

ISSN(PRINT) 2959-5649

ISSN(ONLINE) 2959-5657

Абай атындағы Қазақ ұлттық педагогикалық университеті

Казахский национальный педагогический университет имени Абая

Abai Kazakh National Pedagogical University

ХАБАРШЫ ВЕСТНИК

«Филология ғылымдары» сериясы

Серия «Филологические науки»

Series "Philological Sciences"

№ 4 (94), 2025

Алматы

Абай атындағы Қазақ ұлттық педагогикалық университеті

Казахский национальный педагогический университет имени Абая

Abai Kazakh National Pedagogical University

ХАБАРШЫ

ВЕСТНИК

«Филология ғылымдары» сериясы
Серия «Филологические науки»
Series "Philological Sciences"
№ 4 (94), 2025

Алматы

Абай атындағы Қазақ ұлттық педагогикалық университеті

ХАБАРШЫ
«Филология ғылымдары» сериясы
№4 (94), 2025 ж.

Шығару жиілігі – жылына 4 нөмір.
2000 ж. бастап шығады.

Бас редактор:

PhD, зерттеу қызметі және инновация жөніндегі проректоры Сұлтан Е.

Бас редактордың орынбасары:
филол.ғ.д., проф. Абишева С.Д.

Ғылыми редактор:
филол.ғ.д., проф. Есенова К.У.

Редакциялық алқа:

филол.ғ.к., қауымд. проф. Сатемирова Д.А.

филол.ғ.к., қауымд. проф. Жиренов С.А.

филол.ғ.д., проф. Османова З.Ж.

эл-Фараби ат. ҚазҰУ

филол.ғ.к., қауымд. проф.

Джолдасбекова Б.У.

пед.ғ.д., проф., эл-Фараби ат. ҚазҰУ

Салханова Ж.Х.

филол.ғ.д., проф., ҚазҰҚызПУ

Кнынова Ж.К.

PhD, қауымд. проф.м.а., Т.Жүргенов ат.

Қазақ ұлттық өнер академиясы

Жалалова А.М.

филол.ғ.д., проф., Ресей халықтар

достығы университеті

Бахтикереева У.М. (Ресей)

филол.ғ.д., доцент, Таулы Алтай

мемлекеттік университеті

Алексеев П.В. (Ресей)

филол.ғ.д., проф., Варминь-Мазур

университеті Киклевич А.К. (Польша)

PhD, проф., Джордж Вашингтон

университеті Роллберг П. (АҚШ)

PhD, проф., Орталық Ланкашир

университеті Табачникова О.М.

(Ұлыбритания)

Жауапты хатшы:

PhD, қауымд. проф. м.а. Серикова С.К.

Техникалық хатшы:

PhD, қауымд. проф. Сабирова Д.А.

© Абай атындағы Қазақ ұлттық педагогикалық университеті, 2025

Қазақстан Республикасының Мәдениет және ақпарат министрлігінде 2009 жылы мамырдың 8-де тіркелген №10109-Ж

Басуға 30.12.2025 қол қойылды.
Пішімі 60x84 1/8. Көлемі 19 е.б.т.
Тапсырыс 352.

050010, Алматы қаласы,
Достық даңғылы, 13.
Абай атындағы ҚазҰПУ

Абай атындағы Қазақ ұлттық педагогикалық университетінің «Ұлағат» баспасы

МАЗМҰНЫ
СОДЕРЖАНИЕ
CONTENT

ТІЛ БІЛІМІ
ЛИНГВИСТИКА
LINGUISTICS

- Абдиева Г.М., Серкебаева Г.И.** Концептуализация новых социальных феноменов в современной лингвокультуре..... 5
- Абдиева Г.М., Серкебаева Г.И.** Қазіргі лингвомәдениеттегі жаңа әлеуметтік феномендерді концептуалдау
Abdiyeva G.M., Serkebayeva G.I. Conceptualization of new social phenomena in modern linguoculture
- Зарипова М.К., Смагулова Б.А.** Тенденции негативной оценки в узбекских и русских пословицах..... 15
- Зарипова М.К., Смагулова Б.А.** Өзбек және орыс мақалдарындағы теріс бағалау тенденциялары
Zaripova M.K., Smagulova B.A. Negative evaluation trends in Uzbek and Russian proverbs
- Өнерхан Н.** Қазақ, моңғол тілдеріндегі «бас» метафорасы туралы..... 26
- Унерхан Н.** Метафора «голова» в казахском и монгольском языках
Unyerkhan N. About the "head" metaphor in the Kazakh and Mongolian languages
- Раджапова Н.Б., Онгарбаева А.Т.** Отражение социокультурных изменений в гендерной лексике разносистемных языков..... 34
- Раджапова Н.Б., Онгарбаева А.Т.** Түрлі жүйелі тілдердің гендерлік сөздік құрамындағы әлеуметтік-мәдени өзгерістердің көрінісі
Radzhapova N.B., Ongarbaeva A.T. Reflection of socio-cultural changes in the gender vocabulary of languages with different systems
- Saurbayev R.Zh., Yerekhanova F.T.** Structural expansion of a simple sentence through the parallel constructions in modern English..... 41
- Саурбаев Р.Ж., Ереханова Ф.Т.** Қазіргі ағылшын тіліндегі параллельді конструкцияларды колданудағы жай сөйлемнің құрылымдық кеңеюі
Саурбаев Р.Ж., Ереханова Ф.Т. Структурное расширение простого предложения с помощью параллельных конструкций в современном английском языке

Казахский национальный педагогический университет имени Абая

ВЕСТНИК
Серия «Филологические науки»
№4 (94), 2025 г.

Периодичность – 4 номера в год.
Выходит с 2000 года.

Главный редактор
PhD, проректор по исследованиям и инновациям Сұлтан Е.
Зам. гл. редактора
д.филол.н., проф. Абишева С.Д.
Научный редактор
д.филол.н., проф. Есенова К.У.

Редакционная коллегия:
к.филол.н., ассоц. проф. Сатмирова Д.А.
к.филол.н., ассоц. проф. Жиренов С.А.
к.филол.н., ассоц. проф. Османова З.Ж.
д.филол.н., проф.
КазНУ им. аль-Фараби Джолдасбекова Б.У.
д.пед.н., проф. КазНУ им. аль-Фараби
Салханова Ж.Х.
д.филол.н., проф. КазНУ им. аль-Фараби
Жынова Ж.К.
PhD, и.о. ассоц. проф. КазНАИ им. Т.Жургенова Жалалова А.М.
д.филол.н., проф., РУДН
Бахтикереева У.М. (Россия)
д.филол.н., доцент, Горно-Алтайский государственный университет
Алексеев П.В. (Россия)
д.филол.н., проф., Варминьско-Мазурский университет Киклевич А.К. (Польша)
PhD, проф., Университет Джорджа Вашингтона Роллберг П. (США)
PhD, проф., Университет Центрального Ланкашира Табачникова О.М. (Великобритания)

Ответственный секретарь:
PhD, и.о. ассоц. проф. Серикова С.К.
Технический секретарь:
PhD, ассоц. проф. Сабирова Д.А.

© Казахский национальный педагогический университет им. Абая, 2025

Зарегистрировано
в Министерстве культуры и информации РК
8 мая 2009 г. №10109-Ж

Подписано в печать 30.12.2025 г.
Формат 60x84 1/8. Объем 19 уч-изд.л.
Заказ 352.

050010, г. Алматы,
пр. Достык, 13. КазНПУ им. Абая

Издательство «Улағат» Казахского
национального педагогического
университета им. Абая

Токсанбаева Т.Ж., Тлеулесова А.Ш., Ахметова Б.З.
Қазақ тілінің дамуы контексіндегі үштілділік:
лингвистикалық ерекшеліктері мен трансформациясы..... 47
Токсанбаева Т.Ж., Тлеулесова А.Ш., Ахметова Б.З.
Трехъязычие в контексте развития казахского языка:
лингвистические особенности и трансформация
Тоханбайева Т.Ж., Тлеулесова А.Ш., Ахметова Б.З.
Trilingualism in the context of the development of the Kazakh
language: linguistic features and transformation

ӘДЕБИЕТТАНУ ЛИТЕРАТУРОВЕДЕНИЕ LITERARY STUDIES

Алламуратова А.Ж., Алламуратова, Г.Ж. Символика
визуального компонента создания образа в произведениях
«Атака титанов» Хадзимэ Исаемы, «Поднятие уровня в
одинокую» Чу-Гонга, «Основатель темного пути» Мосян
Тунсю..... 62

Алламуратова А.Ж., Алламуратова Г.Ж. Хадзимэ
Исаеманың «Титандар шабуылы», Чу-Гонгтың «Деңгейді
жалғыз көтеру», Мосян Тунсюдың «Қараңғы жол негізін
салуды» шығармаларында бейнені жасаудың көрнекі
компонентінің символикасы

Allamuratova A.J., Allamuratova G.J. The symbolism of
the visual component of image creation in the works "Attack
on Titan" by Hajime Isayama, "Raising the Level Alone" by
Chugong, "The Founder of the Dark Path" by Moxiang
Tongxiu

Аралтай М.А., Жұмақаева Б.Д. Қазақ фэнтезиінің әдеби
процестегі орны мен болашағы..... 76

Аралтай М.А., Жұмақаева Б.Д. Место и будущее
казахского фэнтези в литературном процессе
Araltai M.A., Zhumakayeva B.D. The place and future of
Kazakh fantasy in the literary process

Кудайберген А.Т., Ибраева А.Д. Интермәтін
поэтикасының көркем мәтіндегі қызметі..... 83

Кудайберген А.Т., Ибраева А.Д. Поэтика интертекста в
художественном тексте
Kudaibergen A.T., Ibraeva A.D. The poetics of intertext in a
literary text

Насирдинов Б.П., Өмірзақов С.Д., Бибулова М.А.
М.Мырзахметұлы зерттеулеріндегі Абайдың «Толық
адам» ілімі..... 90

Насирдинов Б.П., Умирзаков С.Д., Бибулова М.А.
Наука Абая «Нравственная личность» в исследованиях М.
Мырзахметұлы
Nasirdinov B.P., Umirzakov S.D., Bibulova M.A. Science
of Abai "Moral personality" in the researches of M.
Myrzakhmetuly

Abai Kazakh National
Pedagogical University

BULLETIN
Series "Philological Sciences"
No. 4 (94), 2025.

