

IRSTI 16.21.07

DOI: [10.59102/kufil/2025/iss2pp51-63](https://doi.org/10.59102/kufil/2025/iss2pp51-63)

**B. Gazdiyeva<sup>1</sup>, I. Mikhnevich<sup>1</sup>, M. Tavluy<sup>1</sup>**

<sup>1</sup>Ualikhanov Kokshetau University, Kokshetau, 020000, Republic of Kazakhstan

## **FAMILY LANGUAGE PRACTICES AND INTERGENERATIONAL LANGUAGE SHIFT: CASE STUDY OF AKMOLA REGION, KAZAKHSTAN**

*Language socialization in multi-ethnic societies plays a crucial role, particularly during the early stages of speech development. This case study investigates family language practices (FLP) and patterns of language shift among Ingush and Tatar children living in the Akmola Region of Kazakhstan. The research assesses children's proficiency in their mother tongue, Russian, Kazakh, and foreign languages at the preschool and primary school levels, while also examining intergenerational language transmission in a multilingual context.*

*Data were collected through a structured 28-question survey completed by 43 parents, focusing on language use patterns, exposure levels, and the age of speech onset. The findings indicate a dominant presence of the Russian language in all domains of children's communication – within the family, educational environments, and peer interactions. In contrast, the transmission of the mother tongue across generations is limited, and both Kazakh and foreign languages remain peripheral in children's everyday language use.*

*The study is grounded in the theoretical frameworks of language socialization (Ochs & Schieffelin) and language shift (Fishman). While the scope is geographically limited and based on a small sample, the research highlights significant trends relevant to broader discussions on language policy and multilingual development. The findings underscore the urgent need to strengthen the roles of both mother tongues and the Kazakh language within families and educational institutions to counteract further language shift in minority communities.*

*Key words: multilingualism, language socialization, children's speech, mother tongue, intergenerational transmission, family language practice (FLP), language shift, dominant language.*

### **MAIN PROVISIONS**

Multilingualism, bilingualism, multiple linguistic experiences are phenomena that are indispensable attributes of a multi-ethnic, multicultural state, which is undoubtedly the Republic of Kazakhstan. Historical prerequisites have influenced the ethno-linguistic landscape of Kazakhstan, characterizing it as multilingual and multicultural. According to Yeskeldiyeva and Tazhibayeva, multilingualism in Kazakhstan as a strategic state initiative intended encouragement of the population's fluency in English, Russian, and Kazakh, through transformation of educational system and cultural integration [1]. Where did that come from? The reason for that was government's ambitious goals to meet OECD criteria and implement a multilingual strategy and language skills to enable global presence and competitiveness. A key focus of modern linguistics, among others, is studying and understanding of language interaction, bilingualism and multilingualism. The socio-political and socio-economic transformations of modern society have precipitated a crisis encompassing identity, worldview, and axiological frameworks, with language choice – particularly the marginalization of native languages – emerging as a central concern [2, 3]. In this regard, the family's role in defining bi/multilingualism of children seemed to be extremely important [3], [4].

## INTRODUCTION

Modern multilingual societies require language behavior flexibility from an early age. In a multi-ethnic environment, especially in post-Soviet countries, the issues of mastering mother tongue, state and foreign languages are of particular importance both in the educational and family spheres. At the same time, childhood is a critical age for the formation of language skills, as well as for laying the foundations of cultural identity [5]. Family plays an important role not only in the formation of personality, but also family language practices play a key role in shaping a child's linguistic competence [6]. Language choices within the household are driven by parental ideologies, language capital, and perceived utility of each language. These decisions are embedded in broader social expectations and policies, as families navigate their children's bilingual or multilingual futures [7], [8].

The Theory of Language Socialization by Ochs and Schieffelin highlights how learning and using languages help people to develop their feeling of belonging, cultural practices, and social identities. Although the field of language socialization was primarily developed to investigate young children's first language acquisition, nowadays it has broadened to look at other language learning environments [7].

Some scholars highlight the role of input in child's speech development, for instance, Festman et al, states "the child's skillfulness will depend on the amount of input they receive. Regular input is crucial to keep the language system developing" [9, 2].

Parents, as the primary agents of language socialization, determine the languages in which everyday communication will take place, which languages will be perceived as priorities, and how linguistic and cultural heritage will be transmitted. In the Kazakhstani context, the interplay between Russian, Kazakh, and minority languages presents unique challenges. While the state actively promotes Kazakh as the national language, the Russian language continues to dominate educational and urban spheres in specifically in northern regions, and English is gaining influence as a global lingua franca [10]. This adds pressure to families attempting to preserve ethnic languages such as Tatar or Ingush, which risk marginalization in the absence of robust intergenerational transmission strategies.

This study also aligns with current research on language endangerment and intergenerational transmission, including the Kazakh-speaking diaspora in China. Zharkynbekova et al. highlight the decline of the Kazakh language among ethnic Kazakhs in China under pressures of bilingual education and assimilation, underscoring the need for documentation and revitalization efforts [11]. Their analysis reveals the persistence of archaic linguistic features among repatriates, which contrasts with the functional narrowing of Kazakh language use in China due to Mandarin dominance and education policy reforms. Zharkynbekova et al examined the complexity of language choice within bilingual Kazakh families, noting that family language policies are deeply intertwined with cultural values and social prestige, echoing the findings of our study in the Akmola Region.

Similarly, Suleimenova et al. examined the complexity of language choice within bilingual Kazakh families, noting that family language policies are deeply intertwined with cultural values and social prestige [12], echoing the findings of our study in the Akmola Region.

The problem of intergenerational transmission of mother tongue and language shift, is well described in the works of Fishman [3], and other linguists, [13], [14], remains relevant for study in the context of post-Soviet republics. The preservation of minority languages depends heavily on family and social efforts, according to Joshua Fishman's theory of language maintenance and shift described in his seminal work "Reversing language shift: Theoretical and empirical foundations of assistance to threatened languages. Multilingual Matters" [3]. In order to reverse language change, Fishman highlights the importance of intergenerational transmission, community initiatives, and education.

Despite multilingualism, there is a trend for displacing mother tongues in favour of more prestigious and widely spread languages, which requires a deeper empirical diagnosis. While multilingualism is generally encouraged at the policy level, the actual language practices observed in families may diverge significantly, depending on regional, ethnic, and socio-economic factors [15].

The study focus is to identify the real family language practices with preschool and primary school-age children, taking into consideration multi-ethnic environment. Moreover, the investigation of the level of proficiency in different languages, the nature of language socialization, the frequency of use of mother tongue and other languages, as well as the determination of the degree of intergenerational transmission of languages, become an important point of the research. The intention to investigate the way families raising bilingual or multilingual children navigate daily language use is underway through empirical analysis. As well as the exploration of the strategies, that parents consciously or unconsciously support or potentially limit children's ability to develop and sustain multiple languages during the critical early years of language acquisition.

