Evaluation of changes in the lingual situation in the Kazakhstan lingual policy

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Abstract

Relevance. Language policy and societal language processes are crucial in forming nation-states with distinct linguistic and cultural identities, particularly in post-Soviet countries like Kazakhstan.

Purpose. This purpose of the study is to analyze language changes in Kazakhstan since independence and evaluate current language policies and their future prospects.

Methodology. The research employs comparative, statistical, analytical-synthetic, and graphic methods to examine language modernization parameters and policy perspectives in Kazakhstan.

Results. The study analyzed population census data from 1999, 2009, and 2021, presenting statistical information through diagrams and tables. It compared different stages of Kazakh language identity formation from the early 20th century to the present. The research focused on the educational system parameters and the implementation of the trinity of languages concept in secondary and higher education.

Conclusions. The study highlights that Kazakhstan’s language policy emphasizes the trilingual concept, promoting Kazakh, Russian, and English to foster national identity and international competitiveness. The research underscores the significant progress in increasing Kazakh language usage and proficiency, alongside the need to further integrate the language into various societal sectors such as science, business, and technology to enhance its functionality and influence.

Keywords: language modernization; trinity concept; national linguistic identity; multilingual education; sociolinguistics.

Introduction

The research relevance is predefined by several factors: the multilingual nature of the state due to the multinational society, the importance of preserving the Kazakh language as the national and state language, the desire to comply with current trends in terms of language policy and actively participate in the processes of technological advancement. Based on these factors, it is necessary to use language planning as a tool to achieve the objectives. To this end, Kazakhstan has introduced a policy of trilingualism, that is, the need to learn three languages: Kazakh, Russian, and English (or another foreign language).

The formation of the educational system, the development and introduction of curricula, and the improvement of the quality of education in the country are the priorities of any state’s language policy. That is why it is important to focus on the main components of the educational process, including an analysis of how the state’s policy of increasing the demand for the use of the Kazakh language with the parallel study of other languages is promoted. Since language policy is primarily

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conditioned by the needs of the citizens of Kazakhstan, it is relevant to constantly monitor trends in linguistic terms, addressing demographic, ethnic, historical, value, and cultural factors. Statistical research by sociolinguists is necessary to form an idea of the dynamics of certain processes. Therefore, forming an idea of the historical stages of language development is necessary for the further development of effective methods.

A. Abasilov [1] studied in detail the linguistic situation in Kazakhstan addressing the division into certain regions following the sociolinguistic parameter, devoting special attention to the analysis of the current situation in the northern region of Kazakhstan, which was conducted employing a survey and interviews. The study by N. Zhumay [2] is related to the topic of the multilingual educational process in Kazakhstan, which is actively implemented in all regions of the country. The results of this study were based on sociolinguistic data.

D. Tlepbergen [3] points out that quality education is the main parameter of society development in technical terms. The author’s research is devoted to the problems of multilingual education and emergency distance learning in Kazakhstan. The results of surveys of students in terms of language and non-language difficulties in distance learning are presented. Linguistic planning and policy, as T. Alam [4] notes, involve the implementation of explicit and implicit principles, ideals, and privileges associated with language functioning in society. To build further policies at different levels (municipal, regional, state, national), methods such as conversation and corpus analysis and film studies are used.

Y. Bao and S. Liu [5] note that three factors influence second language acquisition: self-esteem, motivation, and anxiety. The authors analyze the impact of learning multiple languages on both teachers and students. Trilingualism concept, following J.E. Bonnin and V. Unamuno [6] show how important clear distinctions between languages are when national minorities struggle with cultural, political, and social expansion. The authors explore how the term “translinguism” relates to other concepts: code-switching and code-mixing.

The study of the language situation and language policy in Kazakhstan, the basic values of Kazakh society, including language orientation, is studied by A. Sadvokasova et al. [7]. The results of sociological research on the language situation in regions bordering Kazakhstan and inhabited by small peoples are presented in the work of A. Abasilov et al. [8]. G. Ismukhanova [9] considers the integration of the people of Kazakhstan as a single nation from all sides. The researcher conducted and comprehensively analysed sociological research (survey) on “civic identity”, “sense of unity, uniqueness”, “level of education and attitude towards languages”, and “patriotism”. In particular, in sociological research, understanding how people perceive their identity is crucial. It is important to examine the significance of civil, ethnic, or religious identity among the population and whether there is a difference in the perception of identity between older and younger generations, as well as among different ethnic groups. Such analysis should also consider whether the perception of identity is influenced by gender and region of residence. It is also important to investigate how citizens envision the future of Kazakhstan. Finally, assessing the success of Kazakhstan's language and religious policies is essential.