Periodicity – 4 issues per year.
Published since 2000.

Editor-in-chief

*PhD, Vice-Rector for Research and
Innovation Sultan E.*

Deputy editor-in-chief

Doctor of Phil. Sciences, Prof. Abisheva S.

Scientific editor

Doctor of Phil. Sciences, Prof. Essenova K.

Editorial board

Candidate of Phil. Sciences, Assoc. Prof.

Satemirova D.

Candidate of Phil. Sciences, Assoc. Prof.

Zhirenov S.

Candidate of Phil. Sciences, Assoc. Prof.

Osmanova Z.

Dr of Phil. Sciences, Prof., Al-Farabi Kazakh

National University Dzholdasbekova B.

Doctor of Ped. Sciences, Prof., Al-Farabi

Kazakh National University Salkhanova Zh.

Doctor of Phil. Sciences, Prof.,

Kazakh National Women's Teacher Training

University Kiyнова Zh.

PhD, Assoc. Prof., T. Zhurgenov Kazakh

National Academy of Arts Zhalalova A.

Dr of Phil. Sciences, Prof., RUDN

Bakhtikireeva U. (Russia)

Doctor of Phil. Sciences, Assoc. Prof., Gorno-

Altaysk State University Alekseyev P.

(Russia)

Dr of Phil. Sciences, Prof., University of

Warmia and Mazury Kikiewicz A. (Poland)

PhD, Prof., George Washington

University Rollberg P. (USA)

PhD, Prof., University of Central Lancashire

Tabachnikova O. (The United Kingdom)

Executive Secretary

PhD, Assoc. prof. Serikova S.

Technical Secretary

PhD, Assoc. prof. Sabirova D.

©Abai Kazakh National Pedagogical
University, 2025

Registered in the Ministry of Culture and
Information of the Republic of Kazakhstan
8 May 2009 No10109-Zh/Ж

Signed in print 30.12.2025.
Format 60x84 1/8. Volume 19
teaching and publishing lists. Order 352.

050010, Almaty, Dostyk avenue 13,
Abai KazNPU

Publishing House "Ulagat" of the Abai
Kazakh National Pedagogical University

- Сеитова Л.М.** Мотив ностальгии и образ Казахстана на
материале рассказов Светланы Фельде..... 99
Сеитова Л.М. Светлана Фельде оқиғаларының негізіндегі
сағыныш мотиві мен Қазақстанның бейнесі
Seitova L.M. The motif of nostalgia and the image of
Kazakhstan based on the story of Svetlana Felde


**ПЕДАГОГИКА МЕН ӘДІСТЕМЕ МӘСЕЛЕЛЕРІ
ПРОБЛЕМЫ ПЕДАГОГИКИ И МЕТОДИКИ
PROBLEMS OF PEDAGOGY AND
METHODOLOGY**

- Aben A.** A review of language adaptation issues of kazakh
students from China in Kazakhstan..... 109
Әбен А. Қазақстандағы Қытайдан келген қазақ
студенттерінің тілге бейімделу мәселелеріне шолу
Абен А. Обзор проблем языковой адаптации казахских
студентов из Китая в Казахстане
- Сарымсақ К.Т., Тлеубекова Б.Т.** Комикс арқылы оқыту:
клиптік ойлауға бейімделген ұрпақ..... 121
Сарымсақ К.Т., Тлеубекова Б.Т. Обучение через
комиксы: поколение, адаптированное к критическому
мышлению
Sarymsak K.T., Tleubekova B.T. Teaching through comics:
a generation adapted to critical thinking
- Оспанова А.К., Дуранли М. К.** Тоқаевтың «Арнаулы
тапсырма» повесінің тәрбиелік мәні..... 129
Оспанова А.К., Дуранли М. Воспитательное значение
повести К. Токаева «Особое поручение»
Ospanova A.K., Duranlı M. The educational value of K.
Tokaev's novella "Special assignment"
- Біздің авторлар..... 138**
Наши авторы..... 140
Our authors..... 142

**ПЕДАГОГИКА МЕН ӘДІСТЕМЕ МӘСЕЛЕЛЕРІ
ПРОБЛЕМЫ ПЕДАГОГИКИ И МЕТОДИКИ
PROBLEMS OF PEDAGOGY AND METHODOLOGY**

IRSTI 16.21.21

10.51889/2959-5657.2025.94.4.012


Aben A. 
KIMEP University
Almaty, Kazakhstan
e-mail: Aerman.Abieni@kimep.kz

**A REVIEW OF LANGUAGE ADAPTATION ISSUES
OF KAZAKH STUDENTS FROM CHINA IN KAZAKHSTAN**

Abstract

This study has significant theoretical and practical value in the context of contemporary international education. From a theoretical perspective, it contributes to a deeper understanding of cross-cultural education, language adaptation processes, and learning barriers faced by international students in a multilingual academic environment. The research expands scholarly discussions on intercultural communication and provides a conceptual framework for analyzing educational experiences of Kazakh students from Xinjiang, China, studying in Kazakhstan. From a practical perspective, the findings offer concrete policy-oriented recommendations for universities and educational institutions. These recommendations aim to improve language support systems, cultural adaptation programs, and academic assistance services, thereby fostering students' academic achievement, psychological well-being, and sustainable educational cooperation between Kazakhstan and China.

Keywords: Kazakhstan, China, Kazakh students, language environment, Kazakh language, Russian language

Әбен А. 
КИМЭП Университеті
Алматы, Қазақстан
e-mail: Aerman.Abieni@kimep.kz

**ҚАЗАҚСТАНДАҒЫ ҚЫТАЙДАН КЕЛГЕН ҚАЗАҚ СТУДЕНТТЕРІНІҢ
ТІЛГЕ БЕЙІМДЕЛУ МӘСЕЛЕЛЕРІНЕ ШОЛУ**

Аңдатпа

Бұл зерттеу қазіргі халықаралық білім беру кеңістігінде жоғары теориялық және практикалық маңызға ие. Теориялық тұрғыдан алғанда, жұмыс көптілді академиялық ортада шетелдік студенттердің мәдениетаралық білім беру үдерісін, тілдік бейімделу ерекшеліктерін және оқу барысында кездесетін кедергілерді тереңірек түсінуге мүмкіндік береді. Зерттеу нәтижелері Қытайдың Шыңжаң аймағынан келген қазақ студенттерінің Қазақстан жоғары оқу орындарындағы білім алу тәжірибесін талдауға арналған ғылыми негізді кеңейтеді. Практикалық жағынан алынған қорытындылар университеттер мен білім беру мекемелеріне тілдік қолдау жүйесін жетілдіруге, мәдени бейімделу бағдарламаларын дамытуға және академиялық қолдау көрсетуге бағытталған нақты ұсыныстар әзірлеуге мүмкіндік береді. Бұл өз кезегінде студенттердің оқу жетістігін, психологиялық әл-ауқатын және Қазақстан мен Қытай арасындағы ұзақ мерзімді ынтымақтастықты нығайтады.

Түйін сөздер: Қазақстан, Қытай, қазақ студенттері, тілдік орта, қазақ тілі, орыс тілі

Абен А. 

Университет КИМЭП

Алматы, Казахстан

e-mail: Aerman.Abieni@kimep.kz

ОБЗОР ПРОБЛЕМ ЯЗЫКОВОЙ АДАПТАЦИИ КАЗАХСКИХ СТУДЕНТОВ ИЗ КИТАЯ В КАЗАХСТАНЕ

Аннотация

Данное исследование обладает значимой теоретической и практической ценностью в контексте развития международного образования. В теоретическом плане работа углубляет понимание проблем межкультурного образования, языковой адаптации и учебных трудностей, возникающих в условиях многоязычной академической среды. Полученные результаты расширяют научные представления о межкультурной коммуникации и создают основу для анализа образовательного опыта казахских студентов из Синьцзяна (КНР), обучающихся в вузах Казахстана. В практическом аспекте выводы исследования могут быть использованы при разработке рекомендаций для университетов и образовательных учреждений, направленных на совершенствование языковой поддержки, программ культурной адаптации и академического сопровождения, что способствует успешному обучению, психологическому благополучию студентов и укреплению казахстанско-китайского сотрудничества.

