundaries of loyalty to external influences and fidelity to one's own interests are very close, which creates the prerequisites for shifting the balance to either side. Therefore, there is a need to strengthen the national component of the curricula.

If the reaction of students to the previous problem causes serious thought, then the answers to the seventh question, which is "What is your personal opinion about the unification of the world, a common state, a common language, a common culture, the possibility of unlimited movement and travel?", are encouraging.

The results of the survey on the topic under discussion allow us to make an unambiguous conclusion that among the students of the experimental group there are no persons who support the idea of creating a supranational state, a single language and culture for all 93.3% of respondents categorically consider this initiative coming from developed countries, which are trying to impose their values and way of life, unacceptable. 6.7% remained neutral in the context of this issue.

The next question, whether students feel proud if our national dishes and drinks, handicrafts, domestic products join the ranks of world brands, and our athletes, artists and intellectuals raise our flag and sing our national anthem, received absolutely positive answers. There were no negative or neutral results. The question, designed to determine the interest of foreigners in our country, which sounded: "Does the interest of foreigners increase in us when such artists and athletes as Dimash Kudaibergen and Gennady Golovkin rise to international arenas and in national costumes?", also received a positive response from respondents 14 out of 15 respondents answered "Yes". There were no negative responses. 1 student chose neutral status.

Therefore, it should be noted that the introduction of culture, traditions and customs into the learning process, of course, gives its positive imprint, but it should not be limited to them, that is why need to keep up with the times. Young people who study need bright landmarks and national heroes who will raise the country's international image.

"Is it possible that, in the time of globalization, famous foreign brands and products, foreign culture and lifestyle, principles and upbringing, which come to our country without restrictions and continuously, will affect our national identity?" The results of the

survey on the above question indicate a division of opinion among the respondents. 6 people answered in the affirmative, 5 people stated the need to maintain balance, 4 respondents answered that they did not see a threat from the outside.

The final question at this stage of the experiment concerned the availability of national content and its role in teaching foreign languages. Thus, the reaction of students to the question: "How often do you find national content in learning English?" about Frequency of using national content we see that not every lesson pays attention to the national component, which, according to two thirds of the students, is used from time to time, one third generally stated the rare use of materials based on national content.

The analysis of the final data obtained during the survey indicates that in the process of teaching a foreign language ("English") there is no consistency in the development of national identity among students. The main emphasis is placed on the development of language skills, for which teaching aids prepared by foreign publishers are selected in view of their effectiveness.

Measures aimed at replenishing educational programs with national content are limited to the development and publication of individual methodological manuals, which subsequently do not fully solve or are not able to solve the tasks of developing national identity among students.

At the same time, as the survey showed, students have signs of loyalty to a foreign culture, which, in the absence of comprehensive measures, can lead to a worsening of the situation. This circumstance became possible due to the stereotype of the activities carried out, the lack of effective teaching aids prepared by domestic and foreign specialists, and also due to the lack of a unified plan and coherence of state educational institutions.

A thorough study of the educational and methodological complex of disciplines and other documents and materials regulating the educational process showed that they did not contain a clear guideline for the development of national identity among students.

In general, the textbook "New English files" edited by "Oxford University Press" was chosen as the basis of the study guide for general English classes. The national component of the academic discipline consists only in comparisons with similar topics of the content of the textbook "English files", provided to students in the main oral form by the teaching staff or for independent work.

Domestic researchers agree that teaching foreign languages, along with general advantages, also has disadvantages that negatively affect national identity, among other things, if measures are not taken adequate to external threats during the educational process.

Conclusion

The development of national identity is a topical issue in the system of national education of any society. And in turn, the inance of national identity in the process of English language as a foreign carry a double burden, since here the interests, cultures and other values of the two sides collide – the language being studied and the native language. However, the task of a foreign language teacher is complicated by the fact that he cannot focus on State language, which should be the main component of national identity in Kazakhstan. In classrooms with the Russian language, the emphasis on this component is also ineffective or impossible.

In addition, the methods of teaching foreign languages are being improved from year to year, and the classical grammar-translation method is being replaced by new approaches such as culturological, communicative, etc.