The research aims to study the basic elements of the language policy of Kazakhstan, to consider the dynamics of changes in the language situation in the country in diachronic and synchronic sections, and to form an idea of the main tools for achieving linguistic goals in the field of education. The research subject was the sociological results of censuses, documents, and programs related to language modernization during the period of independence.

**Materials and Methods**

The research’s theoretical basis is represented by modern studies dealing with issues related to language policy, planning, and modernization, factors affecting the linguistic identity, the study of multilingualism, and decolonization processes related to the functioning and coexistence of different languages.


The analytic-synthetic method was used to study different linguistic phenomena, in particular multilingualism, decolonization, translanguaging, and linguistic modernization. Modern studies in the field of language planning were studied and analysed. With the help of the analytic-synthetic method, the main goals, tasks, and views on the development of national and state languages, as well as on the coexistence of several languages in multilingual or bilingual societies were clarified.

The comparative method was used to study the main changes in the language situation in Kazakhstan in diachronic and synchronic aspects, addressing the modern stage of language policy and the period of independence in general. The main tasks for the nearest period (up to 2025) were outlined, as well as the desired results of the implementation of state programs to modernize education. The research results were compared with the results of other researchers.

To present the information, a graphical method was used, which included the use of figures and tables for better visibility of the data presented. The tables displayed sociological results from the Population censuses [14-16], as well as changes in the ethnic composition of Kazakhstan over the period of independence. Figures were used to reflect the dynamics of changes in the linguistic plan. The diagrams also showed the prospects for the implementation of modern linguistic modernization in Kazakhstan until
in terms of language acquisition, increasing the content in the Kazakh language. Thus, the data for the last 30 years were compared, and a summary of information on language changes over the past 100 years was provided.

The statistical method was used to analyse the results of sociological surveys during the censuses, including comparative evaluation of data and determining the dynamics of changes in the ethnic composition of the state and language practices. Statistical data was supported by graphs and tables for better clarity of the presented results of the comparison. Thus, several methods were used. The main study was conducted with the help of statistical and comparative analysis. Auxiliary methods were analytic-synthetic and graphic methods. The realization of the goals of the study was possible only through an in-depth study of the issues related to the language situation, so the above-mentioned methods were used in combination.

Results

The problems of language functioning in the regions of Kazakhstan are currently relevant as the language situation varies. Furthermore, there are language problems, which are subject to regulation by the state and local authorities [17]. The processes of interaction between the languages of ethnic groups living on the territory of Kazakhstan become the subject and object of sociolinguistic research because, during the period of independence, there have been many changes like language contacts. Changes in the ethnolinguistic situation of many countries are caused by many factors. As such, they are constantly monitored by sociolinguists [18]. The dynamics of the linguistic situation in the Republic of Kazakhstan can be traced through the analysis of statistical data. Statistical data are given and calculated based on the materials of the National Statistics Agency of the Republic of Kazakhstan. The development of the social functions of the Kazakh language is influenced by the number of Kazakh ethane, as well as the proportion of Kazakhs concerning the entire population of the republic. The dynamics of the number of ethnic groups are unstable due to historical processes.

A sharp decrease in the number of Kazakh ethane occurred as a result of famine and repression in the 1930s and during World War II, while an increase in the population was observed during the deportation of people to Kazakhstan in the 1930s-40s. In the 1950s, many Russian-speaking people moved to Kazakhstan due to the lifting of the virgin lands. This was a prerequisite for reducing the public functions of the Kazakh language and increasing the functional load on the Russian language. The dynamics of active changes in the ethnic composition of the population of Kazakhstan began in the 1990s, which can be traced by the results of the censuses – there was a mass outflow of ethnic groups from Kazakhstan, including Russians, Germans, Ukrainians, Tatars (Table 1).