It is important to note that this study focuses specifically on the Ingush and Tatar ethnic groups residing in the northern region of Kazakhstan, particularly the Akmola region. Therefore, the conclusions regarding language use and language shift should be interpreted within the context of this geographical and sociocultural setting and not be generalized to the entire territory of Kazakhstan without further research.

## MATERIAL AND METHODS

This research focuses on the families' language practices of Ingush and Tatar ethnic groups living in the north of Kazakhstan, at Akmola Region, more specifically on preschool and primary school children multilingualism. The main method of data collection is the survey of parents, as parents play a key role in the child's language socialization at early stages of development.

The study involves 43 respondents – parents of children aged 3 to 10 years old. They are selected in a combined way: some of the participants are recruited randomly through social networks and communities, and the other part is recruited through a snowball sampling method, when already interviewed participants recommended other potential ones. The implementation of this approach enables to reach both active members and families less involved in ethnic communities. The data has been obtained by using Google Forms platform. The survey consists of 28 closed type questions, that clusters into three main groups. Firstly, demographic group contains questions regarding age and gender of a child, what is his/her order in the family, parents' education level. The second group assessed children's language skills through questions about acquisition order, speaking onset age, and self-rated proficiency (4-point scale). Third group evaluates linguistic environments through questions about: household language use, daily language patterns, school languages, and peer communication languages.

Every participant was given a consent form to fill out, confirming that they understand the aim of the study. They were aware of the right to stop participating at any time, and the way the responses would be utilized. Additionally, the participants were explained all obtained data was anonymized and any identifiable information eliminated in order to preserve anonymity.

The quantitative method was applied to process the collected data. The closed questions were processed using descriptive statistics, such as frequency and percentage counts. This approach enabled classification of language practices according to prevalence rates, age of speech onset, and proficiency levels across languages. The findings are presented in tables and diagrams, followed by interpretive analysis in the Results section.

The theoretical framework of the study combines two approaches. The Theory of language socialization by Ochs and Schieffelin [7] provides a toolkit for analyzing how children acquire language norms through everyday communicative practices. While the concept of language shift helps to interpret the identified trends in the context of intergenerational language transmission.

The application of the described methodology allowed not only to record the current state of language practices in Ingush and Tatar families in Akmola region of Kazakhstan, but also to identify the key factors influencing the preservation or loss of multilingualism in children.

Several methodological limitations should be acknowledged. First, the survey method relied on parental assessments of language proficiency, which introduces subjective bias. Second, the study lacked objective measurements of children’s actual language skills. Third, the relatively small sample size limits the generalizability of the findings. Nevertheless, the methodology employed yielded reliable quantitative data on the group’s language practices and revealed statistically significant patterns of child language development in multilingual settings.

The authors acknowledge several methodological limitations. First, the study is geographically limited to one region of Kazakhstan, which restricts the representativeness of the results. Second, the number of participants (n=43) limits statistical generalization. Third, the reliance on parental self-assessment may introduce subjectivity. Future research will aim to expand the sample to include more ethnic groups and regions of Kazakhstan and introduce additional methods such as standardized language proficiency tests, qualitative interviews, and speech sample analysis to enhance the depth and validity of findings.

## RESULTS

Based on the conducted analysis aimed at examining how families raising bilingual or multilingual children, manage their everyday language interactions, the following results were obtained.

According to the survey results, male children accounted for 60.5% of participants, while female children represented 39.5%.