Ключевые слова: Казахстан, Китай, казахские студенты, языковая среда, казахский язык, русский язык

Introduction. Since the establishment of formal diplomatic ties between China and Kazakhstan in 1992, cooperation in political, economic, and cultural fields has continued to deepen, with significant progress particularly in education [1]. Both governments have actively promoted international educational cooperation, primarily through the exchange of students, academic exchanges, and the promotion of vocational and technical training [2]. Following the 2013 announcement by Chinese President Xi Jinping at Nazarbayev University in Astana, the capital of Kazakhstan, of the "Belt and Road" initiative for promoting international economic cooperation, cooperation between the two countries in education has continued to deepen [3]. An increasing number of Kazakh students from China's Xinjiang Uyghur Autonomous Region are choosing to pursue further studies in Kazakhstan, particularly in higher education. Recent studies also highlight Kazakhstan's universities actively promote multilingual education policies-particularly around English a gap global competitiveness tool-though there remains a gap between policy ideals and students' actual language adaptation needs [4]. In addition, scholars emphasize that Kazakhstan's sociolinguistics landscape is inherently shaped by bilingualism and multilingualism, which influences both educational policy and students' integration processes [5]. In May 2023, Kazakhstan President Kassym-Jomart Tokayev and China President Xi Jinping jointly announced the implementation of a visa-free policy between China and Kazakhstan in Xi'an, the capital of Shaanxi Province, China [6]. This decision has further boosted the establishment of branch campuses of Chinese universities and the development of Luban workshops in Kazakhstan. This initiative not only further facilitates the flow of educational personnel between the two countries but also provides more, better, and higher-quality educational opportunities and exchange platforms for the people of both countries, especially for Kazakh compatriots living in Xinjiang, China. In this context, Kazakhstan's state policy toward supporting compatriots abroad, including ethnic Kazakhs in China, has become an important dimension of bilateral cooperation. Recent studies emphasize that improving Kazakhstan's legislation on state support for compatriots can significantly strengthen

educational, cultural, and social ties, thereby creating more favorable conditions for Chinese Kazakh students studying in Kazakhstan [7].

Methods and materials. However, the biggest challenge facing Chinese Kazakh students studying in Kazakhstan is language adaptation. This issue extends beyond academics and affects everyday life. In daily life in Kazakhstan, Chinese Kazakh students need to master a solid command of Kazakh and learn basic Russian to communicate in various situations. However, many Kazakh students from Xinjiang, China, often face difficulties adapting to the bilingual environment of Kazakhstan. This is especially true when communicating with locals, integrating into social circles, and participating in various social activities. Language barriers often limit their confidence and participation, negatively their overall adaptation and mental well-being. Similar findings were confirmed by Z. Tajibayeva, S. Nurgaliyeva, K. Aubakirova, N. Ladzina, B. Shaushekova, G. Yespolova and A. Taurbekova, who investigated the psychological, pedagogical, and technological adaptation levels of repatriated university students in Kazakhstan, highlighting that linguistic and cultural barriers are closely linked with students' psychological well-being and academic integration [8]. In line with this, M. Moldakhanova, A. Kariyev, G. Lekerova and F. Orazbayeva also emphasized that first-year students with special educational needs face similar adaptation difficulties in higher education, particularly in balancing academic demands with psychological resilience, which further underlines the importance of integrated language and mental health support systems [9].

Therefore, language adaptation has become a key factor influencing the academic achievement and social integration of Chinese Kazakh students studying in Kazakhstan. Helping these students overcome language barriers and successfully adapt to the academic and social environment in Kazakhstan has become a pressing issue.

Against this backdrop, this study aims to explore the language adaptation challenges faced by Kazakh students from China's Xinjiang region in Kazakhstan, analyzing the language barriers they encounter in higher education in Kazakhstan, particularly in the use of Kazakh and Russian. The research will focus on how students cope with these language challenges, as well as the difficulties and needs they encounter during the adaptation process. Through systematic investigation and analysis, this study aims to reveal the language adaptation status, root causes, and feasible solutions for Chinese Kazakh students in Kazakhstan.

Results and discussion. What is language adaptation? Language adaptation is the adjustment of language usage and structure by individuals or groups in a new language environment [10]. This process typically involves communicative adaptation, adjustments in discourse style, and changes in the language system [11]. In a Kuayi culture, language adaptation is closely related to cultural adaptation [12]. Kazakh students studying in Kazakhstan from China first adapt to the local Kazakh language system and then to the Russian-speaking environment. Russian entered the Kazakh steppes in the 18th century, becoming the language of rule and modernization. Then, during the Soviet era in the early 20th century, Russian strengthened its position, while Kazakh weakened. Since Kazakhstan declared independence in 1991, the use of Russian has remained roughly equal to that of Kazakh in many domains. Russian remains prevalent in education, healthcare, law, and daily life. Therefore, for Chinese Kazakh students, Kazakh is not only their national language but also the core language of their cultural identity. Russian serves as their primary language of communication in society and academia, while English is their primary language of communication with international audiences. Therefore, Chinese Kazakh students must address the challenges of mastering Kazakh while adapting to the gradual infiltration of Russian. They must flexibly adapt and use multiple languages in different social situations, learning environments, and cultural contexts, completing the entire process of identity recognition and cultural integration.

Kazakhstan's current language landscape is a multilingual system consisting of Kazakh, Russian, and English. According to Part I, Chapter 7 of the Constitution of Kazakhstan, Kazakh is the state language of the Republic of Kazakhstan. Russian enjoys equal official status with Kazakh in state

entities and local self-government bodies [1]. As noted by Z. Sadulova, B. Karimsakova, K. Yessenova, N. Kamarova, B. Kurmanova, K. Smagulova, B. Karagulova and M. Amangaziyeva Kazakhstan's bilingual and multilingual environment reflects both historical legacies and contemporary educational strategies, shaping how international and repatriated students navigate language and adaptation [5]. Recent studies also show that public attitudes toward Kazakh-English bilingualism are complex, reflecting both a strong orientation toward maintaining Kazakh as the core of national identity and the increasing role of English and global communication [13]. Therefore, Chinese Kazakh students studying or living in Kazakhstan must consider Kazakh and Russian as essential language skills, not optional ones. The language of instruction often influences a student's social circle. Using multiple languages allows for better integration into a new social environment and culture, helping them to further expand their social circle.

Kazakh students from China studying in Kazakhstan primarily come from the Xinjiang Uyghur Autonomous Region, with significant numbers coming from Ili Kazakh Autonomous Prefecture, Urumqi City, Changji Hui Autonomous Prefecture, Tarbagatay Prefecture, Hami City, and Altay Prefecture. Most of these Kazakh international students hold a high school diploma in China some hold a bachelor's degree, and a smaller number hold a college diploma (between high school and a bachelor's degree) or a junior high school diploma. Some of these students complete high school in China and then pursue further studies in Kazakhstan. Some drop out after their first year of high school in China and continue their studies in Kazakhstan. Still others complete high school in China and are admitted to Chinese universities, but, dissatisfied with their chosen institutions; choose to continue their studies in Kazakhstan. Therefore, those with high school diplomas often attend one-year UNT preparatory classes at the Faculty of Pre-Higher Education at Al-Farabi Kazakh National University and Abai Kazakh National Pedagogical University to prepare for the UNT exam the following year. Those with bachelor's degrees primarily pursue master's degrees, study languages, and seek employment.

I. Common challenges faced by Chinese Kazakh students studying in Kazakhstan often center on adapting to language barriers.

First, language barriers are the most prominent, including deficiencies in listening, speaking, reading, and writing skills, as well as difficulties in classroom participation, both during language learning and adaptation.

Regarding deficiencies in listening, speaking, reading, and writing, I conducted a systematic survey of the language adaptation status of 28 Chinese Kazakh students studying in Kazakhstan. The survey results show that 26% of students feel their vocabulary is limited when using Kazakh (or Russian, or English) in their studies and daily life, especially in daily communication and academic settings, which affects communication efficiency. 25% of students experience difficulties with oral expression when using Kazakh (or Russian, or English) in their studies and daily life, such as difficulty expressing opinions and organizing language confidently. 21% of students experience difficulties with listening comprehension when using Kazakh (or Russian, or English) in their studies and daily life, such as difficulty understanding rapid conversations and different accents. 15% of students encounter challenges with grammar and structure when using Kazakh (or Russian, or English) in their studies and daily life, prone to errors due to unfamiliarity with grammatical rules and sentence structure. 13% of students experience cultural adaptation difficulties when using Kazakh (or Russian, or English) in their studies and daily life. Due to a lack of understanding of the culture underlying the target language, misunderstandings and discomfort in communication are often caused. Regarding difficulties in class participation, 36% of the 28 Chinese Kazakh students who participated in the survey reported that their understanding of the teacher's explanations was moderate, with a medium level of comprehension. They understood most of the material, but still relied on the clarity of the teacher's explanations. 32% felt that their understanding was relatively easy, with most of the material understood, but sometimes required additional explanation. 18% found it difficult to follow the teacher's explanations, struggling to

keep up with the pace of instruction and often requiring after-school tutoring. 14% felt that their understanding was very clear, with the teacher's explanations being easy to digest, allowing them to quickly follow along.

Combining these two aspects, the most important reason is that students living and receiving education in China differ from native Kazakh students in their thinking and problem-solving methods. In particular, Chinese Kazakh students often use Chinese language patterns. They typically think in Chinese before expressing their thoughts in another language. Even when expressing their personal opinions, they tend to use Chinese to convey their emotions and views. This provides some convenience, as it prevents them from experiencing difficulties or communication barriers due to their lack of familiarity with the Kazakh language. However, when they go to study in Kazakhstan, teachers in university preparatory courses or professional courses often use Russian terminology instead of Kazakh. For example: Kazakh: Атазаң – Russian: Конституция (Constitution), Kazakh: Емтихан – Russian: Экзамен (Examination/Test), Kazakh: Құжат – Russian: Документ (Document), Kazakh: Жатақхана – Russian: Общежитие (Dormitory), Kazakh: Дәріхана – Russian: Аптека (Pharmacy), Kazakh: Қаржы – Russian: Финансы (Finance) and other common words are most likely to lead to the misconception, that is, "Why in a country with Kazakhs as the main ethnic group, people use Russian instead of Kazakh?" This situation is particularly pronounced among students in Almaty attending university preparatory classes or first-year university students. By contrast, Kazakh students raised in Kazakhstan do not face this issue. They can communicate with their parents in Kazakh or Russian at home and express their opinions and suggestions fully in both languages at school. Furthermore, having been raised in a bilingual environment of Kazakh and Russian, they do not experience the same language barriers as Kazakh students from China. Consequently, Kazakh students are generally more active during their university studies and find it easier to understand and analyze the lecture methods of university professors.