Table 1. The number and proportion of ethnic groups in the total population (in numbers and percentages) during the period of independence

<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Kazakh</td>
<td>7985039</td>
<td>10096763</td>
<td>13497891</td>
</tr>
<tr>
<td></td>
<td>53.4%</td>
<td>63.1%</td>
<td>70.35%</td>
</tr>
<tr>
<td>Russians</td>
<td>4479620</td>
<td>3793764</td>
<td>2981946</td>
</tr>
<tr>
<td></td>
<td>29.96%</td>
<td>23.7%</td>
<td>15.54%</td>
</tr>
<tr>
<td>Uzbeks</td>
<td>370663</td>
<td>456997</td>
<td>614047</td>
</tr>
<tr>
<td></td>
<td>2.48%</td>
<td>2.85%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Ukrainians</td>
<td>547052</td>
<td>333031</td>
<td>387327</td>
</tr>
<tr>
<td></td>
<td>3.66%</td>
<td>2.08%</td>
<td>2.02%</td>
</tr>
<tr>
<td>Uyghurs</td>
<td>210365</td>
<td>224713</td>
<td>290337</td>
</tr>
<tr>
<td></td>
<td>1.41%</td>
<td>1.4%</td>
<td>1.48%</td>
</tr>
<tr>
<td>Tatars</td>
<td>248954</td>
<td>204229</td>
<td>218653</td>
</tr>
<tr>
<td></td>
<td>1.66%</td>
<td>1.28%</td>
<td>1.14%</td>
</tr>
<tr>
<td>Germans</td>
<td>353441</td>
<td>176409</td>
<td>226092</td>
</tr>
<tr>
<td></td>
<td>2.36%</td>
<td>1.11%</td>
<td>1.18%</td>
</tr>
</tbody>
</table>

Source: based on the Population censuses [14-16]

The process of migration of ethnic groups continues at the present stage. Kazakh repatriates in a foreign-language and foreign-cultural environment abroad managed to preserve their native language, so they had no difficulties in communicating with Kazakhs, but did not know Russian, which prevented them from communicating with other ethnic groups in everyday life in Kazakhstan. They also had difficulty mastering the script of the Kazakh language, as many of the countries they came from used a different alphabet. As a result of state support, they were provided with housing, and jobs, and had the opportunity to receive secondary and higher education. In recent years there has been a decrease in population migration, since 2010 to date, the number of people leaving Kazakhstan has decreased by 36%. Fertility contributes to an increase in the Kazakh population, so the demographic factor has a positive impact on the language situation in the country. The increase in Kazakh fertility begins in the post-war period. Kazakh families traditionally have many children,
and families of Slavic ethnic groups have one or two children (Figure 1).

![Figure 1. Dynamics of change in the proportion of nationalities in the population of Kazakhstan for the period from 1999 to 2021, %](image)

Source: based on the Population censuses [14-16].

The 2009 census data show that there were 126 nationalities and peoples living in Kazakhstan at that time. The largest nationalities were Kazakhs – 63.1% and Russians – 23.7%. According to the 2021 census, Kazakhstan was home to 69.01% Kazakhs, 18.42% Russians, 3.29% Uzbeks, 1.48% Uighurs, 1.36% Ukrainians, 1.06% Tatars, 0.92% Germans, and 4.46% other nationalities. Based on the results of the 2021 census, the share of ethnic Kazakhs was 70.4%, Russians 15.5%, and Uzbeks 3.2%. It should be noted the positive dynamics in terms of increasing the number of the Kazakh nation: compared to 2009, their share increased by 7.3%.

Compared to the 2009 census, the number of the Kazakh ethnic group in 2021 increased by almost 3 million people, Uzbeks by 163327 people, and Uighurs by 54156 people. The Russian population decreased by 315477 people, Ukrainians by 76288 people, Tatars by 4802 people, and Germans by 3777 people. In terms of percentage proficiency in the Kazakh language, Kazakhs are leading. Representatives of Turkic-speaking ethnic groups have high rates, and representatives of Slavic ethnic groups and Germans have lower rates (Table 2).

<table>
<thead>
<tr>
<th>Total population</th>
<th>Comprehend spoken speech</th>
<th>Read well</th>
<th>Write well</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kazakh</td>
<td>74</td>
<td>98</td>
<td>95</td>
</tr>
<tr>
<td>Russians</td>
<td>25.3</td>
<td>95.5</td>
<td>21.5</td>
</tr>
<tr>
<td>Uzbeks</td>
<td>74.2</td>
<td>7.2</td>
<td>61.7</td>
</tr>
<tr>
<td>Ukrainians</td>
<td>74.2</td>
<td>70.5</td>
<td>60.8</td>
</tr>
<tr>
<td>Uighurs</td>
<td>72.6</td>
<td>40</td>
<td>33.7</td>
</tr>
<tr>
<td>Tatars</td>
<td>24.7</td>
<td>10.5</td>
<td>7.9</td>
</tr>
<tr>
<td>Germans</td>
<td>55.5</td>
<td>29.1</td>
<td>24.1</td>
</tr>
<tr>
<td>Other nationalities</td>
<td>55.5</td>
<td>29.1</td>
<td>24.1</td>
</tr>
</tbody>
</table>

Source: based on the Population census [15].