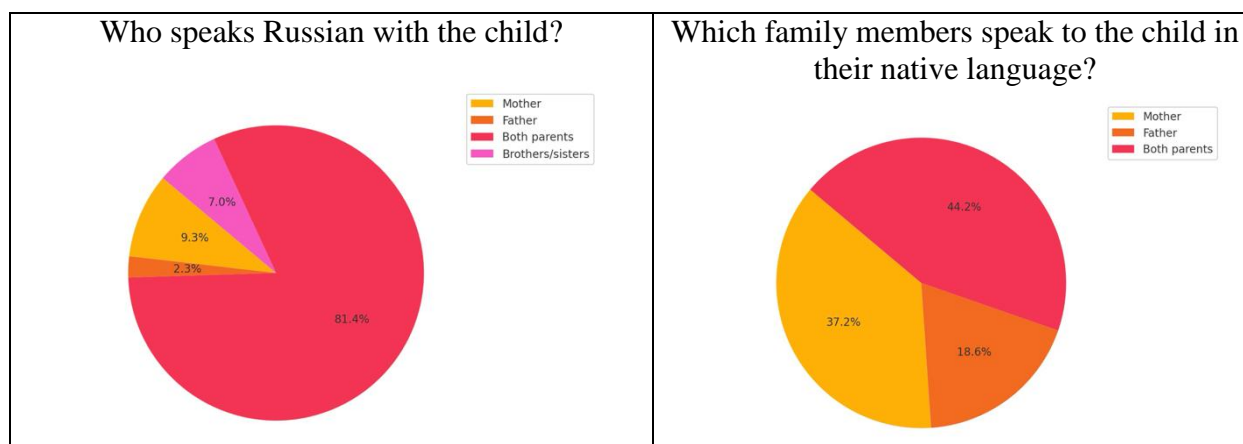
Table 1. Respondents’ gender

Gender	Number of participants	Percentage
Male	26	60,5%
Female	17	39,5%

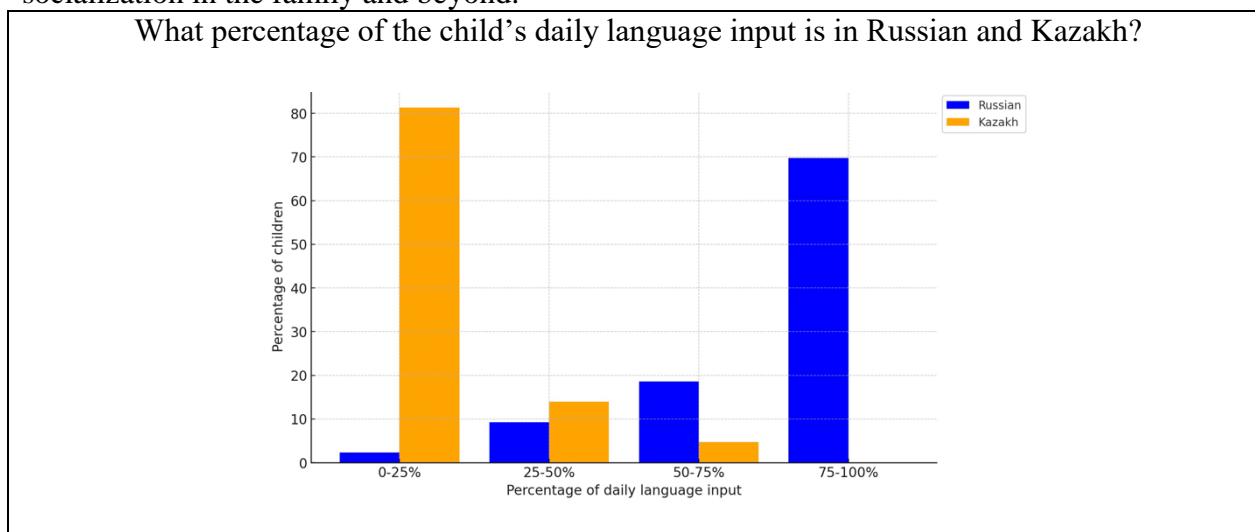
Through the analysis of the research data, it was possible to categorize it into several key themes: (1) linguistic socialization and the home linguistic context; (2) Mother tongue: competence level and transmission between generations; (3) The Russian language as a dominant language in children’s communication; (4) The role of Kazakh and other languages in day-to-day activities.

### 1. Linguistic socialization and the home linguistic context.

It is obvious, that the data analysis of survey demonstrates the key role in children’s language socialization is played by the language spoken by parents. The majority of respondents (81.4%) indicated that both parents speak Russian with their children. The mother (37.2%) or both parents (44.2%) most often speak with children in their native language. At the same time, the Kazakh language is used by parents very rarely: 74.4% reported that none of the family members speak this language with their child.

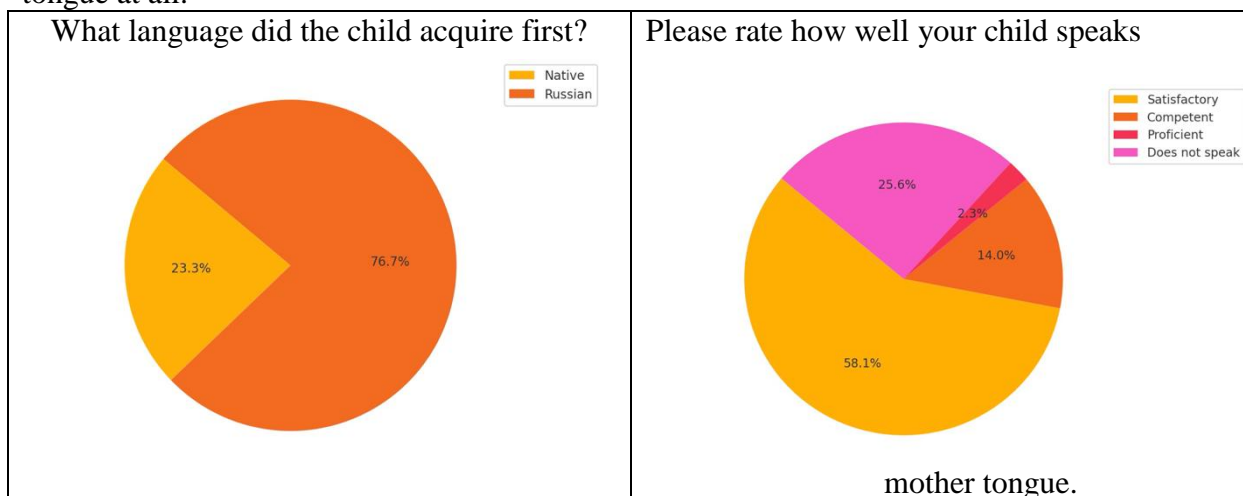


The Russian language is also predominant in children’s language environment: 69.8% of parents indicated that children hear Russian 75-100% of the time during the day. In comparison, only 4.7% disclosed the same level of exposure to their mother tongue, and 0% to the Kazakh language. This illustrates a high degree of dominance of the Russian language as the main means of socialization in the family and beyond.

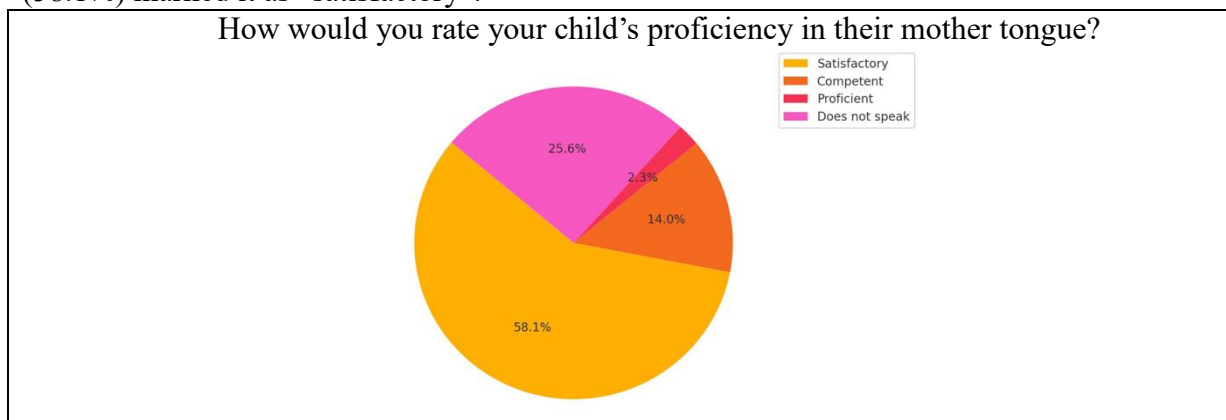


2. Mother tongue: competence level and transmission between generations.

Even though 68% of respondents said that Ingush, Tatar, Bashkir, and other languages were their mother tongue, not all families actively transmit their children these languages. Only 23.3% of children have a mother tongue as their first language, and 25.6% have no command of their mother tongue at all.



