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ON THE ISSUES OF CHILD MULTILINGUALISM

The issues of child multilingualism in Kazakhstan, where research community needs to be provided by the basics of language acquisition in order to educate multilingual generation, are considered in this article. For many years, the author has been conducting her own research related to the vital problem of child bilingualism, and her materials on child bilingualism demonstrate the main theoretical statements from founders who laid the foundation of the theory and practice for first language acquisition field as well as child multilingualism. Among the author's findings the most important one is a statement about socialization, as an extremely important factor of multilingualism. The author argues that to raise a child with balanced bilingualism, efforts are required from both family and society.

Keywords: child multilingualism, simultaneous bilingualism, dominant language, code switching.

In the modern world, more people are becoming bilingual and multilingual, and we believe that the desire to speak in another language or several languages is as natural as the very nature of human being.

In the Republic of Kazakhstan, the official (in terminology of post-soviet countries it is so-called «state language») Kazakh language coexists simultaneously with the Russian language, which is the language of interethnic communication, and the majority of the population speaks these two languages, and that allows us to assert that both individual and social types of bilingualism in modern Kazakhstan are the reality of our life. In addition, many people speak one (or even more) local ethnic language (-s) or their heritage language, for instance, Uighur or Turkish (Meskhetian) might be heard in the suburban areas of Almaty. At the same time, increasingly more Kazakhstani people, especially youth, are starting to learn and speak a foreign language, mainly English, which is an essential component of the globalization process. In general, foreign languages come into our lives through learning in educational institutions, although we have to give credit to the Internet, thanks to which it is possible to find authentic resources and even language practice.

As for the definitions, the word “bilingual” refers, mainly, to a person who speaks two languages, however, in the specialized literature the linguistic term “bilingual” also means “of people or communities speaking two or more different languages” [1, 40].

We are going to consider some issues related to children's bilingualism and multilingualism, since they are very vital and topical problems for our society, both for research communities and ordinary people, as children's languages are the object of concern for their parents. Traditionally, children's speech has been studied by psycholinguistics, pedagogics, speech and language pathology sphere, and in western countries this branch is known as either “first language acquisition” – related to the monolinguals, or “second language acquisition”, although the latter can be devoted to the speech of adults, too. In Russia, this branch of research is called “ontolinguistics”, and the leading research school in Saint Petersburg is dealing with a wide variety of issues on children's communication. It enriches its databases from year to year, by including materials from researchers of bilingual and multilingual children in Russia and around the world.

In Kazakhstani linguistics, children's speech was studied on the material of the Kazakh language in terms of syntax [2]. Impact of bilingualism on children's personality development [3], as well as the