Table 2. Kazakh language fluency in 2009, %

The results of the 2021 census recorded that 19.9% of people living in Kazakhstan do not know the Kazakh language, with a quantitative ratio of most of them being Russians, Ukrainians, Belarusians, Poles, and Germans (75-78%). High rates of knowledge of Kazakh are among the Turkic-speaking population: from 58.5-72%, the highest rate among Kazakhs – 99.6% [16]. The 2021 census program also included for the first time a question about the use of languages in everyday life. The results showed that 49.3% of children from 5 years old and overall, 63% of Kazakhs use the Kazakh language in everyday life. Low rates of learning the Kazakh language were recorded among Slavic ethnic groups, as well as Germans (from 5 to 9%). The Kazakh language proficiency also depends on the region: in the south and west of the country 58-68% of Kazakhs use Kazakh in everyday life, the East Kazakhstan region demonstrates average values (42-47%), in the northern and central regions the share of those who know Kazakh is minimal (16-37%).

If the functioning of the Kazakh language in the social and communicative space of the Republic of Kazakhstan is to some extent determined by the number of the titular nation, the functioning of the Russian language is due not only to the high number of the Russian-speaking population. The status of the Russian language is legislated, and its use is associated with a tradition that has survived to this day. When analysing the functioning of the
Kazakh language in the sphere of education, the following features should be noted. The increase in the number of students of Kazakh nationality studying in elementary school can be observed in the 1930s. In the post-war period, the number of elementary schools increased, and by the beginning of the 1960s, their number reached almost 5000, including over 3000 schools with the Kazakh language of instruction. Secondary education was also actively developing. By the end of the 1960s there were more than 300 thousand students in the Kazakh language. The number of universities in the pre-war period reached twenty, with more than 10 thousand students. After the war, national cadres, especially teachers for Kazakh schools, were needed. As such, in the 1950s half of the students in universities were of Kazakh nationality.

In the second half of the twentieth century, the language situation in Kazakhstan changed, which was associated with an increase in the number of the Russian-speaking population. There was a decrease in the number of schools with the Kazakh language of instruction and, on the contrary, an increase in schools with the Russian language of instruction. In the 1990s there was also a decrease in the number of students studying in Kazakh departments, which eventually led to a limitation in the use of the Kazakh language in education and science [19].

Only after the proclamation of independence in the Republic of Kazakhstan was it possible to develop the Kazakh language in many spheres of public life, including education. Children of Kazakh nationality were allowed to study in their native language, and to receive specialized secondary and vocational education in the state language. It should be noted that the language policy in Kazakhstan at the present stage implies freedom in the choice of language for teaching. The desire to preserve the native language as the main ethnic identification of the people not only at the domestic but also at the state level led to an increase in the number of Kazakh schools and universities after the declaration of independence of the state [12].

Language policy, which is part of national policy and depends to some extent on it, is a set of ideological and practical measures to solve the language problems in society and the state. The language policy in the Republic of Kazakhstan is outlined in several key documents:

- Decree of the President of the Republic of Kazakhstan dated November 4, 1996 No. 3186 “On the Concept of the Language Policy of the Republic of Kazakhstan” [10];

The globalization process contributes to the development of trilingualism in the Republic of Kazakhstan, the realization of which can be seen in the example of education. The introduction of trilingualism is ensured through the level acquisition of three languages: Kazakh, Russian, and foreign in primary and secondary schools under the international standards of the organization of extracurricular activities. Educational institutions with Kazakh and Russian language of instruction, as well as educational institutions providing education in two languages in parallel, are functioning. All in all, there are more than 7500 schools in the Republic of Kazakhstan, of which 3700 use only Kazakh as the language of instruction, 1200 – Russian, and more than 2000 schools have a mixed form. Given the compact settlement of ethnic groups in the country, there are also schools with Uzbek, Uighur, and Tajik as languages of instruction. In addition, there are Sunday schools for as many as 14 ethnic groups in Kazakhstan [12].