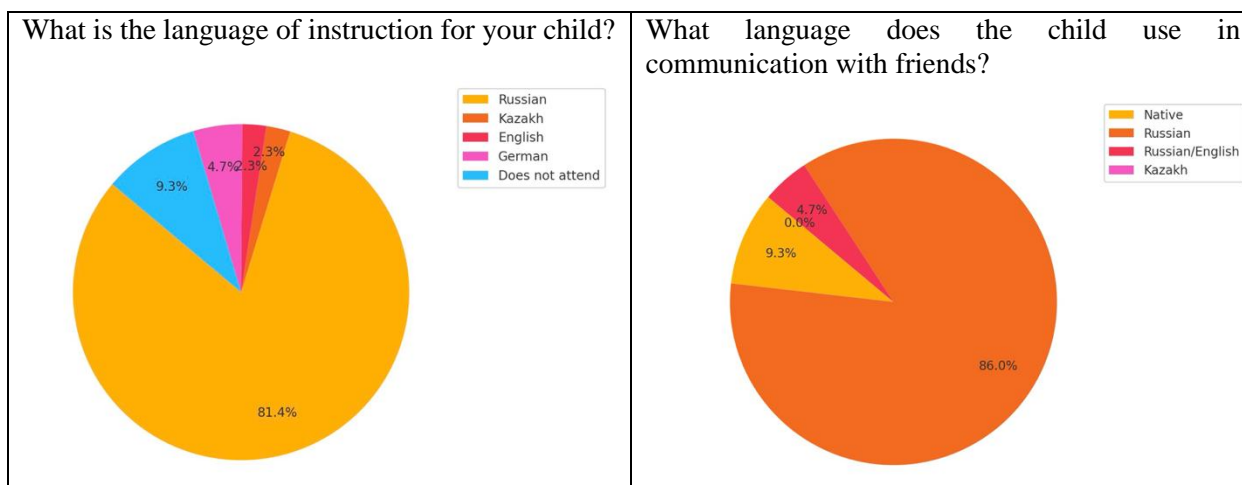
Besides, while assessing of children mother tongue proficiency, the majority of parents (58.1%) marked it as “satisfactory”.



It is worth to be noted, that the age of speech onset in the mother tongue varies, however, most frequently falls between 2-5 years of child’s age, which may argue irregular or incomplete language exposure at an early age. These findings show that language shift mechanisms exist, when a more respected or commonly spoken language – in this case, the Russian language – displaces the mother tongue and become the dominant language.

3. The Russian language as a dominant language in children’s communication.

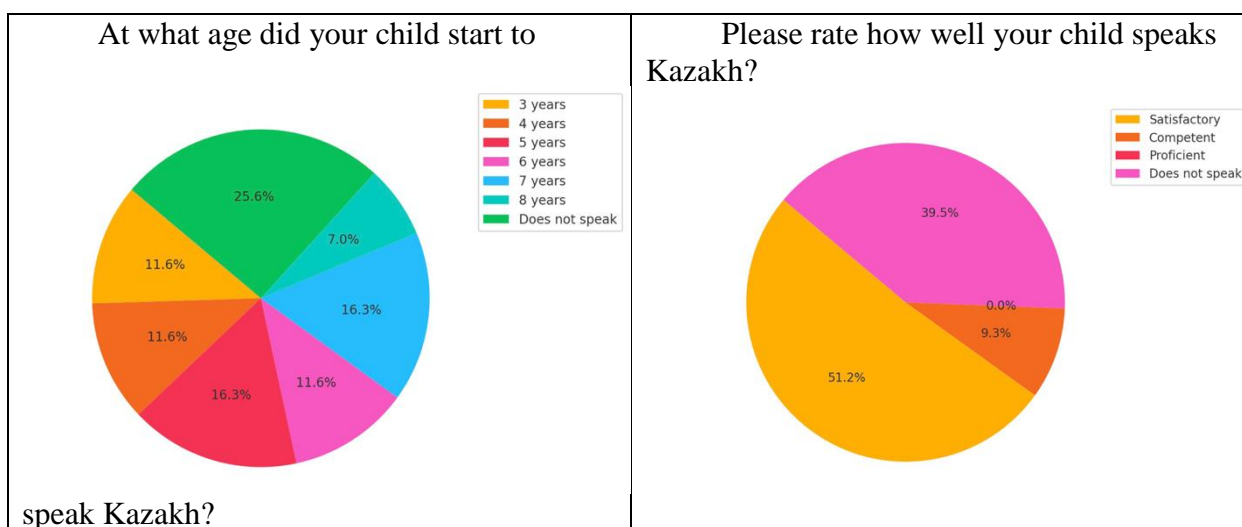
The dominance of the Russian language extends beyond the home, as seen in conversation between acquaintances and in educational institutions. 81.4% of children attend groups with the Russian language of instruction, and 86% use Russian in communication with friends. It is the first language of 76.7% of children, and the level of proficiency is assessed as “good” (58.1%) or “very good” (37.2%) in most cases.



The age of beginning to speak Russian also indicates high accessibility and active use: 44.2% of children started speaking from two years old, and another 20.9% from the age of one. This confirms the role of the Russian language as a key means of socialization starting from the earliest age.

4. The role of Kazakh and other languages in day-to-day activities.

Kazakh, despite its status as the state language, has a limited presence in respondents’ day-to-day life. Only 11.3% of children speak Kazakh from an early age (3 years), while 25.6% do not speak it at all. Even in assessing language proficiency, 39.5% of parents reported a complete lack of skills, while 51.2% reported only “satisfactory” proficiency.



Similarly, proficiency in foreign languages (English, German, Arabic) remains fragmented. More than a half of children (55.8%) do not master any foreign language. The rest demonstrate a low level of proficiency: only 4.7% are assessed as speaking “very well”. The beginning of foreign language acquisition mainly falls on the age of 5-7 years and, as a rule, is not connected with regular practice in the family.

The findings determine how children’s linguistic development of the Ingush and the Tatar ethnic groups in Akmola region of Kazakhstan is continuously formed by language socialization processes. The Russian language appears to be not only a dominant, yet the major way children learn to understand their social environment. Definitely, it happens through everyday interactions in the family, home and in preschool and school. Unfortunately, linguistic systems are daily marginalized by this socialization pattern, where Russian is the primary language and has been used for peer bonding, emotional expressiveness, and knowledge transfer.

Following the data, this materializes through three major mechanisms:

- Parents, that apply Russian for 75-100% of day-to-day communication (69.8% of cases) accidentally bolster the language’s dominance.
- By practicing Russian as the essential language of instruction (81.4% of children), educational institutions validate this trend.
- The cycle is accomplished by peer networks; 86% of children only speak Russian with their friends.

This three-level socialization dynamic, shaped by family communication, educational settings, and peer interactions contributes to a pattern where the use of mother tongues and the Kazakh language becomes limited in children's everyday lives, potentially reducing their functional roles in social communication over time.

## DISCUSSION

Current research reveals a clear disproportion in language acquisition among children growing up in multi-ethnic societies in Akmola region of Kazakhstan. While families participating in the research maintain close links to their heritage languages (mother tongues), including Ingush, Tatar, Bashkir and others, the Russian language has become the primary language for most of the children. The dominance of the Russian language appears not only in formal assessments of language proficiency. Moreover, in the natural flow of everyday routine, from casual family conversations, family language practices to educational environment.

