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A BRIEF REVIEW ON LANGUAGE PLANNING POLICY RESEARCH IN KAZAKHSTAN

Language Planning Policy (LPP) plays a crucial role in shaping societal dynamics, educational systems, and cultural identities. As Kazakhstan is a multiethnic country, it is important to regulate the use of existing spoken languages in the country. The LPP of Kazakhstan has provided a number of legal regulations for the promotion of the Trilingual Language Policy (TLP) and trilingualism in Kazakhstan, improving the status of Kazakh as the state language, Russian as the official language and English as the global international language. This situation has motivated many scholars in Kazakhstan to study LP in relation to education and trilingualism trends. The main purpose of this review article is to provide a comprehensive review of the existing scholarly articles on LPP of Kazakhstan and evaluate their scientific value in comparison with foreign research on LP thereby putting forward possible research directions and recommendations for further research.The primary research method was a narrative literature review, which provided a through overview of existing studies on LP and summarized key insights from LP research in Kazakhstan. The findings from the selected articles were organized and synthesized by thematic categories. The outcomes of the analysis claim that the majority of research on LP of Kazakhstan is descriptive in nature without solid evidence based on the results of empirical research. This article will highly contribute to the study of LPP research in Kazakhstan and will be valuable to the interested researchers in this field as well.

Key words: Language Planning Policy (LPP), trilingualism, multilingualism, education, cross-linguistic awareness.

MAIN PROVISIONS

The primary aim of this review article is to study and offer an in-depth analysis of the existing scholarly works on Language Policy and Planning (LPP) in Kazakhstan and assess their academic significance in relation to international research on language policy. It also seeks to propose potential research avenues and recommendations for future studies. This review article provides a brief theoretical framework on LPP (Language Planning Policy) and shares LPP experience of multilingual countries and Kazakhstan reinforced by research findings and shares the view on LP research in Kazakhstan. As the theoretical framework, the article will consider earlier authors who have

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considered LPP (Kaplan et al., 1997; Hornberger et al., 2010; McCarty, 201; Spolsky, 2004; Wei, 2022) to give a general overview of the research in this area. Other foreign authors (Albury, 2019; Gazzola,2021; Calafato 2020;) have been studied and synthesized with the purpose to share and represent the global research experience on LPP in multilingual countries such as Canada, Malaysia and Norway. Finally, as the article is mainly focused on the LP research experience in Kazakhstan, this review presents relevant research on the topic of LP of Kazakhstan with regard to education, trilingualism and multilingualism trends (Smagulova,2008; Aksholakova, 2012; Suleimenova et al., 2016; Zharkynbekova, 2017; Sagyndykova, 2017; Brian et al.,2018;Aubakirova, 2019;). The article compares papers focused on language policy in Kazakhstan, with international research on the same topic to facilitate an assessment of the current research findings regarding language policy in Kazakhstan against an international standard.

INTRODUCTION

Language Policy decisions have far-reaching implications for individuals, communities, and nations. From educational settings to governmental institutions, language choices reflect and influence power dynamics, cultural identity, and social cohesion. Kazakhstan's cultural and linguistic diversity stems from its multiethnic population, shaped by various historical events. The Russification Policy of the Russian Empire significantly influenced the spread of multilingualism in Kazakhstan. Initially aimed at assimilating the population, it led to the dominance of the Russian language and the influx of Slavic peoples into the region. By the late 1930s, the Soviet Union covertly continued this policy, further entrenching Russian as the dominant language in education and daily life. As a result, bilingualism among Kazakhs increased, with some even losing fluency in their native language.

