KAZAKH YOUTH AND PUBLIC SPEAKING

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Abstract

The main purpose of the paper is to identify, generalize the attitudes of Kazakh youth to the oral speech by analyzing the results of a survey organized to determine the extent to which modern Kazakh youth uses their native language – the Kazakh language at the domestic and professional level, how it is used for communication, education purposes, what is the quality of speech in front of the public audience.

For this purpose, a survey of Kazakh youth aged 18 to 22 years studying at Nazarbayev University and Suleyman Demirel University was conducted, which determines the purpose and level of use of Kazakh, Russian and English languages, their attitude to the public speaking of public personalities who speak Kazakh at a high level and their desire to improve the quality of their languages. Moreover, quantitative and qualitative analysis of the survey results has been carried out. The paper describes the process and results of this survey, summarizes the results of the research.

Keywords: *survey, Kazakh language, public speaking, student, Kazakhstan, oratorical speech, oral language*

1. INTRODUCTION

The Republic of Kazakhstan is the ninth largest country in the world in terms of land area. It borders Russia to the north and west, China to the east, and Kyrgyzstan, Uzbekistan, and Turkmenistan to the south. The population of Kazakhstan exceeds 18 million people. Today, representatives of 130 ethnic groups live in this country. According to the national census for 2009, the national composition of Kazakhstan's society is as follows: Kazakhs – 63.07%, Russians – 23.70%, Uzbeks – 2.85%, Ukrainians – 2.08%, Uyghurs – 1.40%, Tatars – 1.28%, Germans - 1.11%, other nationalities-4.51%.

The Republic of Kazakhstan is a unitary state with the presidential system of government. Independence was declared on December 16, 1991. Before that, it was part of the USSR. The official language is Kazakh. Russian has the status of the language of interethnic communication [1].

In 2007, the First President of the Republic of Kazakhstan N. A. Nazarbayev proposed to use and introduce three languages (Kazakh, Russian, English) in Kazakhstan in the cultural project "Trinity of Languages" [2]. Thus, Kazakh is the state language, Russian is the language of interethnic relations, and English is the language that serves as Kazakhstan's integration into the world economy and community.

On June 29, 2011, by the decree of the first president of the Republic of Kazakhstan, the state program for the development and functioning of languages in the Republic of Kazakhstan for 2011-2020 was approved. This program provides for an increase in the population number who speaks three languages (Kazakh, Russian and English) [3]. The program's main goal is a harmonious language policy that ensures the wide functioning of the state language as the most important factor in strengthening the unity of the nation while preserving the languages of all ethnic groups living in Kazakhstan. The responsible organisation for the development of the program is the Ministry of Culture of the Republic of Kazakhstan. In order to implement this program, in the current days, universities and schools of secondary education have been established in the country with Kazakh, Russian, and English as the language of instruction. In total, there are 7,429 schools in Kazakhstan. The number of students is 3.4

million. The number of higher education institutions is 129, the number of students in them is 605,798 [4]. To answer the question of the language of instruction of these educational institutions, the following information from the official website of the Agency for Strategic planning and reforms of the Republic of Kazakhstan Bureau of National statistics has been obtained [5].

Number of schools with the language of instruction:

Kazakh: 3792, number of students: 1 458 433.

Russian: 1305, number of students: 403 927.

Uzbek: 12, number of students: 8,333

the Uyghur language: 11, number of students: 6,223

Number of mixed schools: 2271, including the number of students with Kazakh language of instruction: 724,735; Russian: 644,106; Uzbek: 76,166; Uyghur: 9,740; Tajik: 3,731; English: 853; French: 10.

In other languages: 4, number of students: 1,526. all these are data for 2019. Unfortunately, such statistics on the language of instruction in higher education institutions are not provided on this website. It should also be taken into account that while obtaining the above statistics, the nationality of students is not requested.

So, at present, despite the large number of young people studying in Kazakh schools and educational institutions, the spoken language of young people, especially urban, mainly Russian, communicates with each other in Russian or with adding Russian words. However, young people living in the countryside often cannot speak Russian and write with mistakes in Russian. They have a good command of the Kazakh language. Most of these young people come from the village to the city to study or in search of work. Thus, they also start speaking in the polluted language of urban youth. So, we purposefully took students studying at Nazarbayev University and Suleiman Demirel University to see how they respect the state language and what processes are taking place in the orthoepy of young people, whom people have great hopes for the future of the country.