In secondary education, the study of individual disciplines in Kazakh, Russian and foreign languages is provided, regardless of the main language of instruction. In higher education institutions of Kazakhstan, three languages are used: Kazakh, Russian, and English, about 50% of academic disciplines are taught in the main language (Kazakh or Russian), 20% in the second language (Kazakh or Russian), 10% of disciplines provide for the use of English [13]. Assessing positively the implementation of language policy in the Republic of Kazakhstan, following the objectives of the State Program of Language Policy Implementation for 2020-2025, to further develop languages in the Republic of Kazakhstan it is advisable to promote the expansion of the social functions of the Kazakh language [12]. Regarding the issue of status planning and the improvement of current language legislation, it may be necessary to consider the experience of multilingual countries [20].

Due to the forthcoming transition of the Kazakh language from Cyrillic to Latin script, several large-scale actions are planned to expedite the modernization of the Kazakh language on this graphical platform. First of all, they envisage the improvement of the national language corpus, terminological system, and onomastics, strengthening the role of the Kazakh language in interethnic and international communication, expanding the social functions of the Kazakh language in the spheres of economy, business, informatisation, preserving the functions of the Russian language in the social and communicative space of Kazakhstan [13].

Under the State Compulsory Standards of Education at all levels of education from 2018, the increase in the use of the Kazakh language in written and oral communication, mass media, and education is envisaged. Target indicators aim to increase the number of communicators who have mastered the Latin alphabet from 10% to 50% in five years. The level of knowledge of the Kazakh language shall increase from 90.5% to 95%, and the demand for the Kazakh language in the sphere of content and mass media – from 74% to 79%. It is also planned to increase Kazakh fluency by 6% over the period from 2020 to 2025 (Figure 2).
Thus, the study of the history of the development and functioning of languages and their current state in the Republic of Kazakhstan has shown that there were serious problems in the language life of the country, which had to be overcome over the years. The language legislation of sovereign Kazakhstan allowed for the expansion of the public functions of Kazakh, defining its status as the state language.

The current linguistic situation in the country as a whole is characterized by the competitive use of two strong languages: Kazakh, the native language of the state-forming nation, and Russian promoted as a great language in Soviet times, and which became the language of power. In other words, for 30 years of independence, the state, which formed the language situation in the country by its own will, on the one hand, supported the development of the Kazakh language, which received legal status at the request of the people. But on the other hand, the former state language Russian, which was nationalized in the interests of the political elite, retained its supremacy. But now the power that has ruled the country for 30 years is changing. The composition of the political elite of the country is being renewed in connection with the end of Nazarbayev’s rule, who was given the status of “First President”, “Leader of the Nation”, and “Leader”. The change of power also leads to a change in political, social, and cultural values in the country. This does not particularly affect the language situation in the country. Along with such changes in the political system, the demographic situation in the country is resolved in favour of the builder of the nation – the Kazakhs. Currently, according to the results of the All-Russian population census conducted in 2021 [16], the share of the Kazakh nationality has reached 70.4%. This means that Kazakhstan is becoming a mono-ethnic state.

The implementation of the language policy is carried out at the expense of actions developed in the state programs, and also provides for the development of the Russian language and the languages of other ethnic groups living in the country. The study of the linguistic life of other states allows to adopt their positive experience of regulating the processes of harmonious coexistence of languages.

Discussion
Multilingualism is considered by scholars J.M. Dewaele and E. Botes [21] as a social factor influencing personality, the research results showed positive coefficients between the degree of multilingualism and flexibility, and social initiative and open-mindedness. Since Kazakh society remains multinational (in fact, multilingual), it is important to use linguistic tools of influence to form a unified political nation.

K. Yogeeswaran et al. [22] analysed the concept of interculturalism, which investigated the cause-effect relationship in the context of promoting intercultural relations. The trinity in the educational system of Kazakhstan is explained by the desire of the citizens of the country to be involved in all world processes, technological, and to compete in the world labor market. As P. Romanowski and M. Guardado [23] stated, bilingualism has become a global phenomenon over the past two decades, so many countries around the world are introducing educational programs that provide an opportunity to strengthen international connections. This paper examines such phenomena as language policy, language contacts, and language identity. Despite the global challenges, Kazakhs must preserve their language and culture, and therefore it is necessary to increase the proportion of the use of the state language in the media and content.