From the Theory of Language Socialization [7], child’s language skills develop through interaction with the close acquisition. Children acquire linguistic skills, cultural and behavioral norms mainly through the Russian language – medium exchanges with parents, educators, and peers. Conversely, the mother tongue and the Kazakh language occupy more peripheral roles, frequently limited to ceremonial use or specific contexts rather than languages of daily communication.

Such language distribution can be interpreted through the lens of Fishman’s concept of language shift that explains the first generation of immigrants who relocate to a foreign nation continue to speak their mother tongue to the second generation, who are typically bilingual, whereas the third generation only speaks the host nation’s *lingua franca* [3].

Though parents identify the value of the mother tongue, systematic transmission is limited, revealing a concerning gap between attitudes and practices. Approximately one quarter of children do not demonstrate functional ability in their family’s mother tongue. Meanwhile only about thirty percent of hear it regularly, that could be defined as more than half of their daily interactions. Thus may indicate a continuing language shift towards the dominant Russian language. Lack of sustainable strategies for preserving the mother tongue within the family allow dominant language to overshadow it.

Meantime, the Kazakh language presents a particularly interesting case. Despite of the fact of being an official state language, we could observe its breakdown in taking root in family language

practices. Quite a few causes contribute to this: it represents neither a mother tongue for the most of participants, nor a perceived necessity in Russian-dominated educational and social spheres.

These findings point to several important recommendations. There is an obvious demand and importance in preserving mother tongue within Ingush and Tatar ethnic groups in Akmola region of Kazakhstan. Educational institutions along with the family language practices play significant role in that. Therefore, educational institutions need to create meaningful spaces for the Kazakh language and mother tongue in early childhood programmes. Moreover, parents require practical guidance and support to maintain multilingual practices at home. Noteworthy, that community initiatives could help bridge the gap between official language policies and family language choices.

It must be emphasized that the data presented reflect the linguistic practices specific to a limited number of Ingush and Tatar families in the Akmola Region of Kazakhstan. The patterns observed, while indicative of broader trends, require further validation across different regions and ethnic communities. The current findings should not be overgeneralized without acknowledging local variation in language attitudes, educational policies, and community support for heritage languages. For instance, in southern and western regions of Kazakhstan, where Kazakh often functions as the dominant language across family, educational, and social domains, the dynamics of language acquisition and use among ethnic minorities may differ significantly from those described in this study.

According to the research findings, unless deliberate efforts are done to promote multilingual development during the critical early years of language acquisition, the existing trend points to a continuous loss in linguistic diversity. Whether these languages continue to exist as dynamic communication systems or are reduced to symbolic roles in future generations may depend on the trends seen now.

## CONCLUSION

The obtained data testify to the pronounced dominance of the Russian language in all key spheres of a child's life. The Russian language performs the main socializing function, providing communicative cohesion both within the family and outside it – in educational institutions and among peers. It is the first language of the majority of children, is actively used by both parents, and also prevails in the language environment, which is confirmed by a high degree of speech exposure and a high level of proficiency.

Against this background, mother tongue of the Ingush and Tatar ethnic groups appear in a vulnerable position. Although most parents identify one of the ethnic languages as their mother tongue, children's actual command of it remains at a low level. In some cases, children do not speak their mother tongue at all. This indicates the lack of sustainable inter-generational transmission strategies and the risk of losing the mother tongue. Thus, we can speak of a trend of language shift in which the mother tongue is gradually being replaced by the more prestigious and socially dominant the Russian language.

The Kazakh language, despite its official status and presence in state institutions, is not rooted in everyday family communication. The use of the Kazakh language in the families of the study sample is fragmentary and does not form a stable language environment. Children demonstrate poor command of the Kazakh language, and exposure to it in the family and home context is limited.

The study emphasizes the need to develop comprehensive strategies to support heritage language maintenance and Kazakh language acquisition in multi-ethnic families, particularly in the Akmola region of Kazakhstan. Policy makers and educators should take into account real-life language practices in families and communities rather than relying solely on formal language policy goals. Future efforts should aim to integrate the Kazakh language and heritage languages into early childhood programmes, strengthen the availability of multilingual educational resources, and encourage intergenerational language transmission through culturally sensitive interventions. Further longitudinal and mixed-method studies are essential to track the dynamics of language shift and to evaluate the impact of policy and community initiatives.



## REFERENCES

- 1 Yeskeldiyeva, B. and Tazhibayeva, S. (2015) “Multilingualism in Modern Kazakhstan: New Challenges”, *Asian Social Science*, vol. 11, no. 6, pp. 56-64. Available at: <https://www.ccsenet.org/journal/index.php/ass/article/view/45373> (accessed 05.03.2025).
- 2 Gazdiyeva, B. (2012) *Ingushskiy yazyk v Kazakhstane: funktsionirovanie v usloviyakh diaspory* [The Ingush language in Kazakhstan: Functioning in diaspora conditions], Saarbrücken: LAP Lambert Academic Publishing, 176 p. ISBN 978-3-659-41374-2.
- 3 Fishman, J.A. (1991) *Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages*, Clevedon: Multilingual Matters, 412 p. Available at: <https://libros.kichwa.net/wp-content/uploads/2020/07/reversing-language-shift-Josua-Fishman.pdf> (accessed 05.03.2025).
- 4 Spolsky, B. (2012) “Family language policy – the critical domain”, *Journal of Multilingual and Multicultural Development*, vol. 33, no. 1, pp. 3-11. <https://doi.org/10.1080/01434632.2011.638072>.
- 5 Finders, J., Wilson, E. and Duncan, R. (2023) “Early childhood education language environments: Considerations for research and practice”, *Frontiers in Psychology*, vol. 14, article no. 1202819. <https://doi.org/10.3389/fpsyg.2023.1202819>.
- 6 Nikunlassi, A. and Protasova, E. (2018) “Kak svyazany mnogoyazychiye i semya?”, in Nikunlassi, A. and Protasova, E. (eds) *Mnogoyazychiye i semya*, Berlin: Retorika GmbH, pp. 4–6. Available at: [https://kpfu.ru/staff\\_files/F1257950101/Pr2\\_001\\_071\\_a.pdf](https://kpfu.ru/staff_files/F1257950101/Pr2_001_071_a.pdf) (accessed 05.03.2025).
- 7 Ochs, E. and Schieffelin, B. (2001) “Language acquisition and socialization: Three developmental stories and their implications”, *ResearchGate*. Available at: <https://www.researchgate.net/publication/284342576> (accessed 20.03.2025).
- 8 Wong, S. and Hatoss, A. (2024) “Intergenerational transmission and family language policy: A comparative perspective”, *Journal of Language and Intercultural Communication*, vol. 24, no. 2, pp. 112-129. <https://doi.org/10.1080/14664208.2024.2341203>.
- 9 Festman, J., Poarch, G.J. and Dewaele, J.-M. (2017) *Raising Multilingual Children*, Bristol: Multilingual Matters, 160 p. (Parents’ and Teachers’ Guides; vol. 23). ISBN 978-1-78309-756-2.
- 10 Utegenova, A., Kassenova, D. and Bekturova, Z. (2024) “English as a global language and identity negotiation in Kazakhstan”, *Asian Englishes*, vol. 26, no. 1, pp. 65-78. <https://doi.org/10.17507/tpls.1402.10>.
- 11 Zharkynbekova, Sh.K., Tazhibayeva, S.Zh. and Filchenko, A.U. (2025) “Problems of Preserving the Kazakh Language in China: Threats of Extinction and Ways of Solution”, *Journal of Siberian Federal University – Humanities and Social Sciences*, vol. 18, no. 3, pp. 502-515. EDN: DOAOGQ.
- 12 Suleimenova, E.D., Tuimebayev, Zh.K. and Aimagambetova, M.M. (2024) “Fenomen ‘gadkogo utyonka’: vybor yazyka v bilingval'noy kazakhskoy sem'e”, *Zhurnal Sibirskogo federal'nogo universiteta. Gumanitarnye nauki*, vol. 17, no. 1, pp. 197-208. EDN: UVOGNW.
- 13 Roy, M. (2023) “Language shift and heritage language maintenance among immigrant families: Evidence from bilingual households in Canada”, *Journal of Multilingual and Multicultural Development*, vol.44, no.1, pp.45-61. <https://doi.org/10.1080/01434632.2022.2050800>
- 14 Wu, X. and Li, J. (2020) “Family language policies and the shift from dialect to Mandarin in urban China”, *Applied Linguistics*, vol. 41, no. 5, pp. 678-699. <https://doi.org/10.1093/applin/amz046>.
- 15 Baimyrza, G., Tuleuova, A. and Zhaksylykova, G. (2024) “Linguistic identity and language shift among youth in Kazakhstan”, *Eurasian Linguistic Journal*, vol. 5, no. 1, pp. 19-35. <https://doi.org/10.30564/fls.v6i5.6878>.