2. MATERIALS AND METHODS

2.1. Materials

The research work was based on an online survey. First, permission was obtained from the Ethics Committee of Nazarbayev University. Following the requirements of the Ethics Committee, all members of the research team took the CITI course.

The survey was taken in an online format on the Qualtrics platform. The survey involved undergraduate students from NU and SDU universities. Because in these universities, the language of study is in English, so can be observed the manifestation of different language contacts between students. These universities have been considered as a platform where vivid examples of identifying the linguistic, non-linguistic causes of positive and negative processes observed in the Kazakh language can be found in students. It can be said that the reason for the involvement of young people studying at universities in the survey is that all factors of formation of Kazakh speech culture (factors at the macro level: the style of speech, ideology, media, lifestyle, need for oral speech culture; factors at the micro-level: subculture, reference group, speech situation, education) are reflected in the speech of students.

The total number of students surveyed: 144; the age range includes 18-25 years old.

2.2. Methods

The purpose of the survey was to find out how often oral Kazakh language is used among students, their intentions and recommendations, identify Kazakh-speaking people, whom they imitate, and also predict moments, where students pay attention and prioritize the development of rhetoric. Respondents

of the survey are students from NU and SDU, which are some of the best universities in Kazakhstan, where mainly educated, elite multilingual youth study.

The survey consisted of 18 questions. It is considered that students answered the questions as truthfully as possible as the survey was anonymous. At first, they were asked where they study. This was necessary in order to compare the two educational institutions. Since the answer and attitude of the males and females to the problem is important, gender was also asked in the questionnaire. Since the birth and growth of young people in a city or village is a crucial factor in determining which language they use the most, this was the next question asked in the survey. The freely spoken language of young people was asked, and in order to identify it, the answers “Kazakh, Russian, English and others” were offered. At the same time, today, especially during the pandemic, social networks have become a platform for all people to spend most of their time, young people were asked what languages they write and speak on social networks.

While writing and speaking are productive speech actions, reading and listening are unproductive speech actions [6]. Therefore, it was also asked in which languages young people read and listen to information.

Young people were asked about their attitude to the current state of the Kazakh language, how they listen to the speech of people who speak the Kazakh language, including those whom they admire/imitate. While studying the oral Kazakh language, it is very important, to know young people's intentions and suggestions for improving the use of the Kazakh language. In this regard, information on this was also requested in the questionnaire.

105 undergraduate students from NU and 39 undergraduate students from SDU took part in the survey respectively. The largest percentage of participants from both universities are female students, 67 out of 105 NU students NU, and 29 out of 39 SDU students.

Following questions asked about the places where the students were born and grew up. As a result, it turned out that the majority of urban students took part in the survey for two universities. In particular, 85 students from NU, 20 students from SDU are urban, and the second place is taken by rural students, who are 12 NU students and 11 SDU students. The number of students who represent the district is 6 for NU students and 4 for SDU students. The others pointed to the answer "other": 2 students from NU and 4 students from SDU.

3. RESULTS

This section provides a quantitative and qualitative analysis of the research results. Quantitative results and qualitative conclusions are presented consistently for each category. To ensure data reliability, numerical data is also transmitted through tables.

“What language(s) do you speak fluently? 34.24% of NU students spoke Russian, 33.22% spoke English, 28.47% spoke Kazakh, and 4.07% spoke another language. Among SDU students, 31.19% showed the same percentage of students who are fluent in Kazakh and Russian, 25.69%-English, 11.93%-other languages.

Table 1. Response of Nazarbayev University students

#	Answer	%	Count
1	Kazakh	28.47%	84
2	Russian	34.24%	101
3	English	33.22%	98
4	Other	4.07%	12
	Total	100%	295

Table 2. Response of Suleyman Demirel University students

#	Answer	%	Count
1	Kazakh	31.19%	34
2	Russian	31.19%	34
3	English	25.69%	28
4	Other	11.93%	13
	Total	100%	109

"In what language do you most often write or speak on social networks?" 74.29% of NU students chose Russian, 13.33% - Kazakh, 11.43% - English, 0.95% - another language. The reponse of SDU students to this question is as follows: 46.15% indicated Kazakh and Russian on an equal basis, and 7.69% indicated English.