The language policy in Kazakhstan reflects its complex historical and political context. With three, sometimes four, languages in use — Kazakh, Russian, English, and occasionally native languages for ethnic minorities — the country's linguistic landscape has evolved. Historically tied to the Soviet Union, Russian remains prevalent in academia, science, business, politics, and education. However, upon gaining independence, Kazakhstan reinstated Kazakh as the state language while preserving Russian's use. This bilingual recognition is followed by global integration efforts, notably promoting English proficiency to compete in the modern world. Legal provisions ensure equal status for Kazakh and Russian, fostering comfort for all ethnic groups and accommodating English language in international interactions. The Language Law, outlined in the Constitution, establishes the framework for language use in state bodies and organizations, designating Kazakh as the state language alongside official use of Russian [1]. The state began implementing its trilingual policy in 2006, following the Language Law. Ex-president Nursultan Nazarbayev first proposed the "Trinity of Languages" concept at the 12th Assembly of People of Kazakhstan, emphasizing the significance of Kazakh, Russian, and English for youth development. In his 2007 address, he outlined a step-by-step implementation plan for the "Trilingualism" project [2]. Several educational reforms have been initiated to advance Kazakhstan's Trilingualism Policy. Among these, the "State Program for Language Functioning and Development 2011–2020" aimed to establish a cohesive language policy promoting the state language while preserving ethnic languages, fostering national unity. The Trilingual Language Policy in Kazakhstan continued to receive public endorsement through the President's annual addresses. President Kassym-Jomart Tokayev's addresses from 2019 to 2022 underscore a consistent focus on language and education policies in Kazakhstan. In 2019, he emphasized the importance of cultural and language diversity, advocating for the development of all ethnic groups' languages and cultures. The following year, he prioritized educational equality and innovation, directing the Government to arrange annual internships for Kazakhstani scientists. In 2021, Tokayev reiterated the significance of the trilingual policy, highlighting the growing status of Kazakh language and emphasizing proficiency as a patriotic act. He also underscored the importance of the Russian languages official status. In 2022, the President stressed the importance of English language education in high schools and the need for proficiency in both Kazakh and Russian for future generations [2].

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According to the data from the Bureau of National Statistics, Kazakhstan implements two official languages, Kazakh and Russian. Both formal languages are treated on an equal footing. As Kazakh is the state language, it is spoken by 99.6% of Kazakhs, 25% of ethnic Russians, 72.2% of ethnic Uzbeks, 23.7% of Ukrainians 50.5% of ethnic Tatars, 71% of Uigurs, and 25.2% of Germans within the country [3]. The second widely used language is Russian, with the majority of the county's population fluent in Russian. Besides Kazakh and Russian, there are a significant number of ethnicities in Kazakhstan that still speak their mother tongue, including 30,400 German speakers; 328,000 Tajik and Tatar speakers; 898,000 Turkish and Ukrainian speakers; and 300,000 Uyghur speakers [4].

Drawing from the preceding background information and legal frameworks, it is evident that legal regulations concerning languages have significantly impacted the linguistic landscape of a nation, attracting considerable scholarly interest. This review article aims to analyze and evaluate the landscape of language policy research knowledge in Kazakhstan by sharing the accumulated experience from research conducted on LP in this country.

To reach that aim we examined previous studies by Kaplan et al. (1997), Hornberger et al. (2010), McCarty (2011), Spolsky (2004), and Wei (2022) to establish a theoretical framework regarding LPP. Additionally, we considered the contributions of authors such as Albury (2019), Gazzolla (2021), and Calafato (2020) in LP research. For Kazakhstani research, we selected seminal research papers on LP in Kazakhstan examined and analyzed by a number of Kazakh scholars (Aksholakova, 2012; Zharkynbekova, 2017;) as well as the relationship between LP and the concept of multilingualism (Smagulova,2008; Brian et al.,2018) and its affect on education (Aubakirova, 2019; Sagyndykova, 2017;).

Language policy has been described in various manners. Kaplan and Baldauf (1997) characterize it as a collection of concepts, laws, regulations, norms, and actions aimed at facilitating deliberate language modifications within societies, groups, or systems" [5]. Lo Bianco defines it as a contextualized endeavor, influenced by particular historical and local factors that shape perceptions of language issues, while its political dynamics determine which language matters receive policy attention [6]. McCarty portrays language policy as a multifaceted sociocultural phenomenon and as patterns of human engagement, negotiation, and expression shaped by power dynamics. The 'policy' within these dynamics resides in their capacity to regulate language; that is, their ability to assert norms regarding acceptable and unacceptable language forms and uses, thereby controlling language functions and expressions [7].

Language policy encompasses a wide array of factors, yet it can be divided into three key components. Spolsky (2004) suggests, "An initial useful step involves delineating the three constituent elements of a speech community's language policy: (1) its language practices - the customary manner in which it selects from the various linguistics options available; (2)its language beliefs or ideology - the convictions regarding language and its usage; and (3) any deliberate endeavors aimed at altering or influencing those practices through interventions, planning or management of language [8].