## Отбасылық тілдік тәжірибе және ұрпақаралық тіл ауысымы: Қазақстанның Ақмола облысының мысалы

Б. Газдиева<sup>1</sup>, И. Михневич<sup>1</sup>, М. Тавлуй<sup>1</sup>

<sup>1</sup>Ш. Уәлиханов атындағы Көкшетау мемлекеттік университеті, Көкшетау, 020000, Қазақстан Республикасы

*Көпэтносты қоғамдарда балалардың тілдік әлеуметтенуі ерекше маңызды, әсіресе сөйлеудің бастапқы даму кезеңдерінде. Бұл жағдайлық зерттеу Ақмола облысында тұратын ингуш және татар балаларының отбасылық тілдік тәжірибелері (FLP) мен тіл ауысу үдерістерін талдауға арналған. Зерттеудің мақсаты – мектепке дейінгі және бастауыш сынып оқушыларының ана тілі, орыс, қазақ және шет тілдеріндегі меңгеру деңгейін бағалау, сондай-ақ көптілді ортадағы ұрпақаралық тілдік трансмиссияның динамикасын анықтау. 28 сұрақтан тұратын құрылымдалған сауалнама 43 ата-анаға жүргізілді. Сауалнама тілдік мінез-құлық, тілдік ортаға әсер ету дәрежесі және сөйлеудің басталу жасына бағытталған.*

*Зерттеу нәтижелері балалардың барлық қарым-қатынас салаларында – отбасында, білім беру мекемелерінде және құрдастарымен қарым-қатынаста – орыс тілінің үстемдігін көрсетеді. Ал ана тілінің ұрпақтан-ұрпаққа берілуі шектеулі, қазақ және шет тілдері балалардың күнделікті тілдік тәжірибесінде шеткері орын алады. Зерттеу тілдік әлеуметтену (Ochs & Schieffelin) және тіл ауысу (Fishman) теориялық негіздеріне сүйенеді. Зерттеудің географиялық ауқымының шектеулілігі мен іріктеме көлемінің салыстырмалы аздығына қарамастан, ол тіл саясаты мен көптілділікті дамыту мәселелеріне қатысты маңызды үрдістерді көрсетеді. Нәтижелер азшылық этникалық топтарда тілдік ауысудың алдын алу үшін ана тілі мен қазақ тілін отбасылық және институционалдық деңгейде қолдаудың қажеттілігін айқындайды.*

*Кілт сөздер: көптілділік, тілдік әлеуметтену, балалардың сөзі, ана тілі, ұрпақаралық жалғасым, отбасылық тілдік практика (ОТП), тілдік ығысу, басым тіл.*

### ӘДЕБИЕТТЕР ТІЗІМІ

- 1 Yeskeldiyeva B., Tazhibayeva S. “Multilingualism in Modern Kazakhstan: New Challenges” // *Asian Social Science*, 2015. – vol. 11. – no. 6. – pp. 56-64. Available at: <https://www.ccsenet.org/journal/index.php/ass/article/view/45373> (accessed 05.03.2025).
- 2 Gazdiyeva B. Қазақстандағы ингуш тілі: диаспора жағдайында қызмет етуі. – Saarbrücken: LAP Lambert Academic Publishing, 2012. – 176 б. ISBN 978-3-659-41374-2.
- 3 Fishman J.A. *Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages*. – Clevedon: Multilingual Matters, 1991. – 412 p. Available at: <https://libros.kichwa.net/wp-content/uploads/2020/07/reversing-language-shift-Josua-Fishman.pdf> (accessed 05.03.2025).
- 4 Spolsky B. “Family language policy – the critical domain” // *Journal of Multilingual and Multicultural Development*, 2012. – vol. 33, no. 1. – pp. 3-11. <https://doi.org/10.1080/01434632.2011.638072>
- 5 Finders J., Wilson E. and Duncan R. “Early childhood education language environments: Considerations for research and practice”. / *Frontiers in Psychology*, 2023. – vol. 14. – article no. 1202819. <https://doi.org/10.3389/fpsyg.2023.1202819>.
- 6 Nikunlassi A., Protasova E. “Kak svyazany mnogoyazychiye i semya?” / Nikunlassi A., Protasova E. (eds) *Mnogoyazychiye i semya*, Berlin: Retorika GmbH, 2018. – pp. 4-6. Available at: [https://kpfu.ru/staff\\_files/F1257950101/Pr2\\_001\\_071\\_a.pdf](https://kpfu.ru/staff_files/F1257950101/Pr2_001_071_a.pdf) (accessed 05.03.2025).
- 7 Ochs E., Schieffelin B. “Language acquisition and socialization: Three developmental stories and their implications” / *ResearchGate*, 2001. Available at: <https://www.researchgate.net/publication/284342576> (accessed 20.03.2025).