Table 3. Response of Nazarbayev University students

#	Answer	%	Count
1	Kazakh	13.33%	14
2	Russian	74.29%	78
3	English	11.43%	12
4	Other	0.95%	1
	Total	100%	105

Table 4. Response of Suleyman Demirel University students

#	Answer	%	Count
1	Kazakh	46.15%	18
2	Russian	46.15%	18
3	English	7.69%	3
4	Other	0.00%	0
	Total	100%	39

"In what language do you usually listen to or read newscasts?" 49.52% of NU students indicated that they listen to and read the information in English and Russian, 18.10% in Russian only, and 17.14% in Kazakh-Russian. At the same time, 8.57% indicated only English and 5.71% Kazakh-English. Only 0.95% of respondents indicated that they listen to or read information only in Kazakh.

According to the survey, the majority of SDU students receive information in the Kazakh and Russian languages, i.e. 33.33%. 23.08% read and listen in English and Russian, and 17.95% received information only in Russian. 15.38% of respondents received information only in Kazakh, 5.13% chose Kazakh-English and 2.56% chose English.

Table 5. Response of Nazarbayev University students

#	Answer	%	Count
1	Kazakh	0.95%	1
2	Russian	18.10%	19
3	English	8.57%	9
4	Alternately (kazakh-russian)	17.14%	18
5	Alternately (kazakh-english)	5.71%	6
6	Alternately (english-russian)	49.52%	52
7	I prefer not to answer	0.00%	0
	Total	100%	105

Table 6. Response of Suleyman Demirel University students

#	Answer	%	Count
1	Kazakh	15.38%	6
2	Russian	17.95%	7
3	English	2.56%	1
4	Alternately (kazakh-russian)	33.33%	13
5	Alternately (kazakh-english)	5.13%	2
6	Alternately (english-russian)	23.08%	9
7	I prefer not to answer	2.56%	1
	Total	100%	39

"How do you feel about the current state of the Kazakh language?" 40% of NU students replied "Let's consider how to improve the situation", which is the highest percentage, and the response "It is necessary to raise the prestige of the Kazakh language" was 38.10%. Those who replied "I am worried" was 10.48%, and the answer "I don't care" was 9.52% respectively. The remaining 1,90% preferred not to answer to the question.

As for the answer to this question of SDU students, 52.63% said that "It is necessary to raise the prestige of the Kazakh language". 34.21% chose the answer "Let's consider how to improve the situation". Those who chose "I'm worried" and "I prefer not to answer" showed the same 5.26%. The response "I don't care" showed the lowest indicator at 2.63%.

Table 7. Response of Nazarbayev University students

#	Answer	%	Count
1	I don't care	9.52%	10
2	I am worried	10.48%	11
3	It is necessary to raise the prestige of the Kazakh language	38.10%	40
4	Let's consider how to improve the situation	40.00%	42

5	I prefer not to answer	1.90%	2
	Total	100%	105

Table 8. Response of Suleyman Demirel University students

#	Answer	%	Count
1	I don't care	2.63%	1
2	I am worried	5.26%	2
3	It is necessary to raise the prestige of the Kazakh language	52.63%	20
4	Let's consider how to improve the situation	34.21%	13
5	I prefer not to answer	5.26%	2
	Total	100%	38

"Are you interested in those who speak Kazakh well?" 68.57% of NU students indicated that they were interested, 16.19% replied "I didn't pay attention" and 13.33% was for the answer "I am not interested". 1.90% of them preferred not to answer.

73.68% of SDU students were interested in this question, while the percentage of those who chose the response " I didn't pay attention" and " I am not interested" showed the same 4%. Those who said "I preferred not to answer" were 2%. No one from both universities chose the response "I think there are no good speakers"

Table 9. Response of Nazarbayev University students

#	Answer	%	Count
1	I didn't pay attention	16.19%	17
2	I am not interested	13.33%	14
3	I am interested	68.57%	72
4	I think there are no good speakers	0.00%	0
5	I prefer not to answer	1.90%	2
	Total	100%	105

Table 10. Response of Suleyman Demirel University students

#	Answer	%	Count
1	I didn't pay attention	10.53%	4
2	I am not interested	10.53%	4
3	I am interested	73.68%	28
4	I think there are no good speakers	0.00%	0
5	I prefer not to answer	5.26%	2
	Total	100%	38

"*Do you want to improve your Kazakh language?*" 44.76% of NU students answered "I speak well" and 37.14% chose "I don't know how to improve it". 7.62% of students replied "I think it is not necessary", and 6.67% preferred not to answer. The rate of those who chose the answer "This is enough" was 3.81%.