Language policy traditionally concerns governmental efforts to regulate language usage, encompassing laws, judicial decisions, and directives aimed at promoting national objectives and preserving language rights. Fishman and Garcia view language policy as a cross-disciplinary field, often referred to as Language Planning (LP), intertwined with language ideology and education. Li Wei argues that institutional intervention becomes necessary due to the diverse nature of people's linguistic behavior, influenced by sociolinguistic factors and contextual changes [9].

The primary function of Language Planning and Policy (LPP) is to oversee languages, shaping multilingualism in society. LPP, often implemented through government-backed laws, is increasingly integrated into education systems worldwide. Evaluating LPP across different countries is crucial for understanding its impact on multilingualism. However, some studies highlight shortcomings in LPP management. For example, Gazzola (2021) found that in Canada, legal regulations sometimes fail to effectively promote multilingualism, despite constitutional provisions. A survey revealed disparities in language use at workplaces, particularly among Anglophones and Francophones. Similar studies

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in Switzerland and Canada found variations in workplace language use, with certain language groups facing challenges in career advancement due to proficiency difference [10]. These studies applied LPP tools to assess public policies aimed at enhancing multilingualism, offering insights relevant to discussions on language planning in Kazakhstan. The relationship between Language Policy (LP) and public awareness is a key aspect of LP discussions. Albury (2019) examined public perceptions of LP in Malaysia, focusing on the viewpoints of Malay, Indian, and Chinese youth through folk linguistic analysis. The study revealed a disconnect between language policy and understanding among these groups, with individual and collective experiences shaping perceptions. While the findings may not fully reflect Malaysia's LP, the study's methodology effectively captured the target audience's perspectives on the country's language situation [11]. Calafato (2020) extends this discussion by examining the perspectives of both learners and multilingual teachers on state multilingual educational policies in Norway and Russia. The study surveyed 460 school teachers of various languages in both countries, exploring their views on multilingualism, its benefits, government efforts to promote it, and the availability of multilingual teachers. Notably, the research sheds light on multilingual teachers' perceptions regarding multilingualism promotion in education. Descriptive statistics reveal that Norwegian respondents were critical of government efforts to develop multilingual policies through education, while Russian respondents expressed optimism about their government's initiatives, including language promotion campaigns [12]. Language Policy is typically embedded within Educational Policy, guiding language teaching and learning in educational institutions. Educational language policy, a crucial component of Language Planning and Policy (LPP), plays a key role in fostering multilingualism and offering numerous social benefits, including linguistic and intercultural competencies that facilitate international relations.

LPP research experience in Kazakhstan. Brian et al. (2018) extensively studied Language Policy (LP) implementation in Kazakhstan, highlighting key milestones:

1.   In 1996, the Language Policy outlined Kazakh as the state language, with equal emphasis on Russian.
2.   July 1997 saw the enactment of the Law on Languages.
3.   The August 1997 Constitution incorporated Kazakh as the state language, with equal status for Russian.
4.   The 2001 State Program for Language Development outlined strategies for linguistic progress.
5.   In 2011, the State Program for Language Development (2010-2020) introduced a "harmonious language policy".
6.   The December 14, 2012, Presidential address announced the transition to the Latin alphabet by 2025 and encouraged English use.
7.   January 2017 marked the announcement of the gradual transition to trilingual education.
8.   In April 2017, the "Course towards the Future" reaffirmed the switch to the Latin alphabet by 2025.
9.   The January 2018 presidential address emphasized the importance of mastering three languages for Kazakhstan's future citizens [13].

Aksholakova et al. (2013) reviewed the implementation of language policies in Kazakhstan, particularly focusing on the promotion of the Kazakh language. Despite numerous language reforms, the Kazakh language remains secondary in official settings according to the authors. While the article offers valuable insights into language policy development, it lacks experimental data and primarily summarizes the evolution of the Kazakh language, the KAZTEST system, legal documents such as the Language Law, and the partial use of Kazakh in various sectors. Nonetheless, it contributes meaningfully to the understanding of Language Planning and Policy (LPP) in Kazakhstan by offering comprehensive analysis on Kazakh language promotion [14].