Secondly, the main issue students face is cultural adaptation, the core of which involves language and social barriers as well as a sense of unfamiliarity with the local culture.

Cultural adaptation primarily involves language, lifestyle, and cultural traditions. In Kazakhstan, Chinese students, tourists, and immigrants alike can sense that Kazakhstan is not the typical Central Asian country as commonly understood, but rather an emerging nation shaped by the fusion of traditional Kazakh culture with Eastern and Western influences. This is particularly evident in its culture. For example, the Abai statue at the intersection of Abai and Dostyk Avenues in Almaty, the 28 Panfilov Guardsmen Park in Almaty, the eleven cultural icons displayed on the walls of Almaty subway stations, the Mausoleum of Khoja Ahmed Yasawi in the Turkestan region, and the urban planning and landmark architecture of Astana all reflect the diversity of Kazakh culture. In terms of language and social barriers, there are significant differences between Kazakhs who grow up in China and local Kazakh students or teenagers. According to the survey results, 43% of students believe that language proficiency has a significant impact on learning and social interaction, being directly related to academic performance and social circles, and those insufficient language skills can seriously hinder academic performance and interpersonal relationships. 32% believe that language proficiency has a significant impact on learning and social interaction, but while it plays an important role, it is not the only factor. 18% believe that language proficiency has a moderate impact on learning and social interaction, and although it does have some impact, it can be compensated for in other ways. 7% believe that language proficiency has a minimal impact on learning and social interaction, stating that learning and social interaction are more dependent on personality, communication skills, and other factors.

Regarding the unfamiliarity of local culture, Kazakhstan has developed a unique cultural atmosphere through numerous cultural exchanges and integrations, and this atmosphere requires more time for Chinese Kazakh students to adapt to. The survey shows that 37% of students choose to study in Kazakhstan to gain a deeper understanding of and experience its diverse culture; 21%

choose to study in an educational environment that is representative of their ethnic group (Kazakh); and 17% choose to learn the Kazakh language and improve their language skills.

Taking these two factors into account, the majority of students believe that language proficiency has a significant impact on learning and socializing, particularly affecting academic performance and facilitating integrating into new social environments [10; 12]. Furthermore, many students choose to study in Kazakhstan to understand and experience its diverse culture, often motivated by a desire to strengthen their national identity. However, a smaller number of students believe that language proficiency does not significantly impact their learning or socializing. In reality, language and social barriers are often a psychological reaction to the transition from a familiar environment to an unfamiliar one. The primary reason for this is that when someone moves from a relatively homogeneous language and culture to one with significant differences, they may easily experience a sense of unfamiliarity and loneliness.

Third, students face another issue: differences in educational methods. Due to the different in national conditions of China and Kazakhstan, Kazakh students from China often face challenges regarding teaching methods and learning habits.

As a developing socialist country upholding the people's democratic dictatorship, China, while imparting language and literature, ethnic culture, and science and technology to its students, also places great emphasis on ideological and political education. The Xinjiang Uyghur Autonomous Region, a key strategic region within the country, places particular emphasis on ideological and political work, focusing on promoting and disseminating Chinese language and literature (including poetry), as well as fostering the integration and exchange of Xinjiang's ethnic cultures with Han Chinese culture. Kazakhstan, a multi-ethnic country with rapid economic development, advantageous geographical resources, and a strategically important position, is also a leading country in Central Asia. Its education emphasizes fostering a strong national perspective, promoting the history of the Kazakh people and Kazakhstan, and strengthening students' sense of national identity. Furthermore, Kazakhstan teaches cultural knowledge in both Kazakh and Russian, encouraging students to explore their potential, develop their abilities through life experiences, discover their strengths, and improve their overall personal qualities. Therefore, Kazakh students born and educated in China who study in Kazakhstan often find that their knowledge is not fully applicable to the local educational environment and requires further exploration and effort (Figure 1). Regarding language usage in the classroom, 61% of students primarily use their native language (Kazakh), with a usage rate exceeding 80%; 18% use their native language (Kazakh) more frequently in class, with a rate between 60% and 79%; 14% use their native language (Kazakh) evenly, with a rate between 40% and 59%; 4% primarily use other languages in class, with Kazakh used less than 20% of the time; and 3% use their native language (Kazakh) less frequently, with a rate between 20% and 39%.

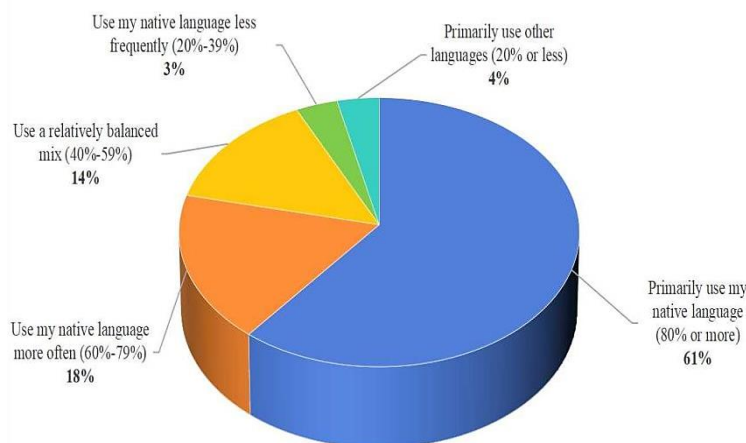


Figure 1. Language usage

In terms of learning habits, 31% of students rely on textbooks and academic materials in their daily studies; 25% use online courses and video tutorials; 16% prefer to learn languages through social media and forums; 15% rely on visual content (such as movies and TV series); and 13% use language learning apps and software (Figure 2). Based on the above two aspects, it can be seen that in terms of classroom language use, the majority of students complete their studies and research tasks in Kazakh; and in terms of study habits, the majority rely on school-provided textbooks and online academic resources. However, some students use other languages in class or use Kazakh less frequently, while others use film and television productions and language apps to assist in language learning. This suggests that while Kazakh students studying in China primarily use Kazakh in the classroom, their understanding of the teaching methods used by university faculty remains limited. Furthermore, they often have a vague understanding of their chosen majors and study styles, lack a clear definition of learning objectives, and hold certain misunderstandings regarding classroom language usage and pedagogical methods.

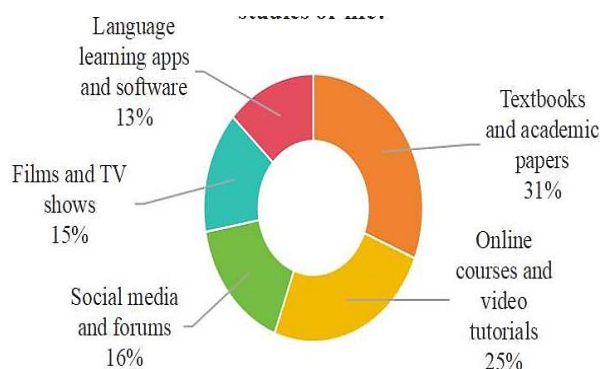


Figure 2. Learning habits

II. Basic Strategies for Addressing the Above Issues

Strategy 1: Language Training

Provide personalized language courses and learning systems. For Kazakh students studying in China, courses should be designed specifically to improve their Kazakh-language proficiency, taking into account their language habits and study experiences in China. Courses should be divided into three levels based on the students' language proficiency: Elementary (A1-A2), Intermediate (B1-B2), and Advanced (C1). Students at each level should receive intensive training: Levels A1-A2 focus on comprehensive development of listening, speaking, reading, and writing; Levels B1-B2 emphasizes strengthening these four skills with greater complexity; and Level C1 focuses on academic reading, critical analysis, and creative writing to further enhance proficiency. According to the KAZTEST website, this language certification exam consists of four sections: listening, reading, writing, and speaking, with a total score of 160 points. Levels A1 through C1 are awarded based on scores corresponding to these sections. The placement test consists of two sections: listening and reading, with a total score of 60 points. Levels A1 through C1 are awarded based on the corresponding score ranges in these sections [14].

During the preparatory period, in addition to classroom instruction, international students should continue to develop their Kazakh language skills through learning tools and platforms, such as apps like ҚазақшаВикторина, AsylMura, and Kitapal, as well as Kazakh language tutorials on YouTube. ҚазақшаВикторина (Kazakh Quiz) is a Kazakh-only quiz game that helps students improve their thinking and language skills through entertaining questions on a variety of topics. AsylMura is an app that collects short yet insightful proverbs, promoting personal growth and helping students express complex ideas with precision. Kitapal offers a wealth of books and resources, suitable for both academic study and personal development. Additionally, many YouTubers and Kazakh language teachers upload a variety of instructional videos to provide

extracurricular learning support. These resources can significantly enhance international students' Kazakh language proficiency.

It is recommended that Kazakh students from China take a standardized language test before entering the UNT preparatory program at universities. Classes should be divided based on the test results. Starting in 2025, the Ministry of Science and Higher Education of Kazakhstan has adjusted the UNT exam subjects for non-Kazakh students, retaining only language and reading proficiency and two elective courses. Admission is based on the scores of these three subjects. The total score for these subjects is 90 points, while the total score of the UNT exam in Kazakhstan is 140. Therefore, foreign Kazakh students' total UNT scores are 50 points lower than those of Kazakh nationals, which accounts for 64% of the total score. Therefore, pre-admission language testing is essential. It not only predicts students' learning outcomes during preparatory studies but also assesses their likelihood of successfully completing undergraduate programs. This task is primarily carried out by the preparatory departments of relevant institutions, such as the Faculty of Pre-Higher Education at Al-Farabi Kazakh National University and Abai Kazakh National Pedagogical University.