As for the answers of SDU students, the majority chose the answer "I speak well", which was 68.42%. The percentage of students who indicated "I don't know how to improve it" was 21.05%. Those in the categories of "This is enough" and "I think it is not necessary" showed 5.26%.

Table 11. Response of Nazarbayev University students

#	Answer	%	Count
1	This is enough	3.81%	4
2	I think it is not necessary	7.62%	8
3	I speak well	44.76%	47
4	I don't know how to improve it	37.14%	39
5	I prefer not to answer	6.67%	7
	Total	100%	105

Table 12. Response of Suleyman Demirel University students

#	Answer	%	Count
1	This is enough	5.26%	2
2	I think it is not necessary	5.26%	2
3	I speak well	68.42%	26
4	I don't know how to improve it	21.05%	8
5	I prefer not to answer	0.00%	0
	Total	100%	38

"Do you listen carefully to people who speak Kazakh?" responses of NU students to the question provide the following indicators: 65.71% - "I listen to the end", 12.38% - "I prefer not to answer", 10.48% "I want to listen, but I don't understand major part", 6.67% "Not enough patience", 4.76% "I did not meet good speakers".

Indicators of SDU students' responses are: 64,86% " I listen to the end ", " Not enough patience" and "I prefer not to answer" have shown same percentage, which is 13,51%, 5,41% of students replied " I did not meet good speakers ", and 2,71% replied " I want to listen, but I don't understand major part".

Table 13. Response of Nazarbayev University students

#	Answer	%	Count
1	I listen to the end	65.71%	69
2	Not enough patience	6.67%	7
3	I want to listen, but I don't understand major part	10.48%	11
4	I did not meet good speakers	4.76%	5
5	I prefer not to answer	12.38%	13
	Total	100%	105

Table 14. Response of Suleyman Demirel University students

#	Answer	%	Count
1	I listen to the end	64.86%	24
2	Not enough patience	13.51%	5
3	I want to listen, but I don't understand major part	2.70%	1
4	I did not meet good speakers	5.41%	2
5	I prefer not to answer	13.51%	5
	Total	100%	37

"*What do you dislike from the speech of modern Kazakh speakers? If there are several things you don't like, list each one.*" The answers of both university students to this question are as follows:

Among NU students, 26.78% chose the phrase "Speaks wearily" and 21.86% indicated "Speaks incorrectly". There were many who chose the answer "Speaks incomprehensibly", which was 16.94%. The indicators for answers "Another" shows 13.11%, "Speaks for a long time" was 10.93%, and for "No logic" was 10.38%.

Among SDU students, 27.78% of respondents answered "Speaks incorrectly" and which provides the highest rate. 26.39% chose the phrase "Speaks wearily". Then 13.89% answered "Speaks for a long time" and 13.88% chose Speaks incomprehensibly. Responses "Another" are answered by 11.11%, "No logic" was 6.94%.

Table 15. Response of Nazarbayev University students

#	Answer	%	Count
1	Speaks for a long time	10.93%	20
2	No logic	10.38%	19
3	Speaks incorrectly	21.86%	40
4	Speaks incomprehensibly	16.94%	31
5	Speaks wearily	26.78%	49
6	Another	13.11%	24
	Total	100%	183

Table 16. Response of Suleyman Demirel University students

#	Answer	%	Count
1	Speaks for a long time	13.89%	10
2	No logic	6.94%	5
3	Speaks incorrectly	27.78%	20
4	Speaks incomprehensibly	13.89%	10
5	Speaks wearily	26.39%	19
6	Another	11.11%	8
	Total	100%	72

"Are there any public figures, "stars" that you imitate? If so, please write their names." Following are responses of NU students to this question:

The number of those who replied "No" was fourteen students.

Those who wrote "I do not imitate anyone" are three students. The rest of the students specified the names of the people they imitated. There could not be found the name of the person or star that many students imitate. A maximum of four students named the world-famous singer Dimash Kudaibergen. Then two students wrote businessman Margulan Seisenbayev.

