

## LINGUISTIC AND NON-LINGUISTIC CAUSES FOR POSITIVE AND NEGATIVE PROCESSES IN THE SPEECH OF KAZAKH YOUTH

<sup>1</sup>Zhanar Baiteliyeva, <sup>2</sup>Kuralay Kuderinova

<sup>1</sup>Department of Kazakh Language and Turkic Studies, Nazarbayev University, Astana, Kazakhstan

<sup>2</sup> Department of Speech Culture, A. Baitursynov Institute of Linguistics, Almaty, Kazakhstan

### ABSTRACT

Although the number of Kazakh-speaking young people is currently growing, the quality of the Kazakh language they speak is not satisfactory. It has been a point of discussion in the Kazakh press and social networks recently. Therefore, in order to bring this issue into the subject of linguistic research and show it on actual examples, a study of the oral speech of students of two well-known universities in Kazakhstan was conducted. The facts that refer to positive and negative processes in the oral speech of young people were established and analyzed. In this paper, we identify linguistic and non-linguistic causes of those processes in the oral utterances of students. The research data includes a video where the university students exchange opinions on specific topics. The words used inappropriately were transcribed from and discussed. The analysis is performed on the general introductory content of the topic and the structure of the speech of each student. In order to achieve the goal, linguistic causes are analyzed at the level of phonetics, morphology, and syntactic structures, and the factors influencing non-linguistic causes are determined.

**Key words:** Kazakh language, oral speech, the language of youth.

### 1. Introduction

In linguistics, studies of language changes and their dynamics have become increasingly common in recent years. In fact, we can say that the causes of language change are one of the problems that researchers have long drawn attention to, but the difference lies in how we perceive this phenomenon and how positive and negative changes in its dynamics are evaluated in relation to the impact on language. Such changes can be divided into two broad categories. The first is external sociolinguistic factors, that is, social factors outside the language system. The second, is internal psycholinguistic factors, that is, linguistic and psychological factors present in the structure of language and the consciousness of users (Jean Aitchison, 2001). There are also many factors that affect the rate of language change. When the majority of the members of the language community appreciate and perceive the news coming to the country well, changes in their language occur faster. And when the large part of the language community does not want novelty, changes in their society and their language are also slow. The more a particular new word, phrase, or grammatical person is needed by the language community, or the more attention is paid to these linguistic units by users of the language, the faster such concepts are perceived by the language. Ottenheimer (2009) states

that “language undergoes some changes only when it is used”. This, as something that should be taken into account when it comes to changes in language, is aimed at understanding changes in the positive and negative processes occurring in the Kazakh language, which has dramatically increased the number of users, identifying of linguistic and non-linguistic factors influencing these changes.

The number of people using Kazakh as their native language in Kazakhstan has been growing rapidly in recent years. An increase in the number of Kazakh schools and Kazakh university departments can be cited as evidence. This is also evidenced by the mass media, especially an increase in the number of broadcasters and listeners of the TV and radio space using the oral form of the language, and an increase in the number of Kazakh contents on social networks. However, as the quantity grows, the quality of use needs more consideration. The quality of spoken language, phrases, and business words has been reduced among people of both in middle and older ages, speaking the Kazakh language.

The language of youth repeats the language of the previous generation, and it is reduced, preserved according to the general pattern of language development. And when the language goes on about dominant languages, it is influenced by these languages, it changes. In this regard, we study how Kazakh youth reproduces the language of the previous generation today and how the patterns of language development in general are reduced and saved, as well as what positive and negative processes occurring under the influence of the Russian and English languages, linguistic and non-linguistic causes of these processes. For this, we selected prestigious universities of the country - Nazarbayev University and Suleiman Demirel University and conducted analysis of oral statements of students of these universities. To identify the linguistic causes of positive and negative processes, students’ words are analysed syntactically, phonetically, morphologically, and non-linguistic causes are analysed for their connection with social, geographical, and demographic factors.

## **2. Data Collection and Methods**

### *2.1 Data*

The data of the current research is a video recording of online discussions organized among students of Nazarbayev University and students of Suleiman Demirel University. The discussions were conducted in Kazakh language, and then transcribed.

The discussion was held in an online format. Nine undergraduate students took part in the discussion organized at Nazarbayev University. Of these, four are males and five are females. Their majors are electrical engineering, mechanical and aerospace engineering, political science and history, computer science, biology, and mathematics. Age range is from 18 to 21 years old. All nine students were graduated from Kazakh school and were from settlements with a high concentration of Kazakhs – Tolebi district of Turkestan region, Baiterek of West Kazakhstan region, Irgiz district of Aktobe region, Kyzylorda region, Almaty region, Kaskelen, and only two students graduated from city school. The total duration of the

discussion was one hour and 16 minutes. This was the time that allowed us to get a full-fledged answer to the question posed by the discussion.

The next discussion were held among ten second year students of Kazakh Philology program at Suleiman Demirel University. Of these, three were males, and seven were females. Age range was from 18 to 21 years old. All ten students also graduated from Kazakh school and were born and raised in a Kazakh environment. The duration of the discussion was one hour, four minutes and 35 seconds.

The discussion was led by a teacher of the Kazakh language at both universities. The discussion consisted of two blocks, instructions to the participants were provided. In the first block, the general theme was posed as a question "Is there a need to develop the culture of the public speaking in the modern Kazakh language?".