- 8 Wong S., Hatoss A. “Intergenerational transmission and family language policy: A comparative perspective” // Journal of Language and Intercultural Communication, 2024. – vol. 24. – no. 2. – pp. 112-129. <https://doi.org/10.1080/14664208.2024.2341203>.
- 9 Festman J., Poarch G.J., Dewaele J.-M. Raising multilingual children / J. Festman, G.J. Poarch, J.-M. Dewaele. – Bristol: Multilingual Matters, 2017. – 160 p (Parents’ and Teachers’ Guides; vol. 23). ISBN 978-1-78309-756-2.
- 10 Utegenova A., Kassenova D., Bekturova Z. “English as a global language and identity negotiation in Kazakhstan” // Asian Englishes, 2024. – vol. 26. – no. 1. – pp. 65-78. <https://doi.org/10.17507/tpls.1402.10>
- 11 Zharkynbekova Sh.K., Tazhibayeva S.Zh., Filchenko, A.U. “Problems of Preserving the Kazakh Language in China: Threats of Extinction and Ways of Solution” // Journal of Siberian Federal University – Humanities and Social Sciences, 2025. – vol. 18. – no. 3. – pp. 502-515. EDN: DOAOGQ.
- 12 Сулейменова Э.Д., Туймебаев Ж.К., Аймагамбетова М.М. «Сұрықсыз үйрек балапаны» феномені: қазақ отбасындағы билингвизм жағдайында тіл таңдауы» // Сібір федералды университетінің гуманитарлық ғылымдар журналы, 17 т. – №1. – б. 197-208. EDN: UVOGNW.
- 13 Roy M. “Language shift and heritage language maintenance among immigrant families: Evidence from bilingual households in Canada” // Journal of Multilingual and Multicultural Development, 2023. – vol.44. – no.1. – pp.45-61. <https://doi.org/10.1080/01434632.2022.2050800>.
- 14 Wu X., Li J. “Family language policies and the shift from dialect to Mandarin in urban China” // Applied Linguistics, 2020. – vol. 41. – no. 5. – pp. 678-699. <https://doi.org/10.1093/applin/amz046>.
- 15 Baimyrza G., Tuleuova, A., Zhaksylykova G. “Linguistic identity and language shift among youth in Kazakhstan” // Eurasian Linguistic Journal, 2024. – vol. 5. – no. 1. – pp. 19-35. <https://doi.org/10.30564/fls.v6i5.6878>.

Материал 01.04.2025 баспаға түсті

### **Семейные языковые практики и межпоколенческий языковой сдвиг: кейс Акмолинской области Казахстана**

Б. Газдиева<sup>1</sup>, И. Михневич<sup>1</sup>, М. Тавлуй<sup>1</sup>

<sup>1</sup>Кокшетауский университет им. Ш.Уалиханова, Кокшетау, 020000, Республика Казахстан

*Языковая социализация детей в многоэтнических обществах имеет особую значимость, особенно на ранних этапах речевого развития. Данное кейс-исследование посвящено анализу семейных языковых практик (FLP) и закономерностей языкового сдвига среди ингушских и татарских детей, проживающих в Акмолинской области Казахстана. Целью исследования является оценка уровня владения родным языком, русским, казахским и иностранными языками у детей дошкольного и младшего школьного возраста, а также выявление динамики межпоколенческой языковой трансмиссии в условиях многоязычной среды. В рамках исследования был проведён структурированный опрос, включающий 28 вопросов, среди 43 родителей. Опрос охватывал аспекты языкового поведения, степени языкового воздействия и возраста начала речевой активности.*

*Результаты показывают доминирование русского языка во всех сферах общения детей – в семье, образовательных учреждениях и в среде сверстников. В то же время межпоколенческая передача родного языка ограничена, а казахский и иностранные языки занимают маргинальное положение в повседневной языковой практике детей. Исследование опирается на теоретические рамки теории языковой социализации (О. Окс и Б. Шиффелин) и теории языкового сдвига (Д. Фишман). Несмотря на региональные ограничения и сравнительно небольшой объем выборки, исследование выявляет важные тенденции, имеющие значение для более широких дискуссий о языковой политике и развитии*

*многоязычия. Полученные данные подчеркивают необходимость поддержки как родного языка, так и казахского языка на уровне семьи и образовательных учреждений, чтобы предотвратить дальнейший языковой сдвиг в сообществах этнических меньшинств.*

*Ключевые слова: многоязычие, языковая социализация, детская речь, родной язык, межпоколенческая передача, семейная языковая практика (СЯП), языковой сдвиг, доминирующий язык.*