The number of SDU students to this question, who indicated "No" is four. One student replied, "I do not imitate anyone". Others provided the names of their admired personalities. Likewise NU students, three SDU students showed that they admire Dimash Kudaibergen.

"Are there any politicians, public figures, artists who can be role models for you in the Kazakh language? If so, please write their names." to this question ten students from NU and one student from SDU replied "No". The following names were written for role models: singer Dimash Kudaibergenov was written by 5 students. President Kassym-Zhomart Tokayev was nominated by 3 students, poet Mukhtar Shakhanov was chosen by 2 students, journalist Timur Balymbetov by 2 students, businessman Margulan Seisenbay by 2 students, "Group 91" by 2 students.

For SDU students role models were: poet Mukhtar Shakhanov for 3 students, politician Bekbolat Tleukhan for 3 students, singer Karakat Abildina for 2 students. The rest are named by one. They are journalists, singers, businessmen, writers, etc.

"What do you like about the speech of these people?" the answer of NU students to this question was as follows:

24.87% of respondents chose the answer "Speaks clearly", followed by 20.30% "Speaks real Kazakh". 14.72% of students replied "Tone of voice is good", and 13.20% specified "Speaks oratorical". 11.17% indicated that they like the "Intonation". 9.14% replied "other" and 6.60% was for the answer "Doesn't tire you by long speech".

The highest percentage of SDU students answered "Speak clearly" with 26.09%. The next place was taken by 17.39% with the answer "Speaks real Kazakh". 16.30% said they liked the "Intonation", and 14.13% chose "Speaks oratorical". The percentage of those who replied "Tone of voice is good" was 13.04%, those who chose "Doesn't tire you by long speech" was 8.70%, those who chose the answer "Other" was 4.35%.

Table 17. Response of Nazarbayev University students

#	Answer	%	Count
1	Speaks oratorical	13.20%	26
2	Speaks clearly	24.87%	49
3	Speaks real Kazakh	20.30%	40
4	Intonation	11.17%	22
5	Tone of voice is good	14.72%	29
6	Doesn't tire you by long speech	6.60%	13
7	Other	9.14%	18
	Total	100%	197

Table 18. Response of Suleyman Demirel University students

#	Answer	%	Count
1	Speaks oratorical	14.13%	13
2	Speaks clearly	26.09%	24
3	Speaks real Kazakh	17.39%	16
4	Intonation	16.30%	15
5	Tone of voice is good	13.04%	12
6	Doesn't tire you by long speech	8.70%	8
7	Other	4.35%	4
	Total	100%	92

To the question "*Is there a role model in your community*", 62.14% of NU students replied "yes" and 27.18% replied "no". 10.68% of them preferred not to answer.

88.89% of SDU students answered "yes" and 5.56% answered "no". 5.56% of students preferred not to answer.

Table 19. Response of Nazarbayev University students

#	Answer	%	Count
1	Yes	62.14%	64
2	No	27.18%	28
3	I prefer not to answer	10.68%	11
	Total	100%	103

Table 20. Response of Suleyman Demirel University students

#	Answer	%	Count
1	Yes	88.89%	32
2	No	5.56%	2
3	I prefer not to answer	5.56%	2
	Total	100%	36

"What is the most difficult thing for you in oral communication with people?", to this question the majority of NU students replied that "To convey the idea fully and correctly", which was 56.86%. 17.65% chose "To start a conversation" and 11.76% chose "To sustain a conversation". The remaining 13.73% answered Other". Most of the students of SDU also responded "To convey the idea fully and correctly", their percentage was 33.33%. However, 27.78% chose the answer "other". 22.22% indicated "To start a conversation", 16.67% "To sustain a conversation".

Table 21. Response of Nazarbayev University students

#	Answer	%	Count
1	To start a conversation	17.65%	18
2	To sustain a conversation	11.76%	12
3	To convey the idea fully and correctly	56.86%	58
4	Other	13.73%	14
	Total	100%	102

Table 22. Response of Suleyman Demirel University students

#	Answer	%	Count
1	To start a conversation	22.22%	8
2	To sustain a conversation	16.67%	6
3	To convey the idea fully and correctly	33.33%	12
4	Other	27.78%	10
	Total	100%	36

To the question *"Describe your speaking skills (you can choose several options)",* responses of NU students are as follows: 39.84% specified that they speak fluently, 31.25% replied that they speak insecurely. 21.88% answered "I speak briefly", and 7.03% chose "Other".