After the UNT exam, universities also use student's Kazakh language proficiency results to determine whether they meet admission requirements and whether they can fully master all courses in their chosen major and meet graduation requirements over the four years of study. This is especially true for liberal arts programs such as Kazakh language and literature, philosophy, economics (liberal arts), law, education (liberal arts), history, and management.

Strategy 2: Cultural Exchange Activities

Organize cultural festivals and exchange events to promote interaction between international and local students. Since Chinese Kazakhs and native Kazakhstani Kazakhs belong to the same ethnic group and share many common cultural customs, Kazakh international students should be encouraged to participate in various cultural and exchange activities to strengthen their sense of national identity, enhance their national consciousness, and enrich their cultural experience. The Preparatory Department and the Chinese Consulate General in Almaty organize annual events and visits on January 1st (New Year's Day), Nauryz (March 21st-23rd), the traditional Kazakh holiday, Chinese New Year (usually in late January or early February), Eid al-Adha, May 1st (Kazakh People's Unity Day), October 1st (China's National Day), and December 16th (Kazakh Independence Day). The Consulate General is primarily responsible for monitoring and supporting the academic and living conditions of Chinese Kazakh students. During the Kazakh traditional holiday of Nauryz (March 22st-23rd) and New Year's Day (January 1st), the Preparatory Department organizes exchanges between Chinese Kazakh students and local Kazakh students to foster mutual understanding and deepen academic and cultural exchange, thereby strengthening their sense of national identity and cultural awareness.

In China, students receive education on national culture and ethnic unity starting in elementary school, and this emphasis is maintained throughout the 12 years from primary school through the third year of high school. According to Article 4 of Chapter 1 of the Constitution of the People's Republic of China, "All ethnic groups in the People's Republic of China are equal.". The state safeguards the legitimate rights and interests of all ethnic minorities and maintains and develops equal, united, mutually supportive, and harmonious relations among all ethnic groups [15]. Discrimination and oppression against any ethnic group are prohibited, as are acts that undermine ethnic unity and create ethnic divisions. In China, students begin studying history in the first year of junior high school, including both Chinese and world history. The Chinese history section primarily covers the history of the Han Chinese and other ethnic groups but provides limited coverage of Kazakh culture. Consequently, many Kazakh students rely on discussions with elders or community members about their ethnic culture and history. However, due to the lack of systematic and reliable source, their understanding of their ethnic history and culture is often inadequate. In contrast, ethnic Kazakhs in Kazakhstan have a more comprehensive understanding of their history and culture,

learned through systematic cultural promotion, national history courses and state-led projects [16]. They primarily learn and strengthen their sense of national identity through cultural promotions at the beginning of each semester, the national anthem, Kazakh history books, museums, historical and cultural monuments, and ethnic cultural events such as Independence Day (December 16th), Thanksgiving Day (March 1st), and the traditional Kazakh festival of Nauryz (March 21st to 23rd), as well as ethnic music, dance, and sports.

Therefore, Kazakh students from China should visit places such as the National Library, the National Museum (Almaty Branch), the Almaty City Museum, the 28 Panfilov Guardsmen Park, and the Almaty Metro in Almaty to gain a deeper understanding of the history of the Kazakh people and Kazakhstan. These venues provide excellent opportunities to learn the Kazakh language and understand Kazakh culture and history, thereby helping to strengthen their national consciousness and cultural awareness. This will not only help them achieve better scores on the UNT exam but also have a positive impact on their future university studies.

Strategy 3: Mental Health and Language Support

Providing mental health services is crucial for Kazakh students studying in China. Most of these students are recent high school graduates. Having spent a long period in an intense academic environment, they are prone to experiencing various psychological challenges, both major and minor. This is especially true during their third year of high school, when they prepare for China's National College Entrance Examination (NCEE). These students often spend their days studying intensively and preparing for the Gaokao. Consequently, when they attend UNT preparatory courses in Kazakhstan, the sudden change to a less intense learning environment can lead to a sense of mental and emotional relaxation, causing them to lose focus or become complacent, ultimately leading to failure in the UNT exam [12].

Thus, UNT preparatory courses require a specialized team dedicated to addressing these students' mental health and language learning needs, ensuring that any psychological challenges are monitored and addressed promptly. This group needs to include the person in charge of Chinese student affairs in the preparatory department, representatives of Chinese students currently studying at the undergraduate or graduate level, university psychology teachers, subject teachers in the preparatory department, class counselors, and relevant personnel from the Education Department of the Chinese Embassy in Kazakhstan or the Chinese Consulate General in Almaty. Representatives of Chinese students currently studying at the undergraduate or graduate level are primarily responsible for communicating with Kazakh students, understanding their academic and life needs, and providing feedback to the counselors of their respective classes. Psychology teachers in preparatory universities are responsible for providing psychological counseling to Kazakh students, reporting their psychological conditions to the person in charge of Chinese student affairs in the preparatory department and proposing solutions. Teachers in each subject in the preparatory department are primarily responsible for teaching, student performance, and daily student dynamics. Counselors in each class in the preparatory department make recommendations based on feedback from the course teachers, psychology teachers, and Chinese undergraduate or graduate students. They also submit brief reports to the person in charge of Chinese student affairs in the department and receive final recommendations from the person in charge of Chinese student affairs in the preparatory department. The heads of the education departments of embassies or consulates general regularly monitor the developments of Chinese students in their area and provide feedback to the embassy or consulate general.

The purpose of establishing a language support group is to identify the language learning challenges faced by Chinese Kazakh students during their preparatory studies and to provide appropriate support. Most Chinese students studying in Kazakhstan have been taught entirely in Chinese since childhood and have had limited exposure to the Kazakh language (limited to family and extended family). Consequently, their Kazakh language proficiency is limited, particularly in reading, writing, speaking, and comprehension. Therefore, a group is needed to assist them in

resolving language challenges encountered during preparatory studies. These challenges primarily arise from classroom language used by Kazakh teachers (particularly Russian vocabulary), which can lead to misunderstanding or lack of comprehension. Over time, these students develop the belief that simply because they don't understand something, they can simply cheat on multiple-choice exams. Therefore, a dedicated group is essential to address these challenges and provide advice to help them resolve their language challenges.

Therefore, solving the mental health and language problems encountered by Chinese Kazakh students is not only a problem for the students themselves, but also one of the tasks and responsibilities of the university preparatory department and the education department of the embassy (consulate general). It requires multi-faceted help and consultation to solve. A lot of work needs to be done for the physical and mental health of Kazakh students. However, any problem needs to be examined from all aspects before it is solved, not just at the superficial level. It requires an in-depth understanding of the psychological and language learning challenges of the students, and the development of effective ways to help Chinese Kazakh students.

III. Policy Recommendations

Policy recommendations should target government education departments. First, the majority of international students from China are either recent or former high school graduates. Their education in China was conducted entirely in Chinese, so their Kazakh language proficiency is at a beginner level (around A1 or A2). Therefore, government education departments (the Ministry of Science and Higher Education and the Ministry of Education of Kazakhstan) should require universities to offer tiered language preparatory courses and provide intensive language transition training before students take the UNT exam and during the first year of university. A panel of experts comprised of national education departments, universities, and relevant language specialists, should develop a unified "Kazakh Language Proficiency Grading Standard and Training Plan for Foreign Kazakh Students" and urge universities to strictly implement this plan, including exam scores as part of the requirements for admission and graduation. Furthermore, "Kazakh Language Adaptation Centers" should be established at key universities in Kazakhstan to oversee language adaptation for Chinese Kazakhs studying there.

Secondly, the Ministry of Science and Higher Education should work with universities to establish "Language + Culture Practice Bases," rooted in university Kazakh language faculties and supplemented by sports, culture and tourism faculties, music and dance and fine arts faculties. These bases will encourage Chinese Kazakh students to use Kazakh extensively in their studies and daily lives through language corners, cross-cultural interactions, and practical cultural activities. They will also encourage Chinese Kazakh students to make friends with local peers and improve their language skills. In addition, students should be encouraged to volunteer, take part in language internship opportunities, and immerse themselves in a Kazakh-speaking environment to reduce language and cultural barriers. In particular, these initiatives should aim to eliminate insults and exclusionary terms like "Оралман/ Returnee," "Қытай/Chinese," and "Қашқын/Fugitive." This will allow students to truly experience Kazakh culture and strengthen their cultural identity and language confidence.

Finally, the Ministry of Science and Higher Education should require all universities to establish a dedicated "International Student Language Adaptation Group" within their international student offices to provide academic guidance and language counseling. The results of international students' language adaptation should be incorporated into the quality assessment indicators for international student education, thereby promoting reforms in university language curricula and teaching methods. A three-pronged support system encompassing "policy, universities, and student" is necessary to ensure the institutionalization and regularization of the language adaptation process for Chinese Kazakh international students.

Policy Recommendations for Universities. First, before Chinese Kazakh international students submit their materials to the University Preparatory Department, the department's staff must explain

the teaching methods for classes taught in Kazakh and the requirement of a Kazakh language proficiency test score when selecting Kazakh for the UNT exam. During preparatory courses, instructors must closely monitor students' language skills and provide feedback to the relevant offices within the preparatory department regarding whether students are fully capable of handling the course, whether they need to improve their Kazakh language proficiency, and whether they can accurately complete course assignments within a short period of time.

