

# Studying the Level of Knowledge of the Kazakh Language by Students of Technical Specialties

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**Abstract.** *Considers the issue of modernization of the Kazakh language on the basis of the Latin graphic alphabet. Comparative and statistical research methods were used in the research work. The aim of the study is to strengthen the national identity, support the transition of the Kazakh script to the Latin script. An online survey of students was conducted. Difficulties and obstacles in learning the Kazakh language were considered. Data from the survey results of students were analyzed.*

**Keywords:** *Kazakh language, Latin graphics, state language, language level, national identity, education, knowledge of the language, obstacles, difficulties, effective methods.*

## Introduction

As stated in the Message of the President of Kazakhstan K.K. Tokayev «Constructive public dialogue is the basis of stability and prosperity of Kazakhstan» to the people of Kazakhstan «Modernization of the Kazakh script based on the new national alphabet» is very important for the future of our country [1].

The state program for the implementation of language policy in the country for 2020-2025 provides for the activity of the Kazakh language as the state language. One of the main goals is the modernization of the Kazakh language based on the Latin graphic alphabet. The article «Looking to the future: modernization of public consciousness» defines the tasks facing spirituality [2]. The main one is the gradual transition of the Kazakh language to the Latin alphabet. At the same time, the Latin alphabet not only develops the state language, but also becomes a modern information language. The transition to the Latin alphabet and its application is a historic decision for the future of the country, which puts the development of the country on new frontiers in building a society with high potential. It is obvious that this decision will make our country a civilized, powerful state.

The transition of the Kazakh script to a new alphabet also contributes to the revival of the national spirit, preservation of linguistic national identity, popularization of information and communication technologies in the country.

The Institute of Linguistics named after A. Baitursynov has developed and proposed Strategic Bases for translating the Kazakh alphabet into Latin graphics [3]. In the program project «Development of a scientific and linguistic base for the modernization of the Kazakh script based on the new national alphabet with Latin alphabet», a lot of work has

been done to update and modernize the spelling rules of the Kazakh language [4, 5]. A monograph has been published in which the ways of optimizing the Kazakh spelling according to the new Latin alphabet and the scientific substantiation of the rules of the Kazakh spelling are analyzed [6]. The National Scientific and Practical Center «Til-Kazyna» named after Sh. Shayakhmetov familiarized in detail with IT projects on the development of the new alphabet in chapter V, which describes the progress of the work done on the translation of the Kazakh language into Latin [7].

The process of teaching the Kazakh language using Latin graphics will also reach a new level. Considering that the study of the Kazakh language on Latin graphics is a step for the nation, we want to pay attention to the development of textbooks and manuals on the Latin alphabet. After the adoption of Latin graphics, the problem of learning also arises. In this regard, we consider it expedient to start work on preparing for the development of teaching aids in Latin.

The following problems are currently occurring:

- low level of Kazakh language proficiency in higher education;
- weak infrastructure for distance learning;
- there is not enough digitized, interactive content in the Kazakh language;
- the production of printed textbooks is expensive;
- correction and updating of book-type educational material leads to a loss.

In order to cover these problems, using the achievements of modern technologies, we are starting to develop a web textbook for teaching the Kazakh language based on the Latin graphic alphabet.

The state program «Digital Kazakhstan» implemented in the country provides for the improvement of digital literacy in secondary,

technical, professional, higher education [8]. Digitalization in the program is the most important state matter directly related to the development of the country's economy.

In his Message to the people of Kazakhstan «Unity of the people and systemic reforms are a solid foundation for the country's prosperity», Head of State Kassym-Jomart Tokayev noted that as a result of distance learning in the conditions of a pandemic, the effectiveness of national telecommunications networks has become lower [9]. In this regard, the introduction of digital technologies into the educational process in higher education and the effectiveness of their application in practice can be seen over time.