In the second block, a 7-minute video recording of the student's most preferred speaker, who was revealed according to the results of a preliminary survey, was submitted for audition. And then, some specific questions, such as "What did you like about the words of this person?", "What did you dislike about the words of this person?", "What did especially attract your attention from the words of this person?" were asked and discussed.

This group was also given the same task as the previous group. In other words, the students of both universities had the same discussion topics and tasks.

## 2.2 *Methods*

The current research obtained the approval of the Ethics Committee of Nazarbayev University before its start. As required by the Ethics Committee, all the members of the research group completed the Collaborative Institutional training initiative (CITI program).

The purpose of the analysis of the oral speech of students is to determine the level of syntactic, phonetic, morphological structure of the square language of multilingual students who study at Nazarbayev University and Suleiman Demirel University. This was also done to determine how the language of Kazakh youth today reproduces the language of the previous generation, and what positive and negative changes and processes Kazakh language is experiencing under the impact of the dominant Russian and English languages, and to identify its linguistic and non-linguistic causes of them. Direct observations was used as the main method for data collection. The following plan for organizing discussions had been developed in advance:

- The parts of the discussion have been identified; a video has been selected to be given for the discussion for students.

- Taking into account social characteristics (age, gender, place of birth, education, program, etc.), informants of a similar type were selected.

- Conditions have been created for holding discussions to obtain the necessary information. In particular, all participants were asked to express their thoughts on a certain topic in Kazakh, which they use daily, to participate actively in the discussion.

### 3. Results and Discussion

The following transcription analyses of the video materials were performed:

First of all, the students' thoughts were analyzed from the point of view of the general text. This was done according to the following criteria:

- be clear;
- the content of the words;
- the ability to fit in at a given time;
- consistency.

Secondly, attention was paid to the peculiarities of the student-youth language, including positive and negative changes in its languages. The changes were characterized by reference to the social status of the speaker.

Thirdly, the linguistic and non-linguistic causes of the identified positive and negative processes were considered.

First of all, before proceeding to the analysis, it is worth dwelling on to the formation and maturation of the oral speech of students.

The interaction of a young person with the external environment begins with his/her "Me". The immediate space around the "Me" of a young student includes family, relatives, friends and neighbours (even a neighbour in modern urban communications is inferior to classmates, co-workers, colleagues). We called this intimate space a "*familiar environment*." The linguistic features of communication in a familiar environment will be closely related to non-linguistic situations. The subject context, the general, familiar situation in most cases allow for economy, ellipsis of words (interestingly, there is very little linguistic communication between family members living in the same house) (Kuderinova, 2016). Therefore, the main features of communication in a familiar environment can be called a small use of linguistic units, a large amount of profanity, the brevity of communication.

Spoken language is used in a familiar environment, and literary language is used in an unfamiliar one (Kuderinova, 2008). Communication on modern urban land is mainly expressed in neutral speech. When we think that 6-8 hours every day of city residents and students are spent in an educational institution, only 5 hours in the family, we see that the use of literary language in oral communication is especially dependent on students and staff.

We called the distant space that was beginning to recede from his/her “Me” as *afamiliar-unfamiliar environment* and *an unfamiliar environment*. For the student environment, the environment of familiar or unfamiliar groups, classmates are a familiar environment whereas public transport, cultural and public places are an unfamiliar environment. A person will need to use a spoken language in a familiar environment, and a neutral style of speech and a literary language in a familiar-unfamiliar environment, when he begins to distance himself from the familiar environment. Thus, the communicative function of the literary language will be associated with the strengthening of a person's desire to express his "Me" through language in an unfamiliar environment. In an unfamiliar environment, general knowledge and compliance with industry knowledge may be absent or insignificant among communicants. Therefore, the speech, the word in an unfamiliar environment is a) "like in a book", in an oral literary language, b) a pre-prepared one; b) a system extracted from the structure of the written language.

We use *neutral speech* in a familiar-unfamiliar environment. Neutral speech forms the basis of a common language, a literary language. Signs of a neutral speech language: a) the lexical, grammatical units and structure of the literary language are preserved; b) there are no elements of a local, simple spoken language, or another language; b) the structure of the oral language is clearly expressed, even if it goes beyond the norm of the language; c) it is oriented towards an oral audience; d) a language in which the processes of economy and compactification of speech are reflected (Kuderinova, 2010; Syzdyk, 2014).

A neutral style of speech is often used in everyday communication between a large team, members of an organization, in the educational process, in meeting processes, in communication between strangers, in business relationships, in telephone communication with a teacher and a student, a student and a student, a doctor and a patient, a bank employee and bank customers, in the service sector.

In addition to this conversational neutral style of speech, spoken language is used in colloquial and simple spoken language. By the style of colloquial speech we mean the style used in an environment where there are no primitive and rude words, where the use of other linguistic elements – barbarities – have become common to a certain extent, where there is no slang word, a deviation from the norm of the literary language is clearly visible, there is a dialect word that is well known among others which is not considered alien. A simple style of speech, in our opinion, consists of communication of a certain small social environment in which words, expressions, grammatical identities of another language are used innumerable, are subjected to rude, abusive words. Then the language that we used during the discussion between the students of the two universities that we took to the subject of the study is *the neutral style of speech*. Neutral speech was implemented orally. And an oral language is a language that is mobile in time and space, unable to reproduce the spoken word as it occurs at the moment. In oral speech, word preservation is especially present.