Secondly, by reducing the number of UNT exam subjects from five to three, the Preparatory Department will have greater opportunities to develop Kazakh language instruction for Chinese Kazakh students. It can also provide intensive language courses for those with limited language proficiency, ensuring they can successfully complete their preparatory studies and lay the foundation for admission to their desired programs. The Preparatory Department will need to conduct regular assessments to ensure that Chinese Kazakh students master the language successfully and use it to complete their preparatory studies.

Finally, the department will assess the students' actual language proficiency and learning abilities based on their language skills and other coursework, and plan further educational efforts. Students will complete all preparatory courses and prepare for the UNT exam while learning the language. This will be particularly important for the official UNT exam in Kazakhstan in May and June, with the results compiled and analyzed. This will include analyzing the performance of the Reading Literacy exam and preparing for the next wave of Chinese Kazakh students, particularly in terms of language selection and integration.

Conclusion. This article primarily analyzes the language adaptation of Chinese Kazakh students studying and living in Kazakhstan. Kazakhstan is a multi-ethnic, multilingual, and multicultural country. Studying and living there requires not only the improvement of language skills but also a process of self-identification and the integration of Chinese Kazakh culture with local Kazakh culture. This integration primarily requires language integration.

Kazakh language, as the mother tongue of Kazakhs worldwide, is a symbol of Kazakh identity. As the national language of Kazakhstan, it is a language that all ethnic groups living in Kazakhstan must learn and use. Russian, as a common language in Kazakhstan, holds a significant position. English, as a language of international communication, is an essential global language.

Although the learning methods and approaches of Chinese Kazakh students differ from those of students in Kazakhstan, learning Kazakh and Russian is essential for studying and living in Kazakhstan, as these two languages are the most widely spoken. Language adaptation is not simply a matter of language skills; it encompasses a comprehensive process of identification with Kazakhs and Kazakh culture, psychological well-being, and adaptation to the educational system.

For Chinese Kazakhs like me who came from China, learning Kazakh and Russian has brought great convenience to my life and studies in Kazakhstan. It has helped me interact more easily with local people, integrate into a new social culture, and achieve Kazakh national identity and cultural integration.

References:

1. *Official website of the President of the Republic of Kazakhstan. (2022). Constitution of the Republic of Kazakhstan. Retrieved from <https://www.akorda.kz/en/constitution-of-the-republic-of-kazakhstan-50912>*
2. *Edinaya platforma internet-resursov gosudarstvennykh organov. (2023). S 10 noiabrya 2023 goda nachnet deistvovat' bezvizovyi rezhim mezhdu Kazakhstanom i Kitaem [From November 10, 2023, a visa-free regime between Kazakhstan and China will begin to operate]. Retrieved from <https://www.gov.kz/memleket/entities/mfa-tashkent/press/news/details/649163> [in Russian]*
3. *Toktau Z. (2017). Bridging language, identity and integration in ethnic migration: Student experience of China-Kazakhs in Kazakhstan (Master's thesis, Nazarbayev University). Nazarbayev*

University Repository. Retrieved from <https://nur.nu.edu.kz/bitstream/123456789/2586/1/Zhuldyz-Toktau.pdf>

4. Agbo S.A., Pak N., Akbarov A., Madiyeva G., Saurykov Y. (2022). *Global competitiveness myths and ideals: English language policy in universities in Kazakhstan*. *International Journal of Educational Reform*. <https://doi.org/10.1177/10567879221137572>
5. Sadulova Z., Karimsakova B., Yessenova K., Kamarova N., Kurmanova B., Smagulova K., Karagulova B., Amangaziyeva M. (2025). *Bilingualism and multilingualism in Kazakhstan: Sociolinguistic and educational perspectives*. *Forum for Linguistic Studies*, 7(7). <https://doi.org/10.30564/fls.v7i7.10172>
6. Kurmetti kandastar (ulytk kazakh shetel azamattary). (2025). *Kurmetti kandastar (ulytk kazakh shetel azamattary) [Dear compatriots (ethnic Kazakhs who are foreign citizens)]*. Retrieved from https://testcenter.kz/press-tsentr/novosti/?ELEMENT_ID=7476 [in Kazakh]
7. Zharkenov, S., Ongarbayev Y., Nurmagambetov A., Galiakbarova G. (2023). *State support for compatriots: Improving Kazakhstan legislation*. *Revista de Direito Internacional*, 19(3). <https://doi.org/10.5102/rdi.v19i3.8526>
8. Tajibayeva Z., Nurgaliyeva S., Aubakirova K., Ladzina N., Shaushekova B., Yespolova G., Taurbekova A. (2023). *Investigation of the psychological, pedagogical and technological adaptation levels of repatriated university students*. *International Journal of Education in Mathematics, Science and Technology*, 11(3), 755–774. <https://doi.org/10.46328/ijemst.3336>
9. Moldakhanova M., Kariyev A., Lekerova G., Orazbayeva F. (2024). *Research on adaptation of first-year students with special educational needs to study at university*. *Insight: The Psychological Dimensions of Society*, 365–388. <https://doi.org/10.32999/2663-970X/2024-11-19>
10. Bourdieu P. (1991). *Language and symbolic power*. Harvard University Press. Retrieved from https://monoskop.org/images/4/43/Bourdieu_Pierre_Language_and_Symbolic_Power_1991.pdf
11. Krashen S.D. (1982). *Principles and practice in second language acquisition*. Pergamon. Retrieved from https://www.sdkrashen.com/content/books/principles_and_practice.pdf
12. Berry J.W. (1997). *Immigration, acculturation, and adaptation*. Retrieved from https://is.muni.cz/el/fss/podzim2015/ZUR393i/um/W_2_Acculturation.pdf
13. Tlepbergen D., Akzhigitova A., Zabrodskaia A. (2025). *Kazakh–English bilingualism in Kazakhstan: Public attitudes and language practices*. *Languages*, 10(5), 102. <https://doi.org/10.3390/languages10050102>
14. Kaztest. (2024). *Kaztest zhuiyesinin zhalpy akparaty [General information about the Kaztest system]*. Retrieved from <http://kazakhtest.kz/kz/about-center/> [in Kazakh]
15. The People’s Republic of China. (2019). *Constitution of the People’s Republic of China*. Retrieved from https://english.www.gov.cn/archive/lawsregulations/201911/20/content_WS5ed8856ec6d0b3f0e9499913.html
16. Zharkynbekova Sh. K., Tazhibayeva S. Zh., Filchenko A. U. *Problems of Preserving the Kazakh Language in China: Threats of Extinction and Ways of Solution*. In: *J. Sib. Fed. Univ. Humanit. soc. sci.*, 2025, 18(3), 502–515. EDN: DOAOGQ

БІЗДІҢ АВТОРЛАР

Абдиева Гульнара Муратбаевна – Абай атындағы Қазақ ұлттық педагогикалық университетінің орыс тілі мен әдебиеті кафедрасының докторанты, Алматы, Қазақстан, ORCID: <https://orcid.org/0000-0001-6929-0980>, e-mail: abdiyeva_gulnara@mail.ru

Серкебаева Гаухар Искакбековна – М. Әуезов атындағы Оңтүстік Қазақстан Университеті, «Абайтану» ғылыми орталығының аға ғылыми қызметкері, PhD, Шымкент, Қазақстан, ORCID: <https://orcid.org/0000-0001-8423-1129>, e-mail: gauhar.110178@mail.ru

Зарипова Матлуба Кулфидинова – PhD, доцент, Термез мемлекеттік университеті, Термез, Өзбекстан, ORCID: <https://orcid.org/0000-0002-8490-3412>, e-mail: zaripovam@tersu.uz

Смагулова Бахыт Абаевна – филология ғылымдарының кандидаты, Абай атындағы Қазақ ұлттық педагогикалық университеті, орыс тілі мен әдебиеті кафедрасының аға оқытушысы, Алматы, Қазақстан, ORCID: <https://orcid.org/0000-0001-6967-0190>, e-mail: bakyt28@mail.ru

Өнерхан Нурболат – Моңғолияның Гуманитарлық университеті тіл және мәдениет факультетінің докторанты, Ұланбатыр қаласы, Моңғолия, ORCID: <https://orcid.org/0009-0008-2068-5496>, e-mail: nurbolat.bu@gmail.com

Раджапова Наталья Базаровна – PhD, Термез мемлекеттік университетінің орыс тіл білімі кафедрасы, Термез, Өзбекстан, ORCID: <https://orcid.org/0000-0003-1336-8616>, e-mail: radjarova2022@mail.ru

Онгарбаева Алия Тынысовна – Абай атындағы Қазақ ұлттық педагогикалық университеті, орыс тілі мен әдебиеті кафедрасының аға оқытушысы, PhD, Алматы, Қазақстан, ORCID: <https://orcid.org/0000-0003-3031-752X>, e-mail: aliaongarbaeva5@gmail.com

Саурбаев Ришат Жүркенұлы – филология ғылымдарының кандидаты, шетел филологиясы кафедрасының профессоры Торайғыров университеті, Павлодар, Қазақстан, ORCID: <https://orcid.org/0000-0003-1419-7361>, e-mail: rishat_1062@mail.ru

Ереханова Фатима Турехановна – филология ғылымдарының кандидаты, тілдер және әдебиет кафедрасының қауымдастырылған профессорының м.а., Орталық Азия Инновациялық университеті, Шымкент, Қазақстан, ORCID: <https://orcid.org/0000-0003-3344-3839>, e-mail: siliconoasis702@gmail.com

Токсанбаева Тілектес Жаңабергенқызы – филология ғылымдарының кандидаты, доцент, Сейфуллин атындағы Қазақ агротехникалық зерттеу университеті, Астана, Қазақстан, ORCID: <https://orcid.org/0000-0002-3605-8699>, e-mail: tlesha66@mail.ru

