

CONVENTIONAL LANGUAGE PROBLEM OF TURKIC WORLD

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Abstract

In this study, it is deduced that students in Hoca Ahmet Yesevi International Turk-Kazakh University are aware of that they study in two and multi-language education. Additionally, it is detected that there is deficiency in a common language to be used in educational and commercial areas in Turkic world. In order to fix this problem, it is suggested to use a common Turkic language.

Keywords: Bilingualism, multilingual education.

INTRODUCTION

Educational politics of governments and political regimes are social architecture that determines the future of regimes and nations. Education in this world, either with one language, or two, even multilingual, designs social structure. This situation points out that social architecture is applied every time. Two or multilingual education is pretty much expensive considering the education systems in the world. Therefore, education in the language of the majority or the official language makes the value cost less. Programmes that are used much in bilingual classes with minority students to work the prevailing linguistic programmes are very expensive. Personnel working in the bilingual classes increase cost of the education. However, the education provided by the ones who knows that prevailing language or the official language, is the most efficient and cheapest way. Also, researches show that bilingual education is inadequate. Even a student is taught a language with materials, he doesn't understand the language and in time the context of that language vanishes. Students in bilingual education institutes learn only the prevailing language, but math, science, history and other abstract skills of the second language are inadequate in these schools.(1-3). In the bilingual education system, the ones who speaks a minority language consider themselves as subjected to assimilation and that issue make a negative impression on learning the prevailing language. It is observed that they resist against the change not only they don't want to live like another piece of the society but also they don't want to give up their language and culture. However in USA, bilingualism has been applied only on poor children during immigration periods just because bilingualism is referred as

immigration (1-3). Bilingualism and multilingualism has worldwide norms. In USA, bilingual education is developed for the purpose of bilingual students can also benefit from one-linguistic classes. Bilingual education has not been used applied for the immigrants to continue their social identity and language, it has been applied for assimilating them. Bilingual education has been applied on the immigrants in accordance with the government program (1-4). Republic of South Africa has altered their education system from monolingual to bilingual. Unfortunately, they could not achieve a success in higher education. Level of education did not improve, instead it has become worse. Therefore it has been suggested to annul multi-linguistic education system from higher education in the future (5-7). Multilingual education is just a decision that they have taken as a result of political edict's decisions of different, irrelevant subjects. These decisions sometimes bring along some dilemmas (8). There are different purposes and lots of problems about multilingual education (9-12). Typical examples of bilingual education in Europe are given in the resource (13). Bilingual and multilingual education in Soviet Union are remarkable with different applications. Soviet regime did not ban speaking local languages by its multilingual education practices implemented for years. Soviet Union was a pioneer in preserving different languages and also provided education in these languages. Soviets both applied multilingual education and approved Russian as mother language for determining a common language to communicate between its ethnic groups. Soviet regime did not destroy the ethnic identity and characteristics of its communities but weakened them and prevented development of their idea of nationalism. Therefore they make Russian the native and official language. They became pioneers in increasing imperative demand in Russian Language by making Russian the official language and the language of higher education. The demand of ethnic groups in Russian have made the language prevailing one. It is clear that multilingual education is just a showpiece because Russian is the language of education in university and also the official language of the government.

PURPOSE OF THE STUDY AND USED TECHNIQUES

This study applied in order to determine the awareness of the licence students of multilingual education in Kazakhstan Hoca Ahmet Yesevi International Turk- Kazakh University which has multilingual education. Study's borders are made for determining the perceptions of the students relative to bilingual and multilingual education, descriptive scanner model is used to detect any available situations. Study sample consists of 250 randomly picked university licence students. Obtained data is analysed with a software package and descriptive statistics and comparisons are made in the base of chi-square analysis as a = 0,05 significance.

ANALYSIS OF THE DATA AND FINDINGS

It can be said that a significant indicator of bilingualism or multilingualism is "different local languages other than official language spoken, preserved and education without official language". In this concept, republic of Kazakhstan is a country with a socio-cultural sub-structure to use different languages. It is observed that individuals around Ahmet Yesevi

University can speak and learn other languages. It is determined that participants know how to speak other languages among their native one. Result of this study is given below. When the answers to the question of “how the participants feel about the language” for the purpose of determining how they feel themselves about languages as they live in different society is analyzed, it is detected that 45 % of the participants defined themselves as “bilingual” and 55 % defined themselves as multilingual. It is detected that 50 % of the participants know three languages, 40 % know 4 languages and 10 % know more than 4 languages according to their answers to these question as “the number of languages they know”. It is detected that in their educational life, they use 30% Kazakh, 40 % Turkish and 15 % Russian and 15 % English according to the answers to the question as “how many of these languages are used by them in their education”. When the answers to the question as “where they have learnt other languages besides their native ones” asked for determining their ideas on that issue have been analyzed; 80 % of the participants answered as in school, 15 % as home, and 5 % as special course. This finding indicates that Ahmet Yesevi University executes multi lingual education and teaches other languages because while in preparation classes only Kazakh and Turkish are being taught, in medical faculty, there is a different application that involves Russian and English learning. Analysing the answers to the question “whether they think that their university is multi-lingual and multi-cultural” to determine their opinions, significant part as 80 % of the participants said yes, 5 % said no and 15 % did not have any idea. To the question “whether it is necessary to build up a common language politics in Turkic world”, 95 % of the participant answered yes, 2 % answered no and 3 % had no idea. 95 % of the participants emphasized that a common language should be established. Answer to the question “ which language you think that should be the common language of Turkic world”, 30 % of the participants said Turkish, 20 % Kazakh, 10 % Azerbaijane, 15 % Turcoman, 15 % Uzbek, 10 % Kyrgyz. This situation indicates that in the Turkic world, historical and basic relationships have not been established and just shallow and emotional relationships can be discussed as present. While the participants emphasized that there should be a common language in the Turkic world, they choose their own native language to be the common language of all. This fact indicates that in long or short term, there will be no common language scenario possible in the Turkic world. Sufficient data could not be found on the after-graduate success of that multilingual university. There is no field of study in that subject. Therefore, the success level of that bilingual education institute has not been determined. It is observed in the study that students cannot use bilingual education efficiently because they don't entirely know the language. Because of that, they cannot use practical sources that has bilingual context. Even bilingual and multilingual education seem beneficiary at first sight, they cause dilemmas in success. We have the idea that multilingual education for providing high level human resources will fail except some special occasions.

CONCLUSION AND SUGGESTIONS

It is understood that there is not a common language in education, communication, writing and trading in Turkic world so there are only shallow and emotional relationships between these

countries. In this situation, there is no way that long term cultural, commercial and political relationships in the Turkic world would last long. Therefore, there should be a common writing language for common education and this language should mandatorily be used in commercial life. In this sense, cultural and moral rules will be established in a determined period by building up long term cultural interactions, political and commercial relationships. Therefore the foundation of a long term strategic collaboration will be established.

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