The fact is that oral speech is often two-sided, in other words, communicants see each other, the ability of mobility, to react again affects its structure. Therefore, there is no monotonous narration, the phrases are simple (Amirov , 1972), the function influencing the communicant is dynamically open, autocomenter, repetition of words, hesitation are often used (Bubnova G. I., Garbovsky N. K., 1991). Since the same word which is repeated many times in the same sentence has a different intonation, timbre, it is perceived by the listener as a different semantic unit.

Although spoken language is slower than thinking, it is faster than written language. Therefore, the thought that came to the internal speech code comes out as it is. Since an external language cannot encode a thought in itself, an oral language obeys a logical structure more than a syntactic one, because in an oral language the communicant has his freedom, his own style of speech, an unprepared entry into a communicative act. There are many new words in oral speech, new words of grammatical forms (Zemskaya et al., 1981).

In most cases, the field of literary language is taken and studied as the object of linguistic research. It is true that the presence and stability of a literary language is the main indicator of the viability of this language. However, not much attention is paid to the fact that literary language is formed through spoken language and that active processes and changes in its current character occur through spoken language. In fact, as academician L. V. Shcherba said: “In order to understand any text, you first need to translate it into a spoken language” (Shcherba L. V., 1957), speech, that is, the oral language, should be brought to the subject of study for first and foremost. Therefore, we took students’ neutral speech to analyze the positive and negative changes in the language of young students. According to the above analysis criteria, we can say that at first the speech of the two university students was generally understandable. The females' words were especially clear. There was less clarity in the males' speech, for example:

“Erm...just now...Just now, it was told by someone, these...coaches, motivators, spokesmen... spokesmen, they...erm...support people...(laughed) he said an argument. That’s why...” («Э... Жаңа... Жаңабіреудіңойболған, осы... барғойкоуч, мотиватор, ораторларға... ораторлар, оларосы... э... халықты... қолдайдыдеп... (күлді) олсондайбіраргументдесеболған. Солүшін...»)

or

“Actually, teacher, this is third time I’m watching the video. When I watched it for the first time... I think I could understand only 10 percent... Erm...yes...but I liked it... The thing I liked most is that he knows literary and public speech... Erm...And he wanted to explain... explain the words told by Abay in his own way. I think like this. Literacy and public speaking skills. Yes” («Негізі, апай, осывидеоныменүшіншіреткөріпжатырмын. Еңбіріншіреткөргенкезде... менвидеоныңтек 10 процентінтүсіндімдепөйлаймын.

Э...иә... ұнағанбірақ... Еңұнағаннәрсесі: әдебижәнешешенсөздібілед(і) (е)кен... Э...  
 Жәнеде, жаңағы, Абайдыңайтқансөздерін ө-... өзіншебір...  
 өзіншебіртүсіндіргісікелгендейболды. Меніңойымша, осылай.  
 Әдебижәнешешендіксөйлейбілуі. Иә»).

There were speeches constructed without considering the audience.

The listener's achievement of any word depends on the relevance of the topic being raised and the corresponding content. The student, who spoke for the first time at the discussion at Nazarbayev University tried to answer the question: "Is there a need to increase the culture of the public speech in the Kazakh language?" and could not find an argument in favor of the answer "yes, there is a need?" We assume that the reason is that the topic was caught off guard, and they did not expect that such a question could be asked. After all, attention translated into Kazakh and asking this question to a student of a university where education is conducted in English immediately lead to obstacles in the answer. Therefore, in the speeches of the supporters of the opposition, "there is a need" for a discussion, distrust and indifference were manifested. For this reason, there were no "hook" words in their speech, there was no "flow" that could move from one sentence to another. Nevertheless, we estimated that the word of young student, unlike the speech of parents, elder generation, it can fit and complete the game at a given time. All participants finished their speech in 2 minutes or less. This means that young students fill up their time or finish it ahead of time, because it is not impressive even for themselves. Nevertheless, this is an advantage that serves as an example for the previous generation in Kazakh society, for native speakers of the Kazakh language, since today speakers in any environment tend to underestimate the time of listeners and spend their time both on others and on their own. The only correct word is the one you pronounce after thinking about the listener. And if we analyze the speech of the students who took part in the discussions at Suleiman Demirel University, in terms of the relevance of the topic and its corresponding content, we noticed some differences from the speech of the students of Nazarbayev University. In particular, expressing his attitude to the relevance of the topic, he expressed the idea very confidently that "there is a need." And when quoting arguments, the connection with the historical context prevailed. In other words, the students of Nazarbayev University considered it only from the point of view of practical necessity in modern society, and the students of Suleiman Demirel University added historical factors and historical continuity as an argument. It can be assumed that this was influenced by the fact that all students of Suleiman Demirel University in the discussions studied philology. Another feature is that some students expressed their word in more than 5 minutes, which relatively took twice as long as the students of Nazarbayev University.