In this regard, a well-thought-out organization of foreign language education is needed, which has effective ways of developing future specialists, adapted to to live in a multinational and multicultural society with understanding and respect for representatives of other cultures, beliefs and nationalities. At the same time, they must be aware of their cultural affiliation, know traditions, customs, have ideas about culture and national mentality. National identity should be a mandatory quality of young professionals with knowledge of foreign languages, ready for professional self-realization with an emphasis on national values and distinguishing socio-cultural values.

English language teaching as a foreign should also perform an educational function, thanks to which students have the opportunity correctly represent their homeland, people and culture. Mastering a foreign language and culture, on the one hand, makes the future specialist socially and economically free, on the other hand, at the same time increases his responsibility for national security.

In this regard, the author, having analyzed foreign experience and the state of national regulatory documents, came to the result that inadequate measures are taken in the system of national edu-

cation to develop the national identity of students at universities in the process of teaching foreign languages. Compared to school education, there are no foreign language textbooks at universities. Consequently, different universities use different foreign teaching aids, which are supplemented by teachers of foreign languages in an arbitrary form with a national component. In some universities, teaching aids with national content have been developed, which, however, look one-sided, they mainly contain only text materials translated into foreign languages by the authors and sets of grammatical exercises, without a comparative analysis with the features of the languages being studied, which can lead to intercultural incompetence of future professionals.

Based on the foregoing, for the systematization and purposefulness of the ongoing measures aimed at developing the national self-awareness of studying youth, it is necessary to develop a single plan. Adopted in 2006, the Concept for the Development of Foreign Language Education in the RK has exhausted its resources and, to a certain extent, has achieved its goals and objectives. On the basis of this Concept, it is proposed to develop the Doctrine of foreign language education, and then the Strategy of foreign language education.

In this aspect, the national education system has vast experience in the form of organizing foreign language education in secondary schools, where early teaching of foreign languages has been introduced, English textbooks for Kazakhstan have been

developed and published by native speakers, taking into account our national characteristics.

Therefore, teachers of foreign languages face a feasible task and, most importantly, they have an incentive, first of all, for self-improvement and, secondly, for training future specialists with knowledge of foreign languages, corresponding to the public order and ready to contribute to the development of New Kazakhstan.

Summing up, the author is sure that the education of national identity is one of the main basic guarantees of the success of the entire Kazakh society. In this vein, the scientific research conducted by the author and its practical results in no way can directly affect the development of students' national identity in the process of teaching foreign languages. It should be considered as one of the solutions to promote agitation and promotion of national values, both among students and among the foreign contingent.

It is necessary to continue the work started in the future within the framework of larger-scale research throughout the territory of the Republic of Kazakhstan with the involvement of all major language universities, regardless of their form of ownership.

Only a comprehensive study of the problem of national identity can lead to the effectiveness of effective decision-making under the control of state institutions responsible for the education system in the Republic of Kazakhstan. In this approach, the role and place of foreign language education should be clearly defined.

References

- Baitursynov, A. (2009). Til qural [Language tool]. Almaty. (In Kazakh)
- Brown, H.D. (2006). Principles of Language Learning and Teaching. Englewood Cliffs. NJ. Prentice Hall.
- Christensen, L.U. (2004). Sprog og Identitet. (Language and Identity). Bachelor thesis in Danish. Denmark.
- Fishman, J.A. (1999). Handbook of Language and Ethnic Identity. New-York.
- Gokalp, E. (2004). Kimlik, Farklılık ve Kimlik Siyaseti, Anadolu Üniversitesi Edebiyat Fakültesi Dergisi, Cilt 1, Sayı 2, S. 59-78. (In Turkish)
- Hansen, J.T. (2000). Identitet og Integritet. (Identity and Integrity). In: Knudsen, A., Jensen, C.N. (red.): Ungdomsliv og Lærepædagogik i det Moderne.
- Jorgensen, P.S. (1999). Identitet som Social Construction. (Identity as a Social Construction). Denmark. In: Kvan. Vol. 54, (19), P. 48-62.
- Koigeldiev, M. (2014). Qazaq eli: ulttyq biregelikti saqtaý jolyndaǵy kúres (XIX ǵ. – XXI ǵ. basy [Kazakh Eli: the struggle for the preservation of national identity (XIX – early XXI centuries)]. Almaty. Dastur, P. 187-369 b. (In Kazakh)
- Kolobkova, A.A. (2019). Rossiiskoe natsionalnoe samosoznanie: obrasheniye k obrazam prošloi pedagogicheskoi realnosti Rossii XVIII–XIX vekov, aspekty retroinnovatsii v prepodavanii frantsuzskogo yazyka. Pedagogicheskii jurnal, Vol. 9. Iss. 4, P. 623-631. (in Russian)
- Kolesnikova, I.A. (1999). Pedagogicheskaya realnost v zerkale mejparadigmalnoi refleksii [Pedagogical reality in the mirror of inter-paradigm reflection]. Sankt-Peterburg. (in Russian)
- Konstitýtsiia Respýbliki Kazahstan [The Constitution of the Republic of Kazakhstan]. [Electronic resource]. URL: <https://adilet.zan.kz/rus/docs/K950001000> (Date of use: 23.11.2024.) (in Russian)