Smagulova (2008) offers a comprehensive study on Language Policy (LP) in Kazakhstan, examining its historical evolution and current sociolinguistic landscape. Despite the increasing popularity of the Kazakh language, the study suggests that Kazakhstan is likely to remain

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multilingual, with many respondents hesitant to replace Russian with Kazakh. The article provides both experimental data and a robust theoretical framework, meticulously tracing the evolution of LP in Kazakhstan from the Soviet era to present-day, encompassing language maintenance, educational policies, and sociolinguistic analyses. Smagulova's research makes a significant contribution to LP studies in Kazakhstan, serving as a valuable resource for both local and international scholars [15]. Suleimenova et al. (2016) has fulfilled a significantly thorough sociolinguistic study with empirical data on language choice and correlations of language transmission, describing the complexities of language transmission from generation to generation. The author also emphasizes the importance of choosing a language for every citizen of Kazakhstan, the main language of life which influences his linguistic choice and identity. In the book the authors listed categories that are associated with the choice of a person's language, such as the native language and the first language, the level and areas of functioning of which can change throughout life, the nature of a person's civic position, linguistic identity which can vary from confident and unconditional to difficult and critical, ethnic identity, age and gender, social status, profession and education, proficiency in one or more than two languages, ethnic and linguistic diversity in the family, school, university, the use of languages in the professional sphere, as well as the stability or instability of language traditions in the family, which in turn affect the intensity and stability of intergenerational and intergenerational language transmission. All these abovementioned categories can be influenced by the language regulations in the country, which highly contributes to the given study [16]. Zharkynbekova (2017) delves into the empirical study of language preferences of the population on an internet space and highlights the functioning of Kazakh, Russian and English languages in different fields. According to the results, most business specialists emphasize the importance of Kazakh for the development of society: 98.6% believe it should be the language of state laws, 95% for government agencies, and 83% for official events. Russian is seen as essential for maintaining business ties in the post-Soviet space and is widely used for documentation (87.5%), business communication (85.6%), and non-state media (79.1%). English is viewed as a key to entering the global economic space and advancing careers. More than half (59%) support the trilingual policy. While government institutions work in both Kazakh and Russian, private companies mainly use Russian. Foreign companies prioritize English and Russian for business communication and contracts. English is essential for embassies, international firms, and large national companies [17]. Kazakhstani scholars, such as Aubakirova et al. (2019), primarily focus on Language Policy (LP) in education. They discuss the rapid development of multilingualism through Education Language Policy (ELP) in Kazakhstan. The authors analyze the "State Program of Functioning and Development of Languages 2011–2020" executed in three stages. The program aimed to strengthen the legal framework, incorporate new technologies, preserve linguistic diversity, and monitor language demand and proficiency. It targeted high proficiency rates in Kazakh, Russian, and English. The program successfully elevated the use of Kazakh, historically overshadowed by Russian, particularly in the education system. Experimental schools like Nazarbayev Intellectual Schools (NIS) and Bilim Innovation Lyceums (BIL) pioneered multilingual education, integrating STEM subjects in Kazakh, Russian, and English. This detailed review significantly contributes to the study of LP in education in Kazakhstan [18]. Sagyndykova et al. (2017) report on multilingual education in Higher Education Institutions (HEIs) from 2012-2016. They found that 42 HEIs established faculties teaching in Kazakh, Russian, and English, with a rising number of multilingual students in 2015-2016. Approximately 125 HEIs adopted multilingual teaching, including 6 national universities, 26 public institutions, 1 international, and 7 joint-stock companies. Around 2,121 instructors taught in English, with 50% of disciplines in the first language, 20% in the second, and 30% in the third. Additionally, 17 universities introduced English-medium instruction for STEM subjects. (Sagyndykova et al., 2017).The provided reviews of the articles could prove immensely beneficial for those scholars with a research interest in studying language policy within the context of Kazakhstan [19].

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MATERIALS AND METHODS

As this study reviewed existing LP research, its aim was to study and evaluate their scientific value by comparing them with foreign research experience on LP. To reach this aim, the following research objectives have been set:

1. Providing a historical context on LP of Kazakhstan.
2. Summarizing research results on LP both internationally and in Kazakhstan.
3. Identifying gaps in existing research papers on LP of Kazakhstan to synthesize evidence-based approaches in research works on LP in Kazakhstan.
4. To provide recommendations for future research.