The sequence of words is evaluated in terms of the intertwining of the beginning and ending of the word and its development. For example, the first student who spoke at Nazarbayev University said:

"Okay, let me get started. Uh, we support the answer "yes". That is, now it is necessary to develop the culture of the public speaking in Kazakh society. Why? Because, first of all, it will contribute to...increase the credibility of the Kazakh language, especially among young students. Erm, nowadays, there are lots of people who...erm...can't speak...erm...even more, who don't want to speak, in our society. Erm... Kazakhs themselves do not appreciate their language, they say that it is a language ... uh... there are those who do not respect and even feel ashamed. Uh... Therefore, if we are talking about the Kazakh language... uh... a kindred spirit... We are developing... developing a public speaking in the Kazakh language... uh... explore it, perhaps, deeper ... uh... further... uh... we believe that if we make this topic relevant among young people, it will increase the status of Kazakh language. And... uh... it... uh... helps to preserve the purity of the language. Why? Because... erm... in Kazakh, as always, there are a few people who speaks cleanly, clearly expresses thoughts ... uh... very few people can speak freely without straining. Although they speak, of course, they mix it up in Russian... Uh, 70 years of... Uh... the ideology under Soviet rule, that... uh... probably influenced it. Therefore, people mix with the Russian... So it will help to preserve the language, to keep the language pure. The next one is... uh... this... This, in turn, is from patriotism to the development of... uh... it leads to the development of patriotism. Because only Kazakhs who know and speak their own language speak and love their Kazakh language... Uh, he will sympathize with the nation, his... uh... - I do not know, - he said. Sontan is here... uh... we think that along with this lies a national ideology. Who is for it? (LAUGHS) Yes? Aaa. It seems many".

(«Жарайды, менбастайберейін. Э-э, біз «ИЭ» дегенжауаптықолдаймыз. Яғни,қазірқазаққоғамындашаршысөзмәдениетіндамытукерек. Here? Себебі, еңбірінші – ол, қазақтілініңмәртебесінкөтеруге... э-э... өзүлесінқосады, әсіресежасстуденттердіңарасында. Э-э, қазірқазақтілін... э, тіпті, э, сөйлей а... қазақтіліндесөйлейалмайтынжәнесөйлегісікелмейтінадамдарқоғамдаөтекөп. Э... Қазақтыөзіөзініңтілінбағаламайды, тілімдеп... э... құрметтемейді, тіптіұялатындардабар. Э... Сондықтанегербізқазақтілінің... э... жаңағы... шаршысөзді... дамытсақ, қазақтіліндегішаршысөздідамытсақ... э-э... онымүмкінтереңірекзерттеп... э... әріқарай... э... жастарарасындаөзектіететүссекбұлтақырыпты, ол – бірінші, қазақтілініңмәртебесінарттырадыдепойлаймыз. Және... э... бұл... э... тілтазалығынсақтапқалуғақөмектесед. Неге? Себебі, ... э... қазақша, қазір, тазасөйлеп, тазаөзойынанықжеткізетін, ... э... қысылмай, еркінтүрдесөйлейалатынадамдарөтеаз. Сөйлеседе, әрине, орысшаараластырады. Оған... э, 70 жылбойы... э-э, КеңесҮкіметініңкезіндегіидеология, сол... э... әсереткенболар. Сондықтанорышаныкөпараластырыпсөйлейді... адамдар. Сондықтанбүләртілдіңсақталуына, тілдіңтазалығынсақтауынақөмектеседі. Келесісін... э... ол... бұлөзкезегіндепатриотизмнандамытуын а... патриотизмніңдамуынаалыпкеледі. Себебіөзтілінбіліп, меңгерген, сөйлеген,



қазақтілінжақсыкөргенқазақанаөз... э, ұлтжанашырыболады, өзінің... э... еліндамытуғаатсалысаалад. Сонтанбұлжерде... э... соменқатар, ұлттықидеологияжатырдепойлаймыз. Кімқосад? (Күлді) Иә? Ааа. Көпекен»).

There is a structure consisting of 227 units, we can say that this structure has been preserved.

There is an example from the words of Suleiman Demirel University students:

"Okay. Erm... Here I want to express this thought. First, let's not deviate from the question posed, from the general topic. Because what should we consider? M... First, Mr. "M" should take into account the following: speaking in public, that is, being able to artistically convey a thought, is this an art form, isn't it? We all admit it. Now, to focus on this art, it's a child to master the art... there, first of all, is perfection... must be fluent in the language. That is, from here comes the modern question of the Kazakh language. And... m... we are now ... uh... let's move on to the first question, for example: "Is there currently a need to develop the culture of the public speech in the Kazakh language?" he says. Let's put the emphasis on something like "currently" Present time. At the present time... uh... at what level is our language, at what level? Why are we raising the issue of "Kazakh language"? Because the language... m... at a time when you speak in simple language... uh... is not yet fashionable among our youth, we all have to admit it. "We have mastered the language"... e... We are not at the level to say it. "We are talking very cool." No. We are still in the process of language development, that is, without passing the first stage, we cannot pronounce the tenth stage in the desert. Because speech is public... i.e. where are you speaking? You have to speak in public, you have to speak in the middle, you have to speak to certain people. That is, there must be people who listen to you. The speech is public. Let's give meaning to the word. That is, if there are no people listening to you, it's not art. To do this, without going through the first stage, we still do not have to run to something upcoming. First, we have something that we must assimilate, form perfectly. Now the first thing we need to do is to solve our problem. I am... that is... e... This is something that we have to take into account. In general, I would say these two things: 1) let's not forget that public speech is an art; and so, 2) from the first stage of ourselves - ... without passing by, we should not touch on the issue of the next stage. Also ... we cannot have this conversation with young people without fully knowing the language. Because it's an art. Okay, teacher..." «Жақсы. М... Мынажердеменмынаойдыайтқымкелед(і). Біріншіден, бізқойылғансұрақтан, жалпытақырыптанауытқымайық. Өйткенібізненіескеруімізкерек? М... Біріншіден, «М» мырзамынанәрсеніескерсін: шаршытоптасөйлеудеген, яғниойдыкөркемжеткізеалу, бұл – өнердіңтүрі, иә? Оныбарлығымызмойындаймыз. Ендібүлөнергеденқоюүшін, бұлөнердімеңгеруүшінбала... олжерде, бірінші, бұлжетік... тілдіжетікмеңгеріпалуыкерек. Яғни, осыжерденқазақтілініңқазіргімәселесікеліпшығад(ы). Және... м... бізқазір... э...