72.09% of SDU students stated that they are fluent, while 13.95% indicated that they speak briefly. "I speak uncertainly" has been chosen by 9.30%, and 4.65% replied "other".

Table 23. Response of Nazarbayev University students

#	Answer	%	Count
1	I speak fluently	39.84%	51
2	I speak uncertainly	31.25%	40
3	I speak briefly	21.88%	28
4	Other	7.03%	9
	Total	100%	128

Table 24. Response of Suleyman Demirel University students

#	Answer	%	Count
1	I speak fluently	72.09%	31
2	I speak uncertainly	9.30%	4
3	I speak briefly	13.95%	6
4	Other	4.65%	2
	Total	100%	43

4. DISCUSSION

Currently, research on the language of Kazakh youth and the structural system of the oral language is conducted on a regular basis in every aspect. In particular, the works of Z. Beisenbayeqyzy "Fundamentals of the speech culture" [7], Z. Beisenbayeva "Culture of language" [8] provide a number of new information about the use and trends of the modern Kazakh oral language. Research works of scholars as A. Almetova [9], D. Alkebayeva [10], Z. Abdulzhanova [11], K. Aitmukhametova [12] are among the works that theoretically complement the culture of oral speech. In addition, there are many scientists who have studied the culture of oral speech in connection with the field of oratorical studies. For example: Z. Dauletbekova [13], A. Kydyrshayev [14], A. Zhapbarov [15], M. Kudaibergenova [16], M. Azhigaliyev [17], Z.Abilkhairova [18], A. Iginisova [19], G. Chukenaeva [20], etc. Especially in the dissertation work of G. Chukenaeva, covers a comprehensive analysis of students' speech (oral, written). Moreover, the dissertation work of Z. Duisebekova "Methods of forming students' majoring philology the culture of speech through mastering the system and structure of the oral language" [21] and the monograph "Culture of speech and pedagogical discourse" [22] are directly related to this research topic. There, the oral language's theoretical basis of the language of Kazakh youth is considered in details and supported methodically.

However, this conducted study, which focused on finding out the usage rate of the Kazakh oral language, intentions and suggestions of young people, to identify imitating Kazakh-speaking personalities, to predict the attention and priority points of students in the development of public speaking, has shown us data that has not yet been considered scientifically. Most of the survey participants were females. This indicates that they are currently more interested and active in speaking in front of an audience than males.

In general, it is also important to highlight the majors of the students who took part in the survey from these two universities. Because some professions are chosen by urban students, and some are chosen by rural students. The survey at NU involved undergraduate students from the School of Sciences and Humanities. This school includes the following programs in biology, mathematics, physics, anthropology, political science, world languages, philosophy. On the other hand, SDU students were from the Faculty of Pedagogy. Usually, a small number of urban students choose pedagogical

specialities, however, rural students are more likely to prefer this field of study. Therefore, it can be seen that the number of rural children in NU is 12 and in SDU is 11, although the survey showed a large number of urban students from both universities. This can be a summarizing point regarding the majors of respondents.

The English language of students entering NU is good because the language of instruction there is English. Therefore, English as the dominant language at the university shows that they have become fluent in this language. Although the language of instruction at SDU is English, the language of instruction in some pedagogical specialities is Kazakh. In addition, since the survey conducted by this faculty of students, it can be noticed that most of them indicate that they fluent in Kazakh and Russian. If other faculty students also took part in this survey, a different picture can be seen.

The results of the study showed that the communicative function of the Russian language is high in the lives of today's youth in social networks. It was noted that the Kazakh language is used by SDU students along with the Russian language, while NU students rarely use it. That is, the use of the Kazakh language by NU students in the social environment is very low. According to English language statistics, NU students are fluent in English but rarely use it in communication, which means that English is still used only for academic purposes.