Selected literature was taken from electronic databases including Scopus, Google Scholar, and Web of Science. The search was limited to articles published between 2000 and 2022. Articles were included if they focused on language policy and planning in Kazakhstan. Both qualitative and quantitative studies were considered. The search terms used included "language policy", "language planning", "multilingualism" and other related keywords. The subject of the research were the conclusions made from the study in order to reflect current LP research development and identify key trends in the field of LP.

The main method of research was a narrative approach of the literature review, which provided a comprehensive overview of existing literature on LP and summarized key findings on LP research in Kazakhstan. Findings from selected articles were synthesized thematically. Common themes and patterns related to language policy in Kazakhstan were identified and summarized. The synthesis aimed to provide a comprehensive overview of the current state of research on language policy in the country.

RESULTS

Summary of Reviewed Literature: this review article synthesizes and analyzes existing research on Language Policy (LP) both in Kazakhstan and foreign multilingual countries (Canada, Malaysia, and Norway), presenting research in the field of LP. Additionally, the article summarizes the historical background of LP when Kazakhstan was bound to the Soviet Union (Russification Policy) and the present legal provisions as outlined in the Constitution of the Republic of Kazakhstan (Article 8,16; Language Law, 1997), the Presidents' Addresses (Tokayev 2019- 2022), as well as language programs ("State Program of Functioning and Development of Languages 2011–2020"), which can serve as a significant source of information in the field of LP of Kazakhstan. The reviewed studies encompass a diverse range of topics, including the language planning initiatives (Brian et al., 2018; Aksholakova et al.,2013), and the implementation of LP in education (Aubakirova et al.,2019; Sagyndykova et al., 2017). These studies collectively contribute to the understanding of LP in Kazakhstan and its multifaceted implications for society. As for the finding and research results on LP of Kazakhstan that had been provided by Kazakhstani scholars, they mainly claim the development and promotion of multilingualism tendency in education, which greatly influenced the language situation in a country and sociopolitical dynamics of language use in Kazakhstan (Smagulova,2008).

Identifying gaps in existing research papers on LP of Kazakhstan: in comparison with the foreign multilingual countries such as Canada (Gazzola,2021), Malaysia (Albury,2019) and Norway and Russia (Calafato,2020), the Kazakhstani research on LP is mainly focused on summarizing the evolution of LPP and its development with existing programs and legal provisions which led to trends such as "multilingualism" or "trilingualism". These studies do not adopt empirical approach to the research of LP to uncover the real language situation in Kazakhstan. There is notably insufficient research examining the operational effectiveness of LP in Kazakhstan across diverse regions of the country and in various fields such as economics, business, and workplace dynamics.

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Need for Evidence-Based Approaches: a critical analysis of the reviewed literature underscores the imperative for evidence-based approaches to language policy in Kazakhstan. While the reviewed studies provide valuable insights, there is a clear need for rigorous research and empirical data to inform policy formulation and implementation. This is particularly crucial in Kazakhstan, given its linguistically diverse society, where effective, equitable, and sustainable language policies are essential for fostering social cohesion and promoting linguistic rights.

Recommendations for Future Research: moving forward, there is a clear need for further research in the field of LP in Kazakhstan. This review article suggests that future research should focus on developing qualitative or quantitative methodologies to investigate language policy issues in Kazakhstan more comprehensively in order to understand the language situation more clearly. By adopting robust research methodologies, researchers can generate empirical evidence that informs policy decisions and contributes to the development of effective language policies tailored to the needs of Kazakhstani society.

DISCUSSSION

LPP is a complex and multifaceted field that intersects with various disciplines, including linguistics, sociology, education, and political science. The main purpose of this review article was to investigate and examine existing research results on LPP of Kazakhstan and evaluate their research features by synthesizing the findings and results.

Numerous scholars suggested various points of view on LP. One prominent point which was offered by Kaplan et.al described LP as a concept which belonged to laws, regulations and norms, actions aimed to moderate language alterations in societies, or systems which contribute to the current understanding of LP. It is important to mention the importance of Language Planning Policy in any country, when existing popular languages need to be regulated, especially when a country has a diverse ethnic and cultural background like for instance Kazakhstan. In this case all the authors made a significant contribution to the advancement of research within the realm of Language Planning Policy (LPP) context in Kazakhstan.