біріншісұраққакетейікші, мысалға, былайдептүр:  
 «Қазіргіуақыттақазақтіліндешаршысөзмәдениетіндамытудыңажеттілігібарма?» –  
 дейді. Акцентті «қазіргіуақытта» дегеннәрсеғояйық. Қазіргіуақыт.  
 Қазіргіуақытта... э... біздітілімізқаншалықтыдеңгейде, қандайдеңгейде? Бізүшін  
 «қазақтілі» дегенмәселенікөтеріпжатырмыз? Өйткенітіл... м...  
 қарапайымтілменайтқануақытта... э... әліжастарымыздыңарасындасәндіемес,  
 оныбарлығымызмойындауымызкерек. «Толық... тілдіжетікменгеріпалдық», ... э...  
 «Өтекереметсөйлейміз» дейтіндеңгейдесемспіз. Бізәлітілдідамытуүстіндеміз,  
 яғнибізбіріншіэтаптанөтпейжатып, бізайдаладағыоныншыэтаптыайтаалмаймыз.  
 Өйткенішаршытоптасөйлеу... Яғнисізқайдасөйлейсіз?  
 Сізпубликағасөйлеуіңізкерекқой, ортағасөйлеуіңізкерек,  
 сізбелгілібірадамдарғасөйлеуіңізкерек. Яғнисіздітындайтынадамдарболуыкерек.  
 Шаршытоптасөйлеу. Сөзгемәнберейікші. Яғнисіздітындайтынадамдарболмаса,  
 бұлөнердеболмайд(ы). Солүшінбіріншіэтаптанөтпейжатып,  
 әліалдағынәрсегежүгірмеуімізкерек. Біріншібіздіңөзіміздіңмеңгеруімізкерек,  
 жетіктүрдеқалыптастыруымызкерекнәрсемізбар.  
 Қазіргібіріншіөзіміздіңпроблемамыздышешіпалуымызкерек. Я... яғни... э...  
 Осынәрсеніескеруімізкерек. Жалпыосыекінәрсеніайтам(ын) мен: 1)  
 Шаршытоптасөйлеудіңөнерекенінұмытпайық; жәнеде, 2) Біріншіэтаптанөз-...  
 өтпейжатып, келесіэтаптыңмәселесінқозғамауымызкерек. Өлі...  
 ортамызғасәндіқылмайжатып, тіліміздітолықменгертпейжатыпжастарға,  
 бізәзірбұлөңіменіқозғайалмаймыз. Өйткеніол – өнер. Жақсы, апай...».

The student expressed his/her thought in 292 words. The sequence of words is also preserved here. That is, from what he wanted to say at the beginning of his speech, he continued to develop it. Finally summed up the speech.

Thus, as a result of this analysis, it was found that the following positive processes are observed in the language of Kazakh students:

- relevance of the topic and the ability to systematically compile relevant content;
- the ability of students (especially students of Nazarbayev University) to keep track of time correctly, finish a speech in the allotted time;
- speaking in accordance with the logical sequence of speech;
- do not use words that give local features;
- the ability to compose sentences correctly as a syntactic feature.

And those that were observed as negative processes are as follows:

- according to the phonetic specifics of the orthoepy of the word, non-compliance with the harmony of vowels and consonants;
- non-compliance with lip harmony;
- pronounce the phoneme <ñ> as the sound [n];
- multiple use of redundant structures as a sentence member, even if the syntactic structure of the sentence is correct;
- frequent use of parasite words;
- mixing words of another language;
- many people think in Russian and speak Kazakh with a translation into tracing paper.

The results of the study show that, despite the increase in the number of native Kazakh speakers, the quality of the Kazakh language they speak is not encouraging. Currently, more negative processes than positive ones have been revealed in the oral speech of students, who participated in the research.

Another thing is that there were a lot of paralinguistic tools in the students' speech. Kuderinova (2016), who studied the traditional Kazakh phrase, noted: "The Kazakh traditional phrase does not use gestures often, without symbolic overtones. Frequent use of non-linguistic means reduces the quality of the word. One may notice that you have a lot of thoughts that you cannot convey. So, this also needs to be taken into account." Now the linguistic and non-linguistic reasons that influenced the emergency of these processes are discussed. The phonetic feature of the word is first taken into account for this purpose.

According to the phonetic specifics, it is clear that the orthoepy of the word, the consonance of vowels and the harmony of consonants have not been preserved. One of the main patterns inherent in the Kazakh language is synharmonism. According to this pattern, the sounds in the word, between the words in pronunciation become harmonious. In addition to the orthoepic norm of the Kazakh literary language, it is customary to shorten open vowels in the modern Kazakh youth language. For example, in these discussions, the compressed pronunciation of the open syllable the too compressed pronunciation of the compressed syllable, especially in the language of females, was noticed in the words *сыткендей* (*өткендей*), *үзекті* (*өззекті*), *үте* (*өте*), *ұрушша* (*орысша*). Russian language probably did not impact the language of young people who grew up in a unified Kazakh environment, who showed that everyday speech is the Kazakh language, who graduated from Kazakh school. However, the Russian language can have an echo effect, because they often hear, listen, or read the Russian language, although they do not use it.