J. Rocha-Hidalgo and R. Barr [24] studied the problem of bilingualism in children under the age of 3, noting that in those societies where the requirements for bilingualism were higher, there remained a large difference between monolinguals and bilinguals. Kazakhstani society is
bilingual due to the active colonization processes that took place in the second half of the twentieth century, as well as many immigrants from other countries. Following P. Mahzoun [25], the phenomenon of bilingualism denotes that people who speak two languages more easily achieve positive results and establish relationships more effectively, so they achieve greater success in public spheres of life. Kazakhstan’s language policy has already shown a high degree of effectiveness in recent years, as the proportion of people who know three languages is increasing. The number of speakers of Kazakh is also increasing, but there is a problem with the fact that the level of proficiency in Kazakh among other ethnic groups (Russians, Poles, Germans, Ukrainians) is low.

A. Ravishankar [26] considers the imposition of a foreign language as a form of colonial policy, so he believes that it is impossible to keep silent about this problem, despite any advantages of using a language that is not the national language. It should be noted that the active study of Russian and English and the lack of attention to the Kazakh language can lead to disastrous consequences. To ensure the development of the Kazakh language in all spheres, it is necessary to strengthen the language policy related to the functional expansion of the use of the Kazakh language. According to J. Rosa and N. Flores [27], to “create decolonial worlds that support collective well-being,” it is necessary to rethink the role of communication at different levels, which should work not only for the benefit of cooperation but also for justice. The results of Kazakhstan’s language policy in recent years have shown an active increase in speakers of the Kazakh language. Positive changes are also taking place in the educational sphere, for example, the number of Kazakh-language secondary schools has increased in recent years.

R. Zariquey et al. [28] consider how languages can be revitalized through NLP (natural language processing). The main task of Kazakh society in terms of language policy is to expand the areas of use of the Kazakh language, for example, in the creation of content on the global Internet, and social networks. Researchers H. Konishi et al. [29] consider six basic principles that promote the development of language skills in children:

- plenty of language information;
- introduction of an informational component that is interesting to children;
- introduction of interactive contexts and use of play environments;
- interaction in the learning environment;
- use of different sentence structures (mastering speech patterns);
- complementing vocabulary and grammar.

All of the above skills make it possible to form the simplest and most effective language environment for children.

H. Buffart and H. Jacobs [30] show how structural similarities between languages are built and how the cognitive system works in perception. Since Kazakh, Russian, and English belong to different groups of languages, it is important to form the right approaches to language planning and teaching in academics. National language planning, following Y. Gao [31], can be carried out employing fixing the language hierarchy through import, localization, and integration of language theories. The concept of language hierarchy in the state should be built from the main national language (Kazakh) to the languages of interethnic communication (Russian) and global languages (English).

H. Torres-Purroy and S. Mas-Alcolea [32] state that English prevails in routine research practice, while some national languages are very rarely used for scientific justification of linguistic processes. It should be noted that it is necessary to expand the base of scientific research written in the Kazakh language. N. Ming [33] points out that the analysis of written errors is one of the main criteria by which students’ knowledge in secondary school can be determined. Teaching in Kazakh universities is carried out in several languages, which shows the high level of knowledge of students in terms of language. The implementation of curricula in higher education institutions is aimed at gaining experience in communication in at least three languages.

The COVID-19 pandemic negatively affected world communication due to a low level of information delivery to minority language populations. It showed the dominance of English in mass communication. The devaluation of minority languages, according to I. Piller et al. [34], showed a low level of trust and resilience in societies to address a common global problem. A literate language policy must be implemented with the support of the national (and state) language in the first place. Learning global languages cannot be prioritized over learning the mother tongue. S. Canagarajah [35] focuses on the phenomenon of translingual and the problematic ways in which it is incorporated into economic and political contexts, showing its decolonizing potential. It should be noted that decolonization should be carried out in parallel with the policy of linguistic modernization. The priority of the implementation of the linguistic policy should still be the study of the Kazakh language, and then foreign languages.

M. Ferry-Meystre and J.P. O’Regan [36] analyse attitudes toward English and Swiss national languages and assess their economic, social, and cultural value. Examination of the language policy of Kazakhstan has shown that the main emphasis in it goes to the educational process with the introduction of the language trinity. To assert the linguistic rights of national minorities it is necessary to pay attention to socio-political and sociolinguistic rights. Crisis communication expedited the comprehension of the importance of developing language planning aimed at linguistic diversity. Q. Shen [37] believes that the pandemic has shown how sociolinguistics should work in a crisis and what global management should be. In addition to the active implementation of the three chosen languages in Kazakhstan, the linguistic needs of other ethnic groups living in the country must also be considered. Sociological research has confirmed that qualitative and quantitative changes in language composition depend on the ethnic composition and demographic and cultural factors.