Тлеулесова Ардақ Шайкенқызы – педагогика ғылымдарының кандидаты, қауымдастырылған профессор, С. Сейфуллин атындағы Қазақ агротехникалық зерттеу университеті, Астана, Қазақстан, ORCID: <https://orcid.org/0000-0002-3471-6109>, e-mail: tleulesova.ardak@mail.ru

Ахметова Бигайша – филология ғылымдарының кандидаты, профессор, С. Сейфуллин атындағы Қазақ агротехникалық зерттеу университеті, Астана, Қазақстан, ORCID: <https://orcid.org/0000-0002-8018-6532>, e-mail: bigaisha@mail.ru

Алламуратова Айсанем Жалгасбаевна – филология ғылымдарының кандидаты, доцент, «Профи» университеті, Ташкент, Өзбекстан, ORCID: <https://orcid.org/0009-0002-2326-4124>, e-mail: ausanem69@mail.ru

Алламуратова Гульсанем Жалгасбаевна – филология ғылымдарының кандидаты, доцент, Мамуна академиясы, Хорезм, Өзбекстан, ORCID: <https://orcid.org/0009-0001-0001-7094>, e-mail: gulsanem69@mail.ru

Аралтай Мейірім Азаматқызы – Сүлейман Демирель Университеті, магистрант, Алматы, Қазақстан, ORCID: <https://orcid.org/0009-0000-0738-0876>, e-mail: araltay01@mail.ru

Жұмақаева Береке Дәулетханқызы – Сүлейман Демирель Университеті, педагогика ғылымдарының кандидаты, профессор, Алматы, Қазақстан, ORCID: <https://orcid.org/0000-0002-2160-8117>, e-mail: d.bereke2009@mail.ru

Кудайберген Аяулым – Абай атындағы Қазақ ұлттық педагогикалық университеті, 2 курс магистранты, Қазақстан, Алматы, ORCID: <https://orcid.org/0009-0009-6456-4159>, e-mail: aiaulym12.com@mail.ru

Ибраева Айзат Дюсеновна – Абай атындағы Қазақ ұлттық педагогикалық университеті, ф.ғ.к., қауымдаст.проф.м.а., Алматы, Қазақстан, ORCID: <https://orcid.org/0000-0001-8015-8593>, e-mail: Ibraevaaizat@mail.ru

Насирдинов Бауыржан Патшаханович – «М.Әуезов атындағы Оңтүстік Қазақстан университеті» КЕАҚ, 3 курс докторанты, «Абайтану» ғылыми орталығының аға оқытушысы, Шымкент, Қазақстан, ORCID: <https://orcid.org/0009-0004-3248-422X>, e-mail: NBP_D@mail.ru

Өмірзақов Саттар Досалиевич – «М.Әуезов атындағы Оңтүстік Қазақстан университеті» КЕАҚ, Гуманитарлық ғылымдар ғылыми зерттеу институты «Абайтану» ғылыми орталығының басшысы, ф.ғ.к., доцент, Шымкент, Қазақстан, ORCID: <https://orcid.org/0009-0002-1627-7779>, e-mail: sattar.kazgurt@mail.ru

Бибулова Меруерт Абдусаттарқызы – «М.Әуезов атындағы Оңтүстік Қазақстан университеті» КЕАҚ, «Абайтану» ғылыми орталығының аға оқытушысы, магистр, Шымкент, Қазақстан, ORCID: <https://orcid.org/0000-0001-5405-116X>, e-mail: bibulova79@bk.ru

Сейтова Ляззат Муратхановна – Абай атындағы Қазақ ұлттық педагогикалық университеті, орыс тілі мен әдебиеті кафедрасының 2 курс магистранты, Алматы, Қазақстан, ORCID: <https://orcid.org/0009-0003-2114-8696>, e-mail: seitovalyazzat2@gmail.com

Әбен Арман – «КИМЭП» университетінің магистранты, Алматы, Қазақстан, ORCID: <https://orcid.org/0009-0004-1300-733X>, e-mail: Aerman.Abieni@kimer.kz

Сарымсақ Камила Тасбулатқызы – Абай атындағы Қазақ ұлттық педагогикалық университетінің 2-курс магистранты, Алматы, Қазақстан, ORCID: <https://orcid.org/0009-0006-5195-1545>, e-mail: kamilasarymsak@mail.ru

Тлеубекова Ботакоз Тургамбаевна – Абай атындағы Қазақ ұлттық педагогикалық университеті, филология ғылымдарының кандидаты, академик С. Қирабаев атындағы қазақ әдебиеті және оқыту әдістемесі кафедрасының аға оқытушысы, Алматы, Қазақстан, ORCID: <https://orcid.org/0000-0001-5186-3437>, e-mail: biko.1972@mail.ru

Оспанова Асель Кожамуратовна – Өл-Фараби атындағы ҚазҰУ, 3 курс докторанты, Алматы, Қазақстан, ORCID: <https://orcid.org/0009-0008-7323-2124>, e-mail: ospanova.ak07@mail.ru

Дуранли Муваффақ – Еге университеті, 3 курс докторанты, Измир, Түркия, ORCID: <https://orcid.org/0000-0002-4529-2700>, e-mail: m_duranli@hotmail.com

НАШИ АВТОРЫ

Абдиева Гульнара Муратбаевна – докторант кафедры русского языка и литературы, Казахский национальный педагогический университет имени Абая, Алматы, Казахстан, ORCID: <https://orcid.org/0000-0001-6929-0980>, e-mail: abdiyeva_gulnara@mail.ru

Серкебаева Гаухар Искакбековна – доктор PhD, старший научный сотрудник научного центра «Абаеведение» Южно-Казахстанского университета имени М. Ауэзова, Шымкент, Казахстан, ORCID: <https://orcid.org/0000-0001-8423-1129>, e-mail: gauhar.110178@mail.ru

Зарипова Матлуба Кулфидиновна – доктор PhD, доцент кафедры русского языкознания, Термезский государственный университет, Термез, Узбекистан, ORCID: <https://orcid.org/0000-0002-8490-3412>, e-mail: zaripovam@tersu.uz

Смагулова Бахыт Абаевна – кандидат филологических наук, старший преподаватель кафедры русского языка и литературы Казахского национального педагогического университета имени Абая, Алматы, Казахстан, ORCID: <https://orcid.org/0000-0001-6967-0190>, e-mail: bakyt28@mail.ru

Унерхан Нурболат – докторант Факультета языка и культуры Гуманитарного университета Монголии, Улан-Батор, Монголия, ORCID: <https://orcid.org/0009-0008-2068-5496>, e-mail: nurbolat.bu@gmail.com

Раджапова Наталья Базаровна – доктор PhD кафедры русского языкознания Термезского государственного университета, Термез, Узбекистан, ORCID: <https://orcid.org/0000-0003-1336-8616>, e-mail: radjapova2022@mail.ru

Онгарбаева Алия Тынысовна – доктор PhD, старший преподаватель кафедры русского языка и литературы Казахского национального педагогического университета имени Абая, Алматы, Казахстан, ORCID: <https://orcid.org/0000-0003-3031-752X>, e-mail: aliaongarbaeva5@gmail.com

Саурбаев Ришат Журкенович – кандидат филологических наук, профессор кафедры Иностранная филология Торайгыров университета, Павлодар, Казахстан, ORCID: <https://orcid.org/0000-0003-1419-7361>, e-mail: rishat_1062@mail.ru

Ереханова Фатима Турехановна – кандидат филологических наук, и.о. ассоциированного профессора кафедры «Языки и литература», Центрально-Азиатский Инновационный университет, Шымкент, Казахстан, ORCID: <https://orcid.org/0000-0003-3344-3839>, e-mail: siliconoasis702@gmail.com

Токсанбаева Тлектеш Жанабергеневна – кандидат филологических наук, доцент Казахского агротехнического университета им. Сейфуллина, Астана, Казахстан, ORCID: <https://orcid.org/0000-0002-3605-8699>, e-mail: tlesha66@mail.ru

Тлеулесова Ардак Шайкеновна – кандидат педагогических наук, доцент Казахского научно-исследовательского агротехнического университета имени С. Сейфуллина, Астана, Казахстан, ORCID: <https://orcid.org/0000-0002-3471-6109>, e-mail: tleulesova.ardak@mail.ru

Ахметова Бигайша – кандидат филологических наук, доцент Казахского научно-исследовательского агротехнического университета им. С. Сейфуллина, Астана, Казахстан, ORCID: <https://orcid.org/0000-0002-8018-6532>, e-mail: bigaisha@mail.ru

Алламуратова Айсанем Жалгасбаевна – кандидат филологических наук, доцент, Университет «Профи», Ташкент, Узбекистан, ORCID: <https://orcid.org/0009-0002-2326-4124>, e-mail: ausanem69@mail.ru

Алламуратова Гульсанем Жалгасбаевна – кандидат филологических наук, доцент, Университет Маъмуна, Хорезм, Узбекистан, ORCID: <https://orcid.org/0009-0001-0001-7094>, e-mail: gulsanem69@mail.ru

Аралтай Мейірім Азаматовна – магистрант Университета имени Сулеймана Демиреля Алматы, Казахстан, ORCID: <https://orcid.org/0009-0000-0738-0876>, e-mail: araltay01@mail.ru

Жумакаева Береке Даулетхановна – кандидат педагогических наук, профессор, Университет имени Сулеймана Демиреля, Алматы, Казахстан, ORCID: <https://orcid.org/10000-0002-2160-8117>, e-mail: d.bereke2009@mail.ru

Кудайберген Аяулым – магистрант 2 курса Казахского национального педагогического университета имени Абая, Алматы, Казахстан, ORCID: <https://orcid.org/0009-0009-6456-4159>, e-mail: aiaulym12.com@mail.ru

Ибраева Айзат Дюсеновна – кандидат филологических наук., и.о. асоц. профессора, Казахского национального педагогического университета имени Абая, Алматы, Казахстан, ORCID: <https://orcid.org/0000-0001-8015-8593>, e-mail: Ibraevaaizat@mail.ru

Насирдинов Бауыржан Патшаханович – докторант 3 курса НАО «Южно-Казахстанский университет имени М. Ауэзова», магистр, старший преподаватель НЦ «Абайтану», Шымкент, Казахстан, ORCID: <https://orcid.org/0009-0004-3248-422X>, e-mail: NBP_D@mail.ru.