Lip harmony was not heard from the speech of students of Nazarbayev University, but it was noticed from the speech of some University Suleiman Demirel students, not all. It shows that lip harmony is about to extinct from the Kazakh language. It can be hypothesized that it will disappear in the future.

The quality of phonetic features was also noted: "pronouncing ñ as n; *жанбыр (жаңбыр)*; violation of syllables harmony: *апельсиннан (апельсиннен), тікелейэффирға (эффирге)*; syllableengulfing: *мынандай – нандай, болыпжатыр – бопжатыр*». Even more than harmony of consonants, reduction of sounds and syllables were noticed: *келед(і), тырысам(ын), ед(і), көтеред(і), қайт(ада)тан, ойлайм(ын), қа(л)ған, ке(л)ген, аша(ал)май, берем(ін)*.

The morphological feature includes the appropriate and inappropriate use of interjections. For example, *білемізда, сөйлейсізба, кетемда* etc. The use of the words "yes" is redundant here. It was used instead of words *ғой, емеспе, еді*.

The next step in analyzing the spoken word was to obtain a syntactic analysis. This is due to the fact that in order for a word to become a full-fledged, meaningful thought for the listener, prosodic and phonetic sounding and fragmentation of thought through sentences are carried out through mutual influence.

In general linguistics, changes in languages, including changes at the syntactic level, which we are going to consider below, can occur internally or under the influence of another language in the historical development of one language (Kroch, 2001). The approach of linguists to such changes varies, and this is a matter of comprehensive consideration. If the syntactic level of the English language is undergoing some changes, in comparison, the syntactic structure of the Japanese language has been stable for many years. The influence of other external factors is greater than the changes in the course of the historical development of one language within it.

According to the literature (Lvov, 2002), there are up to 21-55 linguistic units in oral speech. In the discussions taken on the subject of the study, the students' words consisted of 24-30 sentences.

As a syntactic feature, many sentences as sentences in written language turned out to be correctly formed, which are sentences where the members of the sentence are complete and standing still. This shows that the student youth speak on the basis of a written language. For example, the Nazarbayev University student said:

Er... What struck me was that... uh... the speaker's self-onfidence. Uh... and then the topic...he has thoroughly studied the topic... he is confident in every word... I felt it. Therefore... in my opinion, generally... public speaker, a person who speaks in a public, should be like that. Himself... By believing in himself, he can also convince the listeners.

And as it was said... uh... opinion... he says what he thinks, and what he experienced. Uh... And the listener decides for oneself whether to take it or not. Everyone, in my opinion, has their own head on shoulders, it is like... it is a filter, should have one's own filter. Uh... if he says so, then this is his own opinion. And as it is said from one extreme to another extreme... just giving it to a psychologist... there is only one thing

(«Э... Маған әсер еткен нәрсе, ол... э... сөйлеушінің сенімділігі болды өзіне. Э... сосын тақырыпты... тақырып дегенде, айтып отқан нәрсесін жете меңгерген, сенімді әр сөзіне... нық сенімді, сол сезілді. Сон(дық)тан да... мен(ін)ше, жалпы сол... шаршысөзбен айналысатын адам, сөйлейтін адам сондай болуы керек. Өзі... өзіне сенген соң, ол тыңдаушыны да сендіре алад(ы). Және жаңа айтылып кеткен... э... пікір... өзінің ойындағысын айтад(ы), және өмірден түйгенін айтад(ы). Э... Ал оны тыңдаушы оны ала(ды) ма, алмай(ды) ма, өзі білед(і). Әркімнің, мен(ін)ше, өзінің басы бар, жа(на)ғы, фильтр дейд(і), сүзгісі болуы керек. Э... Ол егер солай айтса, ол өзінің түйгені. Және из крайности в крайность дейді ғой, бір нәрсені тек... тек қана психологқа беру...»).

Now let's take the words of one student from Suleiman Demirel University:

Hello, teacher! How is it... (0:20:10) Does my voice sound good? Okay. M... here I want to express this thought. First, let's not deviate from the question posed, from the general topic. Because what should we consider? M... First, let Mr. Mukhamedali take into account the following: to speak in a public, that is, to be able to artistically convey the thought, this is an art form, right? We all admit it. Now, to focus on this art, it's a child to master the art... there, first of all, is perfection... one must be fluent in the language. That is, from here comes the modern problem of the Kazakh language. And... m ... we are now ... uh ... let's move on to the first question, for example: "Is there currently a need to develop the culture of the square word in the Kazakh language?" he says. Let's put the emphasis on something like "currently." Present tense. Currently... uh... at what level is our language, at what level? .... («Саламатсыз ба, апай! Қалай... (0:20:10) Менің дауысым жақсы естіліп тұр ма? Жақсы. М... Мына жерде мен мына ойды айтқым келеді. Біріншіден, біз қойылған сұрақтан, жалпы тақырыптан ауытқымайық. Өйткені біз нені ескеруіміз керек? М... Біріншіден, Мұхамедали мырза мына нәрсені ескерсін: шаршытопта сөйлеу деген, яғни ойды көркем жеткізе алу, бұл – өнердің түрі, иә? Оны барлығымыз мойындаймыз. Енді бұл өнерге ден қою үшін, бұл өнерді меңгеру үшін бала... ол жерде, бірінші, бұл жетік... тілді жетік меңгеріп алуы керек. Яғни осы жерден қазақ тілінің қазіргі мәселесі келіп шығады. Және... м... біз қазір... э... бірінші сұраққа кетейікші, мысалға, былай деп тұр: «Қазіргі уақытта қазақ тілінде шаршысөз мәдениетін дамытудың қажеттілігі бар ма?» – дейді. Акцентті «қазіргі уақытта» деген нәрсеге қояйық. Қазіргі уақыт. Қазіргі уақытта... э... біздің тіліміз қаншалықты деңгейде, қандай деңгейде?...»).