Moreover, due to the findings and results of the articles on LPP of Kazakhstan reviewed in this article, we can observe and highlight the role of LPP in promoting multilingualism as stated in the Law of Languages, that both Kazakh and Russian languages can be used equally in any organization in the country be it a governmental agency, an educational institution or a private business organization (Smagulova, 2008; Aksholakova, 2013).

On the other hand, the equal use of languages addresses the needs of linguistic minorities, by promoting linguistic rights, supporting heritage languages, which are crucial steps towards fostering linguistic justice in a society. In addition, we noticed a growing demand for English language study among the youngest generation as it has been integrated into the education system of Kazakhstan (Aubakirova et. al, 2019; Sagyndykova et al., 2017) which confirms the trend of trilingualism in recent research through multilingual education both in secondary and higher education systems.

Furthermore, a multitude of authors (Smagulova, 2008; Aksholakova, 2012;) have presented thorough and informative analyses regarding the historical evolution and current state of Language Planning Policy (LPP), meticulously tracing the developmental stages and legal reforms in language policy influenced by historical factors. Consequently, these documented research reviews represent a valuable source of scholarly information, poised to serve as exemplary resources for academic articles and subsequent research endeavors within the field of LP in Kazakhstan. An empirical research made by Suleimenova et al (2016) on Language selection and the correlation of language transmission serves a valuable contribution in the field of language policy and multilingualism trend in Kazakhstan. Zharkynbekova (2017) emphasized the significance of language preferences and choices, highlighting the broader influence of language policy not only on individual language selection but also on the functioning of languages across various sectors of society in Kazakhstan. This article has also observed the research experience of foreign countries on LPP, countries such as Canada, Malaysia and Norway (Gazzola 2021; Albury 2019; Calafato 2020). The language situation in Canada

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was investigated by Gazzola, with the implementation of LP observed in regard to multilingual advancement in that country. Consequently the author determined that despite the law, the English and French languages are not treated equally insociety. This situation exists although the legal provisions of the country provide equal treatment for multiple languages. The study is supported by empirical data and qualitative analysis which is highly important to see the real language situation. In the context of Malaysia, the research conducted by Albury, also traced the trend of sociolinguistic analysis of LP to find geniune situation of language use there. The research intended to reveal people's relationship and awareness of LP, which is also important in assessing the real language situation in a country. The study by Calafato was focused on the investigation of LP in education and the, integration of multilingual policy in that context. The author found that respondents were critical about multilingual education. All these foreign articles are characterized by their focus evidence, where the authors rely on empirical data and critical analysis.

While foreign studies incorporate both theoretical frameworks and empirical research methodologies, the bulk of Kazakh academic literature predominantly leans on theoretical discourse, offering conclusions derived solely from theoretical knowledge without empirical substantiation. Many articles lack practical experimentation and fail to provide sociolinguistic analyses assessing the implementation of LP in addressing actual language dynamics within the country. This issue might be a very good case for further research and investigation.

CONCLUSION

The initial goal of the article was to study and analyze existing research studies on LPP of Kazakhstan by Kazakhstani and foreign authors. Finally, by implementing the narrative approach to the study of existing research on LP, this review article summarized and analyzed existing research on LP in Kazakhstan and offered most outstanding and well-established research articles to the audience of researchers. All of these studies have a high value in the field of LP of Kazakhstan and make a meaningful contribution in the research field of LP of Kazakhstan. They are stimulating the culture of research in the English language, introducing the science of Kazakhstan into the global world.

By synthesizing main points, we came to a conclusion that LPP plays a crucial role in regulating multilingual environment in a country. From the authors' perspective we also understood that Language Planning Policy has a multifaceted nature, as it has significant impact on various aspects of society, including education, culture, politics, and identity. In the case of Kazakhstan, the LPP is a relevant way to promote all three existing popular languages. Moving forward, it is imperative for policymakers, educators, researchers, and stakeholders to engage in constructive dialogue and collaboration to develop language policies that reflect the needs, values, and aspirations of diverse linguistic communities. By fostering a climate of linguistic respect, understanding, and cooperation, we can harness the power of language to build more inclusive, equitable, and harmonious societies for all.