## СПИСОК ЛИТЕРАТУРЫ

- 1 Yeskeldiyeva B., Tazhibayeva S. “Multilingualism in Modern Kazakhstan: New Challenges” // *Asian Social Science*, 2015. – vol. 11. – no. 6. – pp. 56-64. Available at: <https://www.ccsenet.org/journal/index.php/ass/article/view/45373> (accessed 05.03.2025).
- 2 Газдиева Б. Ингушский язык в Казахстане: функционирование в условиях диаспоры. – Saarbrücken: LAP Lambert Academic Publishing, 2012. – 176 с. ISBN 978-3-659-41374-2.
- 3 Fishman J.A. *Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages*. – Clevedon: Multilingual Matters, 1991. – 412 p. Available at: <https://libros.kichwa.net/wp-content/uploads/2020/07/reversing-language-shift-Josua-Fishman.pdf> (accessed 05.03.2025).
- 4 Spolsky B. “Family language policy – the critical domain” // *Journal of Multilingual and Multicultural Development*, 2012. – vol. 33, no. 1. – pp. 3-11. <https://doi.org/10.1080/01434632.2011.638072>
- 5 Finders J., Wilson E. and Duncan R. “Early childhood education language environments: Considerations for research and practice”. / *Frontiers in Psychology*, 2023. – vol. 14. – article no. 1202819. <https://doi.org/10.3389/fpsyg.2023.1202819>.
- 6 Nikunlassi A., Protasova E. “Kak svyazany mnogoyazychiye i semya?” / Nikunlassi A., Protasova E. (eds) *Mnogoyazychiye i semya*, Berlin: Retorika GmbH, 2018. – pp. 4-6. Available at: [https://kpfu.ru/staff\\_files/F1257950101/Pr2\\_001\\_071\\_a.pdf](https://kpfu.ru/staff_files/F1257950101/Pr2_001_071_a.pdf) (accessed 05.03.2025).
- 7 Ochs E., Schieffelin B. “Language acquisition and socialization: Three developmental stories and their implications” / *ResearchGate*, 2001. Available at: <https://www.researchgate.net/publication/284342576> (accessed 20.03.2025).
- 8 Wong S., Hatoss A. “Intergenerational transmission and family language policy: A comparative perspective” // *Journal of Language and Intercultural Communication*, 2024. – vol. 24. – no. 2. – pp. 112-129. <https://doi.org/10.1080/14664208.2024.2341203>.
- 9 Festman J., Poarch G.J., Dewaele J.-M. *Raising multilingual children* / J. Festman, G.J. Poarch, J.-M. Dewaele. – Bristol: Multilingual Matters, 2017. – 160 p (Parents’ and Teachers’ Guides; vol. 23). ISBN 978-1-78309-756-2.
- 10 Utegenova A., Kassenova D., Bekturova Z. “English as a global language and identity negotiation in Kazakhstan” // *Asian Englishes*, 2024. – vol. 26. – no. 1. – pp. 65-78. <https://doi.org/10.17507/tpls.1402.10>
- 11 Zharkynbekova Sh.K., Tazhibayeva S.Zh., Filchenko, A.U. “Problems of Preserving the Kazakh Language in China: Threats of Extinction and Ways of Solution” // *Journal of Siberian Federal University – Humanities and Social Sciences*, 2025. – vol. 18. – no. 3. – pp. 502-515. EDN: DOAOGQ.
- 12 Сулейменова Э.Д., Туймебаев Ж.К., Аймагамбетова М.М. «Сұрықсыз үйрек балапаны» феномені: қазақ отбасындағы билингвизм жағдайында тіл таңдауы // *Сібір федералды университетінің гуманитарлық ғылымдар журналы*, 17 т. – №1. – б. 197-208. EDN: UVOGNW.
- 13 Roy M. “Language shift and heritage language maintenance among immigrant families: Evidence from bilingual households in Canada” // *Journal of Multilingual and Multicultural Development*, 2023. – vol.44. – no.1. – pp.45-61. <https://doi.org/10.1080/01434632.2022.2050800>.

14 Wu X., Li J. “Family language policies and the shift from dialect to Mandarin in urban China” // Applied Linguistics, 2020. – vol. 41. – no. 5. – pp. 678-699.  
<https://doi.org/10.1093/applin/amz046>.

15 Baimyrza G., Tuleuova, A., Zhaksylykova G. “Linguistic identity and language shift among youth in Kazakhstan” // Eurasian Linguistic Journal, 2024. – vol. 5. – no. 1. – pp. 19-35.  
<https://doi.org/10.30564/fls.v6i5.6878>.

Материал поступил в редакцию журнала 01.04.2025

МҒТАР 16.01.09

DOI: [10.59102/kufil/2025/iss2pp63-76](https://doi.org/10.59102/kufil/2025/iss2pp63-76)

**К.Б. Дуйсенова<sup>1</sup>, А.Е. Сарбасова<sup>1</sup>, Е.В. Алешинская<sup>2</sup>**

<sup>1</sup>Қ.Жұбанов атындағы Ақтөбе өңірлік университеті, Ақтөбе, 030000, Қазақстан

<sup>2</sup>Ұлттық зерттеу ядролық университеті, Мәскеу, 115409, Ресей Федерациясы

## **ҚАЗАҚ, АҒЫЛШЫН, ҚЫТАЙ ПАРЕМИЯЛАРЫНДАҒЫ ҚАЙЫН ЕНЕ МЕН КЕЛІН ҚАРЫМ-ҚАТЫНАСЫНЫҢ ЛИНГВОМӘДЕНИ АСПЕКТІСІ**

*Қазіргі әлемде әртүрлі халықтардың тілдері мен мәдениетін зерттеу ерекше маңызға ие. Мәдениеттің маңызды аспектілерінің бірі - отбасы мен қоғамдағы адамдар арасындағы қарым-қатынастың ерекшеліктерін көрсететін отбасы концептісі. Мақалада туыс емес тілдер, яғни қазақ, ағылшын, қытай паремияларының лингвомәдени қыры, оның ішінде қазіргі қоғамдағы өзекті мәселелердің бірі қайын ене мен келін арасындағы қарым-қатынасы зерделенді. Мақаланың өзектілігі бірнеше тілдегі отбасылық қатынас тақырыбындағы мақал-мәтелдерді салғастыра зерттеу болып табылады. Тіл білімінің этимологиялық әдісі арқылы үш тілдегі «ене», «келін» ұғымдарының мәні ашылды. Автор ағылшын және қытай лингвистикалық дәстүрін қазақ мәдениетімен отбасылық қатынастар аясында салғастырмалы, семантикалық талдау арқылы бірқатар ұқсастықтар мен айырмашылықтарды анықтады. Лингвомәдениеттанымдық талдау үш тілдегі паремияларда ене мен келін қарым-қатынасының жағымды, жағымсыз компоненттерін айқындады. Зерттеудің жаңашылдығы қазақ тіл біліміндегі лингвомәдениеттану аясында қазақ, ағылшын, қытай паремиялогиясы бойынша тың тақырыптың қозғалуында. Зерттеу нәтижелері лингвистер, мәдениет зерттеушілері және мәдениетаралық қатысым саласындағы мамандар үшін пайдалы болуы мүмкін.*

*Кілт сөздер: паремия, отбасылық қатынастар, қайын ене, келін, лингвомәдениет.*

### **НЕГІЗГІ ЕРЕЖЕЛЕР**

Тіл жүйесінің ең бай экспрессивті қабаты мақал-мәтелдерде ғасырлар бойы дүние жүзі халықтарының өмір салты, әдет-ғұрыптары туралы халық тұжырымдары сақталған. Паремиялогияны кешенді көзқарасты қамтитын объектінің ерекше сипатына байланысты қазіргі тіл білімінің бірқатар филологиялық пәндерінің (фольклористика, фразеология, мәтін теориясы, тұжырым синтаксисі, лингвистикалық прагматика, лингвомәдениеттану, лингвокогнитология) түйіскен жері деп атауға болады. Қазіргі уақытта бұл ғылыми салада көптеген зерттеулер жүргізілуде, бірақ «паремия» ұғымының нақты анықтамасы жоқ. Оның мәнін дәлірек түсіну үшін ұғымның этимологиясын қарастырайық. «Паремия» гректің «пароemia» сөзінен шыққан, «астарлы әңгіме» (притча) дегенді білдіреді. Сөздің шығу тегінің библиологиялық нұсқасына сәйкес, ол бастапқыда христиандық діни мәтіндерден астарлы әңгіменің үзіндісін білдірген. Бұл астарлы әңгіме тұспалданған сипатта беріліп,