A student of Nazarbayev University expressed his thoughts in 490 language units (words), a student of Suleiman Demirel University - in 575 words. Students from both universities pronounced their words in sentences that corresponded to the norms of written speech. But one thing to note is that even if the sentence is correctly formed, redundant structures as a member of the sentence are numerous in modern youth language. For instance, “That is... whatever language you choose, whether it's Russian or English, [for example, we use a lot now], it has one special methodology. So... um... The majority of the population [here in front of them] is necessarily the other [two]... Russian, [Kazakh]... He chooses English,... uh... not Kazakh”. (*«Яғни... қайтілді алып қарасаңызда, орысша болсын, ағылшын тіліналасаңыз, [мысалы, бізде қазір көп қолданыстағы] онда бірарнайы методика бар. Сондықтан... әм... халықтың көбісі [осы жерде өзінің алдына берсе] міндетті түрде басқа [екі]... орыс тілін, [қазақ]... ағылшын тілін таңдайды, ... ә... қазақ тіліне мес*). Here, words enclosed in parentheses are redundant usage in the sentence.

Leave alone the speech of youth, the appearance of redundant usage of words in the language of the older generation, the middle generation is correlated to the process of turning a thought into a word. Vygotsky (year) says that “Thought is not embodied in a word, but is accomplished in a word,” (p. \_\_) that is, the researcher recognizes the thought as a compressed, closed action. The conclusion of thought through language showed that “the motive of thought is internal speech, the transformation of the content coming from within into an external, clearly expressed system of meanings is carried out through the stages of external speech” (p. \_\_). The understanding of the heard word, the analysis of the syntactic structure and lexical meaning occurs through the stages of understanding the motive and essence, which collect and package it into inner speech (Luria, 2002). Developing this theory in the neuro-linguistic direction, Luria sets in his mind the theme of what a person should say, the predicate content of what to say, how to talk about this topic is realized in inner speech, which is short, fragmentary. In this context, it is said that inner speech is a mechanism that transforms the inner subjective essence into a system of external purified meanings (Luria, 2002). The author points out that the same thought can be expressed in different ways, that is the difference between external speech and internal, so the internal sentence is an invariant, external speech is a variant. The lower grammatical structure and inner speech coincide, the upper grammatical structure and outer speech coincide, the lower grammatical structure is so close to human consciousness that, as they say, a small child quickly masters it. In the understanding of an audible word, the first is the deprivation of the meaning of the word, i.e., the deprivation of real meaning from ambiguity; the second, knowledge of the sentence system (if the word has an approximate meaning and does not show the structure of the sentence, it remains in the form of an unclear understanding); the third, says that it is necessary to understand the entire message. Where the 1<sup>st</sup>, 2<sup>nd</sup> stage was within the framework of language rules, and the last one was in the psychology of language thinking. In contrast, it became clear that modern youth cannot control the processes in their inner speech and plans

the entire stage of thinking into the light. It was found that even if the words enclosed in parentheses are excluded, it will not harm the relationship of the sentence members.

At the same time, one feature inherent in the language of modern youth also shown here, i.e. they connected unrelated sentences through interjections like *сондықтан, соныменқатар, өйткені* (*therefore, also, because*). One summed up his sentence by saying: "So... uh... we think he's wrong too."

The students' speech included words from the Russian language like *сообщениелерге, да, голосовойаудиозаписьпен*. Translation into Kazakh from Russian thought was seen here: *адамдардан*, instead of *адамдардың*. We came to the conclusion that the influence of an English-speaking educational institution lies in the fact that hesitations have the form of *эээ, и ии*, instead of *ыыы, ііі* which are characteristic of the Kazakh language.

Similarly, if we pay attention to the words of another female:

Well, I want to say something. I also have, in principle, for every item... I have my own thoughts. But in short, then ... f-for example, I want to focus on the last point, as "G " said. That is, according to him... uh... "We should not start learning the language from a public culture," he said. But as far as we can say, we're not going to start with that part. That is, we can continue to learn the language as such, that is, with the help of grammar or attending various courses, of course..... for those who do not know the Kazakh language. However... uh... he said in parallel... at the same time, develop your culture... we continue to develop-this is very important... we wanted to say. That is, why not... uh... develop the public speaking further? Because at the moment... uh ... there are people who are fluent in the Kazakh language, but ... uh ... especially ... i.e. I added a Russian word... the word is Russian, I apologize. But nevertheless, especially... uh...there plenty of people who do not know what public speaking culture is... uh... there are many people who do not know well. So, I think that it is also very important to develop it. And I want to say the second point. Uh-uh... That is... uh... who would say... Ah, "G" talked about... uh... He said: "Now... uh... developing the Kazakh language... uh... there are no organizations that would develop such a culture," he said. In other words, why not open such organizations? And even if it takes a lot of money,... why not to develop it for free through these media or through Instagram, through various social networks? I think... uh... there are a lot of people who would take it up, and it can be implemented further. (Break). In short, these are my two most important ideas.