Kunanbaeva, S.S. (2006) Kontseptsna razvitiia inoazychnogo obrazovaniia Respubliki Kazahstan [The concept of development of foreign language education in the Republic of Kazakhstan]. Almaty. [Electronic resource]. URL: <https://gigabaza.ru/doc/62326.html> (Date of use: 23.11.2024.) (in Russian)

Miller, J. (1999). Becoming Audible: Social Identity and Second Language Use. In: Journal of Intercultural Studies, Vol. 20, Iss. 2.

Mishieva E.M. (2017) Formirovanie natsionalnoi identichnosti v protsesse obucheniya angliiskomu yazyku v škole [Formation of national identity in the process of teaching English at school]. Vestnik Moskovskogo universiteta. Ser. Lingvistika i mejkulturnaya kommunikatsiya [Bulletin of the Moscow University. Linguistics and intercultural communication]. Vol. 3, P. 41-49. (in Russian)

Mohamed, A.S. (2021). Integration and social identity construction in the context of Turkey. Istanbul, P. 20-30.

Norton, B. (2006). Identity as a sociocultural construct in second language education. In K. Cadman, K. O'Regan (Eds.), TESOL in Context [Special Issue], P. 22-33.

Smith, A.D. (2004). History and National Destiny: Responses and Clarifications. Nations and Nationalism. Vol. 10 (1/2). P. 195-209.

Walger, O.A. (2020). Aktýalnye problemy v filologii i metodike prepodavaniia inostrannykh yazykov [Current problems in philology and methods of teaching foreign languages], P. 124-129. (in Russian)

Vitte, A. (2007). Akta Germanika, nemetskie issledovaniia v Afrike [Acta Germanica, German studies in Africa]. Ed.1. Vol. 35. (in Russian)

Ziehe, T. (2003). Skole i en Anerkendelseskrise [The School in a Recognition Crisis]. In: Bjerg, J. Pædagogik – en Grundbog til et Fag [(Pedagogy – a Textbook to a Discipline)]. Copenhagen, Denmark. Hans Reitzel. (In Danish)

Information about the author:

Beisenbayeva Lyazzat (corresponding author) – PhD, L.N. Gumilyev Eurasian National University, Department of Theory and Practice of Foreign Languages (Astana, Kazakhstan, e-mail: aishalyaz@mail.ru).

Автор туралы мәлімет:

Бейсенбаева Ляззат (автор-корреспондент) – PhD, Л.Н. Гумилев атындағы Еуразия ұлттық университеті, шетел тілдерінің теориясы мен тәжірибесі кафедрасы (Астана, Қазақстан, e-mail: aishalyaz@mail.ru).

Сведения об авторе:

Бейсенбаева Ляззат (автор-корреспондент) – PhD, Евразийский национальный университет им. Л.Н. Гумилева, кафедра теории и практики иностранных языков (Астана, Казахстан, e-mail: aishalyaz@mail.ru).

Date of receipt of the article: January 18, 2025.

Accepted: March 26, 2024.