Умирзаков Саттар Досалиевич – кандидат наук, доцент, старший научный сотрудник НЦ «Абаеведение» научно-исследовательский институт «Социальных и гуманитарных наук» НАО «Южно-Казахстанский университет имени М. Ауэзова», Шымкент, Казахстан, ORCID: <https://orcid.org/0009-0002-1627-7779>, e-mail: sattar.kazgurt@mail.ru

Бибулова Меруерт Абдусаттаровна – НАО «Южно-Казахстанский университет имени М. Ауэзова», магистр, старший преподаватель НЦ «Абайтану», Шымкент, Казахстан, ORCID: <https://orcid.org/0000-0001-5405-116X>, e-mail: bibulova79@bk.ru

Сейтова Ляззат Муратхановна – Казахский национальный педагогический университет имени Абая, кафедра русского языка и литературы, магистрант 2 курса, Алматы, Казахстан, ORCID: <https://orcid.org/0009-0003-2114-8696>, e-mail: seitovalyazzat2@gmail.com

Абен Арман – магистрант университета «КИМЭП», г. Алматы, Казахстан, ORCID: <https://orcid.org/0009-0004-1300-73>, e-mail: Aerman.Abieni@kimep.kz,

Сарымсак Камила Тасбулатовна – студентка 2 курса магистратуры Казахского национального педагогического университета имени Абая Алматы, Казахстан, ORCID: <https://orcid.org/0009-0006-5195-1545>, e-mail: kamilasarymsak@mail.ru

Тлеубекова Ботакоз Тургамбаевна – кандидат филологических наук, старший преподаватель кафедры казахской литературы и методики преподавания имени академика С. Кирабаева, Казахский национальный педагогический университет имени Абая, Алматы, Казахстан, ORCID: <https://orcid.org/0000-0001-5186-3437>, e-mail: biko.1972@mail.ru

Оспанова Асель Кожамуратовна – Казахский национальный университет имени аль-Фараби, докторант 3 курса, Алматы, Казахстан, ORCID: <https://orcid.org/0009-0008-7323-2124>, e-mail: ospanova.ak07@mail.ru

Дуранли Муваффах – Университет Эге, докторант 3 курса, Измир, Турция, ORCID: <https://orcid.org/0000-0002-4529-2700>, e-mail: m_duranli@hotmail.com

OUR AUTHORS

Abdiyeva Gulnara Muratbayevna – Doctoral student of the Department of Russian Language and Literature, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0000-0001-6929-0980>, e-mail: abdiyeva_gulnara@mail.ru

Serkebayeva Gaukhar Iskakbekkyzy – PhD, M. Auezov South Kazakhstan University, senior researcher at the “Abai Studies” Scientific Center (Shymkent, Kazakhstan, ORCID: <https://orcid.org/0000-0001-8423-1129>, e-mail: gauhar.110178@mail.ru,

Zaripova Matluba Kulfidinovna – PhD, Associate Professor of the Department of Russian Linguistics, Termez State University, Termez, Uzbekistan, ORCID: <https://orcid.org/0000-0002-8490-3412>, e-mail: zaripovam@tersu.uz

Smagulova Bakhyt Abayevna – Candidate of Philological Sciences, Senior Lecturer of the Department of Russian Language and Literature of Abai Kazakh National Pedagogical University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0000-0001-6967-0190>, e-mail: bakyt28@mail.ru

Unyerkhan Nurbolat – Doctoral student, Faculty of Language and Culture, Humanities University of Mongolia, Ulaanbaatar, Mongolia, ORCID: <https://orcid.org/0009-0008-2068-5496>, e-mail: nurbolat.bu@gmail.com

Radzhapova Natalia Bazarovna – PhD, Department of Russian Linguistics, Termez State University, Termez, Uzbekistan, ORCID: <https://orcid.org/0000-0003-1336-8616>, e-mail: radjapova2022@mail.ru

Ongarbayeva Aliya Tynysovna – PhD, Senior Lecturer, Department of Russian Language and Literature, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0000-0003-3031-752X>, e-mail: aliaongarbaeva5@gmail.com

Saurbayev Rishat Zhurkenovich – Candidate of Philological Sciences, Professor of the Department of Foreign Philology Toraighyrov University, Pavlodar, Kazakhstan, ORCID: <https://orcid.org/0000-0003-1419-7361>, e-mail: rishat_1062@mail.ru

Yerekhanova Fatima Turekhanovna – PhD, Acting Associate Professor of the Department of Languages and Literature, Central Asian Innovation University, Shymkent, Kazakhstan, ORCID: <https://orcid.org/0000-0003-3344-3839>, e-mail: siliconoasis702@gmail.com

Toksanbayeva Tlektesh Zhanabergenovna. – Candidate of Philological Sciences, Associate Professor of Seifullin Kazakh Scientific Research Agrotechnical University, Astana, Kazakhstan, ORCID: <https://orcid.org/0000-0002-3605-8699>, e-mail: tlesha66@mail.ru

Tleulesova Ardak Shaikenovna – Candidate of Pedagogical Sciences, Associate Professor of S. Seifullin Kazakh Scientific Research Agrotechnical University, Astana, Kazakhstan, ORCID: <https://orcid.org/0000-0002-3471-6109>, e-mail: tleulesova.ardak@mail.ru

Akhmetova Bigaisha – Candidate of Philological Sciences, Associate Professor of S. Seifullin Kazakh Research Agrotechnical University, Astana, Kazakhstan, ORCID: <https://orcid.org/0000-0002-8018-6532>, e-mail: bigaisha@mail.ru

Allamuratova Aisanem – Candidate of Philological Sciences, Associate Professor, «Profi» University, Tashkent, Uzbekistan, ORCID: <https://orcid.org/0009-0002-2326-4124>, e-mail: aysanem69@mail.ru

Allamuratova Gulsanem – Candidate of Philological Sciences, Associate Professor, Mamun Academy, Khorezm, Uzbekistan, ORCID: <https://orcid.org/0009-0001-0001-7094>, e-mail: gulsanem69@mail.ru

Araltay Meirim Azamatkyzy – Master’s student at Suleyman Demirel University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0009-0000-0738-0876>, e-mail: araltay01@mail.ru

Zhumakayeva Bereke Dauletqhanovna – Candidate of Pedagogical Sciences, Professor, Suleyman Demirel University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0000-0002-2160-8117>, e-mail: d.bereke2009@mail.ru

Kudaibergen Ayaulym – Second-year master's student at Abai Kazakh National Pedagogical University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0009-0009-6456-4159>, e-mail: aiaulym12.com@mail.ru

Ibraeva Aizat Dyusenovna – Candidate of Philological Sciences, Acting Associate Professor, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0000-0001-8015-8593>, e-mail: Ibraevaaizat@mail.ru

Nasirdinov Bauyrzhan Patshakhanovich – Doctoral student 3rd year, M. Auezov South Kazakhstan University, Master, senior researcher of the Research Center "Abai Studies" of Shymkent, Kazakhstan, ORCID: <https://orcid.org/000-0002-6285-5579>, e-mail: NBP_D@mail.ru.

Umirzakov Sattar Dosalievich – Candidate of Sciences, Associate Professor, Head of the Scientific Center "Abai studies" of the Research Institute of Social and Humanitarian Sciences of the NJSC "M. Auezov South Kazakhstan University", ORCID: <https://orcid.org/0009-0002-1627-7779>, e-mail: sattar.kazgurt@mail.ru

Bibulova Meruyert Abdusattarovna – M. Auezov South Kazakhstan University, Master, senior researcher of the Research Center "Abai Studies" of Shymkent, Kazakhstan, ORCID: <https://orcid.org/0000-0001-5405-116X>, e-mail: bibulova79@bk.ru

Seitova Lyazzat Muratkhanovna – 2nd-year Master's student, Department of Russian Language and Literature, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0009-0003-2114-8696>, e-mail: seitovalyazzat2@gmail.com

Aben Arman – Master's student, KIMEP University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0009-0004-1300-73>, e-mail: Aerman.Abieni@kimep.kz

Sarymsak Kamila Tasbulatovna – 2nd year master's student at Abai Kazakh National Pedagogical University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0009-0006-5195-1545>, e-mail: kamilasarymsak@mail.ru

Tleubekova Botakoz Turgambaevna – Candidate of Philological Sciences, Senior lecturer at the Department of Kazakh Literature and Teaching Methods named after Academician S. Kirabaev Abai Kazakh National Pedagogical University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0000-0001-5186-3437>, e-mail: biko.1972@mail.ru

Ospanova Asel Kozhamuratovna – Al-Farabi Kazakh National University, 3rd year doctoral student, Almaty, Kazakhstan, ORCID: <https://orcid.org/0009-0008-7323-2124>, e-mail: ospanova.ak07@mail.ru

Duranli Muvaffak – Ege University, 3rd year doctoral student, Izmir, Turkey, ORCID: <https://orcid.org/0000-0002-4529-2700>, e-mail: m_duranli@hotmail.com