One of the remarks here is that in the student's first word, writing makes up a sentence with the norm of the language and makes up all the members of the sentence. Starting from the 3<sup>rd</sup> sentence, the phrases of the oral language begin to mix and the inner speech comes to light. Thus, ambiguity and misuse of the word increases. All these analyses point to the linguistic causes of positive and negative processes in the oral speech of modern students.

With the help of the following analysis, the non-linguistic causes of positive and negative processes in the oral speech of students are discussed. Of course, this is influenced by many factors, including social, geographical, and demographic ones.

Currently, even the lyrics of songs, films, and television series shot in the Kazakh language with erroneous use are popular with viewers. In addition, many podcasts on social networks that young people are intrigued by include elements of a foreign language in Kazakh or speak with a translation into tracing paper. Earlier elements of the Russian language were mixed, now elements of the English language are being added. In the language of the young people who hear and see it, it has its effect. The main reason for this is the mixed use of several languages in society. While it is becoming a normal phenomenon for those who live in this society, it has its negative impact on ethnic Kazakhs from abroad, especially from China, Mongolia, and others, as Russian is not widely used in these countries.

English and written language can be accepted as factors influencing the positive changes observed in the oral speech of students. In particular, we think that speech in time, the logically correct transmission of thought is influenced by the English language. It was obvious in the spoken language of the students of Nazarbayev University whose language of instruction is English. At the same time, under the influence of written language, we can consider the tendency to correctly compose sentences as a clear positive change. Moreover, despite the fact that secondary education is studied in Kazakh language, we believe that the positive changes observed in the Kazakh speech of young students with higher education in English can be presented to a Kazakh-speaking audience. An example is the ability of students who speak English to keep track of time correctly, finish speaking in the allotted time; be able to speak, maintaining the logical sequence of words, and pronounce it in a specific structure (beginning, middle, end).

Due to the vast territory of Kazakhstan, there are several linguistic uses that demonstrate little local specificity. If we compare the geographical specifics in the west of Kazakhstan with the south, the differences are obvious. These differences, of course, are reflected in the language. But not at such a level that they don't understand each other. Kazakhs at one end of Kazakhstan and Kazakhs at the other end of Kazakhstan can easily understand each other. However, there was no such dialectal use of the language of students who were taken as the object of this research. Influencing this may be the sources that have recently occupied an important place in the life of students, such as communication via the Internet, writing, etc. This is a question for a separate research project.

In addition, a large number of Kazakhs are concentrated in some regions of Kazakhstan. This includes the western and southern regions. While oral Kazakh is widely used in many areas in these regions, this is not the case in other regions of Kazakhstan, such as northern and central Kazakhstan. Thus we can also consider this as one of the factors influencing the quality of the Kazakh oral language use.



#### 4. Conclusion

In conclusion, correspondent experts note that the Kazakh language is an artificial Kazakh language, the translational Kazakh language, devoid of traditional grammatical, stylistic, and ethical norms. Research, mass media texts in the Kazakh language, which combine the grammatical system and the style of speech of the Russian language, are written in a translated language that cannot be perceived properly. The lexical units of the Kazakh language are based on sentences formed by Russian or English thinking, so the Kazakh language is becoming one of the "difficult languages". As a result for this, studies have indicated that the Kazakh language has different structure and style compared to its national, traditional one (Kuderinova, 2021).

Kazakh is not often heard in an official environment, where important issues are discussed. The working language of events, services of national importance is Russian. Graduates of Kazakh school, graduates of Kazakh department of higher educational institutions do not pay attention to either the oral form of the language or the written one, as they see that the language of their future activities will not be Kazakh. In the absence of people who demonstrate a sample of the correct Kazakh oral language to the younger generation, they cannot recognize the true nature of the Kazakh public speaking, one does not want to hear, speak, or cannot speak the language. Thus, there is a generation that does not want to speak, does not like to speak the mother tongue, leave alone eloquently expressing the thoughts.

Kazakh children a) do not know the orthoepic norms of their language, b) think it is better to read written language without changes as it is written b) do not know the traditional Kazakh style of speech, c) think in another language (Russian, English), speak an artificial language, translate into Kazakh, d) students of universities like Nazarbayev University, Suleiman Demirel University, where there is an environment with a large number of foreign language contacts, cannot deliver their thoughts properly, they can't speak accurately, tend to mix the grammatical system and the style of speech of the Kazakh language. The conclusions of this study, which aimed to study public speech of youth by recording the speech of specific students and comparing it with the same material, were as follows:

Firstly, the comprehensibility of what was presented by young students from the point of view of the general text was analyzed; the content of speech; the ability to fit into a given time; systematicity. While the timeliness and consistency of the results indicated good changes in English language learners, there were shortcomings in the intelligibility and content of words. We conclude that this may change in students' oral speech depending on the topic, because if the topic is interesting, they may have better verbal content, but this makes it less understandable.

Secondly, the analysis of the features of the student-youth language was carried out, including positive and negative changes in its languages. The changes were characterized by reference to the social status of the speaker. We believe that the study of changes in the language of youth and its causes needs to be continued.

Thirdly, the linguistic and non-linguistic causes that made positive and negative changes in the oral speech of young students were analyzed. As a result, the linguistic causes were identified through analysis at the level of phonetic, morphological, and syntactic structures. Non-linguistic reasons were determined by social, geographical, and demographic factors. The main one is the fluency of young people in several languages. It can also be attributed to the incorrect use of the Kazakh language they hear in society.

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