The survey also found that the majority of NU students choose English or Russian for getting information. As NU is an international university, students here are aware of various global information dissemination centres and consider their information to be reliable. It was found out that very few students listen to and read the information in the Kazakh language. Students may be skeptical about the use of Kazakh-language information. This point was led by the high level of critical thinking of these students as this skill is one of the main requirements for NU admission. Most SDU students obtain information in Kazakh and Russian. Then, it was identified that they read and listens to sources in English and Russian. The next largest percentage is in Russian, and the fourth place is in Kazakh. While the Kazakh language has the lowest rate for getting information for NU students, on the contrary, the English language is rarely used for SDU students. Specialities, here, can be considered as the main influencing factor.

Judging by the answers of the respondents, it is clear that the current state of the Kazakh language worries young people. This is because most of the students of both universities decided to find ways to increase the prestige of the Kazakh language.

The respondents' answers showed that today's youth are very interested in those who speak Kazakh. At the same time, the number of those who did not care and were not interested was close to each other. The fact that neither of the two universities chose the answer "I think there are no good speakers" clearly shows that there are people who speak Kazakh well and are interested in it.

We believe that the main and positive result of the survey is the predominance of the desire of students of both universities to improve the Kazakh language. In other words, the fact that many young people speak Kazakh well and want to improve their language even more and are looking for a way to do this has given us hope and confidence.

At the same time, it turned out that in both universities there is a large number of those who eagerly listen to Kazakh-speaking people. When asked "I want to listen, but I don't understand major part", the percentage of NU students turned out to be much higher than that of SDU.

It turned out that the answer of young people is what they do not like in the language of modern Kazakhstani people were almost same. Many responded that Kazakh speakers were "confused" and "speaking incorrectly". The lowest score is the idea of "speaking without logic".

When students of both universities were asked what they liked in speech of Kazakh speaking personalities, the most frequent answer was "speak clearly". This shows that it is important for students to obtain more detailed and accurate information. The next outreaching number of respondents of both universities replied "speaks real Kazakh". Obviously, young people do not keen on when one adds words of other languages in his/her speech.

The most difficult thing for students of both universities in oral communication process is that they cannot convey their thoughts fully and correctly. However, a large number of students indicated that they "speak fluently" in the assessment of their Kazakh spoken language. The fact that they can speak fluently, however they have some difficulties in expressing themselves fully and correctly can be considered as important point. In addition, most of NU students replied that they "speak uncertainly". This can be due to the fact that the dominant language at this university is English, however among SDU students the percentage of those who chose this answer was not so high, but instead there were many who indicated "I speak briefly".

5. OUTPUT

The purpose of the forthcoming research is to identify the features of students' spoken language. The main outputs will be made by combining these studies. Currently, the following information can be shown: 1) the majority of Russian or English-speaking Kazakh youth are eager to raise the status of the Kazakh language; 2) ways and methods of improving the public speaking of young people in the Kazakh language should be urgently addressed and considered at the state level; 3) it is not enough to control the use of Kazakh language by youth only while teaching subjects of Kazakh language and literature; 4) the Kazakh language of young people should be given priority in all other disciplines taught at secondary education, and in higher education institutions; 5) it is necessary to organize a review of the Kazakh language of the imitators of the Kazakh youth, who are mainly their peers: contemporary singers, actors, vinemakers, bloggers.

6. CONCLUSION

The Kazakh people recognized speech as art. Kazakhs were a nation, who could tell a simple story with eloquence, humour, could speak clearly with oratorical skill, sharpness, fluency, could openly and clearly expressed thoughts, they were speaking in melodic and beautiful language. Although 30 years have passed since independence, the Kazakh language, even though it is the state language of the Republic of Kazakhstan, has become a language spoken only in mandatory places, often giving way to Russian. Seeing and feeling this, the younger generation began to doubt the future of the Kazakh language. In connection with the fact that their languages are artificial as they speak in Russian or English, and that they heard the translated Kazakh language on television and the Internet, and that the structure and style of the national language are broken, young people began to speak, obtain information and education in Russian or English, they did not try to find other ways, they simply put up with the current state of the language.

Moreover, the survey showed a positive situation: Kazakh youth is worried about the fate of the Kazakh language, and not neutral, and most students want to see how to raise the prestige of the Kazakh language and how to improve it. It became clear that the language of Kazakh youth needs help. This was an unexpected result for researchers. Restoration, development, improvement of public discourse of youth can determine the future of the language. Therefore, the next stages of our research will focus on this.

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