### Research methods

Due to the difficulties that have arisen in the format of distance learning in the online education system during the global pandemic, we have taken up the creation of a web textbook. To begin with, we conducted a survey to study the position of students in the study of the Kazakh language. The main purpose of our research is to find out how well students speak the Kazakh language, assess their level of proficiency in the Kazakh language, what obstacles exist in learning the language, what difficulties they face and what are their opinions about the best methods effective for the educational process. A survey for students was posted on the server. Online survey in Russian was conducted for more than 200 students studying «Kazakh language» and «Professionally oriented Kazakh language» at the full-time Russian department of Karaganda Technical University.

Comparative and statistical research methods were used in the results of the study. From the results of the survey, the language levels of students were identified.

### Results and discussion of the progress of the study

In the conducted online survey, students were asked 10 questions. The data on this is presented in Table 1. The results of the responses of students who took part in the survey on the questions asked are presented.

In Table 1, based on the results of statistical data conducted on the responses of students who took part in the survey, it was revealed that 20.9% of students have no desire to learn the Kazakh language. Who has tried to learn Kazakh with a tutor is 3.0%. To date, the number of students wishing to master the Kazakh language is 58.1%. 17.9% of the students who answered the survey studied the Kazakh language on the basis of communication with friends, comrades, acquaintances. More than half of the 54.1% who answered the question «Who speaks Kazakh in your family?» we chose the option that none of the family members speaks Kazakh. 21.6% are those whose all family members in everyday life communicate in the Kazakh language. Fathers, who

are the core of the family, predominate in Kazakh speech-15.1%, and mothers who speak Kazakh in the family-9.2%. The percentage of students who showed 1-2 points in assessing the level of proficiency in the Kazakh language on a five-point scale is 22.3% and 19.8%, which is a low indicator. As the answers of the students who took part in the survey showed, it turned out that there are many people in the university who want not only to master, but also to learn the Kazakh language. The proportion of people who believe that they know the Kazakh language at a satisfactory level-29.7%. The proportion of those who speak the Kazakh language well and native speakers of the Kazakh language is 20.8% and 7.4%, respectively. Students who speak English better than German, Chinese and other languages – 25.7%.

We have grouped the answers to question No. 9 «What difficulties did you encounter when learning a language at school?» in the survey.

Data on this is presented in Table 2.

As can be seen from Table 2, more than half of the students who took part in this survey note problems related to grammar and phonetics, make it difficult for students to speak Kazakh due to low vocabulary, incorrect assimilation of the school curriculum, daily non-use of the Kazakh language. Indicates a poor propensity to learn the language and laziness and indifference to the study of the Kazakh language affected. There are students who doubt the future of the Kazakh language.

In order to study the needs and wishes of the students who took part in the survey, individual interviews were obtained and information was collected from students of different levels. Analyzing and evaluating the data of individual interviews and the results of online survey, it should be noted that the ongoing changes in the field of education, the accelerated development of scientific and technical information require innovations in the educational process.

### Conclusion

During the study of the level of knowledge in the Kazakh language by students of technical specialties, the following conclusions were made.

As the results of the survey of students studying the basic levels B1, B2 of Kazakh language proficiency at the university showed, the number of students attending the university satisfactorily or showing very low results in learning the Kazakh language amounted to more than half of the respondents, among the students there are students who are not inclined to study the state language, there are also students independently studying the Kazakh language on the basis of language communication, as well as those who asked for help from a tutor in learning the language.