Thus, modern research focuses on the study of the main factors of language policy and modernization, global challenges, and technological progress, assessed from the linguistic side, on the formation of the idea of multilingualism, interlingual, translingualism and bilingualism, as well as on decolonization linguistic...
processes. Linguistic discourse in the reviewed works is mainly concerned with the study, functioning, and coexistence of several languages in one society (state).

Conclusions
In general, the current language environment is characterized by the competitive use of two strong languages: Kazakh, the native language of the state-forming nation, and Russian, which in Soviet times was promoted as a great language and became the language of power. However, Kazakhstan’s language policy is characterized by the introduction of the concept of trinity, which involves learning three languages: Kazakh (national), Russian (the language of interethnic communication), and English (or another foreign language) as a global language. At the same time, the development, and expansion of the spheres of influence and functionality of the Kazakh language, as well as the formation of a linguistic identity within the state, including other ethnic groups living on the territory of Kazakhstan, remains a priority.

It should be noted that the current situation in Kazakh society is constantly changing in the direction of increasing the number of schools with the Kazakh language of instruction and increasing the number of those who fully speak the national language at the level of a native speaker. At the same time, the strong influence of other languages, particularly Russian, is still noticeable, for example, in the sphere of media and content. That is why Kazakhstan’s policy is primarily aimed not only at increasing the number of speakers and speakers of the language, but also at expanding the functionality of the language in science, business, and technology. Language planning aims at cooperation with other countries of the world, the impetus for which has been technology. Thus, many subjects are also taught in English to create competition in the international labor market. Kazakhstan is interested in attracting investment and developing economic relations, including through language mechanisms in the educational sphere.

The main parameters of language policy and language modernization within Kazakhstani society were analysed in the research the genealogy of changes in the language situation in Kazakhstan over the past 100 years was considered. Language modernization during the period of independence was prioritized, and the factors of influence were evaluated: demographic, socio-cultural, and political. The current situation was considered from the point of view of the analysis of normative documents concerning linguistic planning. Priority tasks in the future include forming an idea of the national linguistic and cultural identity of Kazakh and other peoples and studying the mechanisms of decolonization language policy. Introducing effective methods to optimize language modernization in different spheres, including media and social networks, is also a key priority. Furthermore, evaluating the influencing factors on the current language situation in different countries of the world and understanding language globalization are important tasks.

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Conflict of Interest
The authors declare the absence of conflict of interests.

References
Оцінка змін мовної ситуації в казахстанській мовній політиці

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Анотація

Актуальність. Мовна політика та суспільні мовні процеси мають вирішальне значення для формування національних держав з чітко вираженою мовою та культурною ідентичністю, особливо в пострадянських країнах, таких як Казахстан.

Мета. Метою дослідження є аналіз мовних змін у Казахстані з часу здобуття незалежності, а також оцінка поточної мовної політики та її майбутніх перспектив.

Методологія. У дослідженні використано порівняльний, статистичний, аналітико-синтетичний та графічний методи для вивчення параметрів мовної модернізації та перспектив мовної політики в Казахстані.

Результати. У дослідженні проаналізовано дані переписів населення 1999, 2009 і 2021 років, представлено статистичну інформацію у вигляді діаграм і таблиць. У ньому порівнюється різні етапи формування казахської мовної ідентичності від початку 20 століття до сьогодення. Дослідження зосередилося на параметрах освітньої системи та впровадженні концепції триєдності мов у середній та вищій освіті.

Висновки. У дослідженні підкреслюється, що мовна політика Казахстану ґрунтується на тримовній концепції, яка передбачає розвиток казахської, російської та англійської мов задля зміцнення національної ідентичності та міжнародної конкурентоспроможності. Дослідження підкреслює значний прогрес у збільшенні використання казахської мови та рівня володіння нею, а також необхідність подальшої інтеграції мови в різні суспільні сектори, такі як наука, бізнес і технології, для посилення її функціональності та впливу.

Ключові слова: модернізація мови; концепція триєдності; національна мова ідентичність; багатомовна освіта; соціолінгвістика.