Next important point, in comparison with foreign research on LP, the analysis made in this review underlines the crucial need for evidence-based approaches to language policy in Kazakhstan, informed by rigorous research and empirical data, to ensure that policies are effective, equitable, and sustainable, in Kazakhstan, where the society is linguistically diverse.

It is hoped that this review work will be valuable for researchers and professionals seeking an overview in the field of LP in Kazakhstan. Coming up with qualitative or quantitative methodology in investigating LP of Kazakhstan is highly recommended as a new direction for future research.

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Қазақтандағы тілді жоспарлау саясатына бағытталған ғылыми зерттеулерге қысқаша шолу.

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Тілді жоспарлау саясаты әлеуметтік динамика, білім беру жүйелері және мәдени сәйкестіктерді қалыптастыруда шешуші рөл атқарады. Қазақстан көпұлтты мемлекет болғандықтан, елдегі қолданыстағы ауызекі тілдердің белсенді қолданылуын реттеу аса маңызды. Қазақстанның Тілдерді жоспарлау саясаты Қазақстандағы үштілділік саясатын және үштілділік тенденциясын ілгерілету, қазақ тілінің мемлекеттік тіл ретінде, орыс тілінің ресми тіл және ағылшын тілінің жаһандық халықаралық тіл мәртебесін арттыру мақсатында бірқатар заңнамалық нормаларды әзірлеген болатын. Бұл Қазақстандағы көптеген ғалымдарды білім беру және үштілділік тенденцияларына қатысты тіл саясатын зерттеуге итермеледі. Бұл мақаланың негізгі мақсаты - Қазақстанның тілдік жоспарлау саясаты бағытында таңдаулы ғылыми мақалаларына жан-жақты шолу жасай отыра, сондай-ақ оларды тіл саясаты тақырыбы шеңберіндегі шетелдік зерттеулермен салыстырылып, олардың ғылыми құндылығын бағалау болып табылады. Негізгі зерттеу әдісі ретінде тілдік саясат тақырыбы бойынша бар зерттеулердің егжей-тегжейлі шолуы және Қазақстандағы тілдік саясат зерттеулерінің негізгі қорытындылары жинақталған баяндалған әдебиеттерге шолу әдісі қолданылды. Осылайша Қазақстандық тіл саясатын зерттеуші ғалымдарға тілдік жоспарлау саясаты саласына қызығушылық танытқан аудиторияға зерттеудің ықтимал бағыттары ұсынылады. Талдау нәтижелері Қазақстандағы тілдік жоспарлау сасаты бойынша зерттеулердің көпшілігі дәлелді эмпирикалық зерттеу нәтижелерінсіз сипаттамаға ие екенін көрсетеді.

Кілт сөздер: тіл жоспарлау саясаты, үштілділік, көптілділік, білім беру, тіларалық хабардарлық.

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Краткий обзор научных исследований политики языкового планирования в Казахстане

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Политика языкового планирования (ЯП) играет решающую роль в формировании социальной динамики, образовательных систем и культурной самобытности. Поскольку Казахстан является многонациональной страной, важно регулировать использование существующих языков в стране. ЯП Казахстана разработало ряд правовых положений для продвижения трехъязычной языковой политики (ТЯП) и трехъязычия в Казахстане, улучшая статус казахского языка как государственного, русского как официального языка и английского как глобального международного языка. Эта ситуация побудила многих ученых в Казахстане изучать языкознания в контексте тенденций образования и трехъязычия. Основная цель данной обзорной статьи – дать всесторонний обзор существующих научных статей по ЯП Казахстана и оценить их научную ценность в сравнении с зарубежными исследованиями по ЯП, тем самым выдвинув возможные направления исследований и рекомендации для дальнейших исследований. Основной метод исследования. представлял собой описательный обзор литературы, в котором был представлен подробный обзор существующих исследований по теме ЯП и обобщены ключевые выводы исследований ЯП в Казахстане. Результаты выбранных статей были систематизированы и обобщены по

тематическим категориям. Результаты анализа свидетельствуют о том, что большинство исследований по ЯП Казахстана носят описательный характер без убедительных доказательств, основанных на результатах эмпирических исследований. Эта статья внесет большой вклад в изучение исследований ЯП в Казахстане, а также будет ценна для заинтересованных исследователей в этой области.

Ключевые слова: политика языкового планирования, трилингвизм, мультилингвизм, образование, межъязыковая осведомленность.

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