The information received about the needs and wishes of the students who took part in the survey will be taken into account in the future and the proposals of students to study the Kazakh language are supposed

No.	Questions	Variant of answer	Number of responses	Percent
1	What's your name?	Number of people who answered the question	204	
2	What is your gender?	All answers	201	
		Male	160	79.6%
		Female	41	20.4%
3	Year of birth?	Number of people who answered the question	203	
4	What is your email address?	Number of people who answered the question	204	
5	What is your phone number?	Number of people who answered the question	204	
6	In which groups is the training conducted? (B1, B2)	Number of people who answered the question	204	
7	Have you tried to learn Kazakh language?	Number of people who answered the question	204	
		Yes, at school	136	58.1%
		No	49	20.9%
		With friends and acquaintances	42	17.9%
		with a tutor	7	3.0%
8	Who speaks in Kazakh language in your family?	Number of people who answered the question	218	
		Nobody	118	54.1%
		All family members	47	21.6%
		Father	33	15.1%
		Mother	20	9.2%
9	What difficulties have you encountered while learning a language at school?	Number of people who answered the question	204	
10	Evaluate the level of the Kazakh language on a five-point scale	Number of people who answered the question	202	
		3	60	29.7%
		1	45	22.3%
		4	42	20.8%
		2	40	19.8%
		5	15	7.4%
11	What languages can you speak?	Number of people who answered the question	319	
		Russian language	204	63.9%
		English language	82	25.7%
		German language	10	3.1%
		Chinese language	1	0.3%
		Other languages	22	6.9%

to be included in the educational process. From the results of the above statistical studies, it follows that in higher educational institutions it is necessary to comprehensively apply the types of speech activity: reading, speaking, writing, listening on topics for the basic levels B1, B2 of Kazakh language proficiency.

The analysis of the survey data showed that the majority of students speak English, in connection with which we can conclude:

- teaching the Kazakh language in Latin for young students does not present any special difficulties;
- teaching the Kazakh language on the basis of

innovative technologies with the use of Latin graphics in the modern educational process contributes to the training of competitive specialists.

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Table 2 – Results of grouping of answers to the question «What difficulties have you encountered while learning the language at school?»

Number of answers	The content of the problems arising in the study of the Kazakh language
30	There were no problems with learning the Kazakh language
34	They emphasize the problems associated with grammar and phonetics, show that they cannot correctly use case endings, the category of time
32	Notes the problems associated with low vocabulary, inability to pronounce words correctly and non-use of the Kazakh language in everyday life
40	Indicates insufficient study of the Kazakh language at school, misunderstanding of educational material
19	Notes that they do not have the ability to learn the language
11	Demonstrates a weak inclination to learn the language, treats the study of the Kazakh language with laziness and indifference
2	He believes that the study of the Kazakh language has no prospects
1	Does not understand the Kazakh language due to hearing impairment

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### Техникалық мамандық студенттерінің қазақ тілін меңгеру деңгейін зерттеу

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**Аңдатпа.** Латын графикалы әліпби негізінде қазақ тілін жаңғырту мәселесі қарастырылады. Зерттеу жұмысында салыстырмалы және статистикалық зерттеу әдістері қолданылды. Зерттеу мақсаты – ұлттық бірегейлікті нығайту, қазақ жазуын латын графикасына көшіруді қолдау. Студенттерге онлайн-сауалнама жүргізілді. Қазақ тілін үйренудегі қиындықтары мен кедергілері зерттелді. Студенттердің сауалнама нәтижелеріндегі деректерге талдау жасалды.

**Кілт сөздер:** қазақ тілі, латын графикасы, мемлекеттік тіл, тілдік деңгей, ұлттық ерекшелік, білім беру, тілді білу, кедергілер, қиындықтар, тиімді әдістер.

**Изучение уровня знания казахского языка студентов технических специальностей**

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**Аннотация.** Рассматривается проблема модернизации казахского языка на основе латинского графического алфавита. В исследовательской работе использовались сравнительные и статистические методы исследования. Цель исследования – укрепление национальной идентичности, поддержка перевода казахской письменности на латинскую графику. Был проведен онлайн-опрос студентов. Рассмотрены трудности и препятствия в изучении казахского языка студентами. Проанализированы данные результатов анкетирования студентов.

**Ключевые слова:** казахский язык, латинская графика, государственный язык, языковой уровень, национальная идентичность, образование, знание языка, препятствия, трудности, эффективные методы.

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