

## To the issue of forming value attitudes of Kazakhstani schoolchildren towards the languages they are learning

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**Abstract.** The authors of this article consider the issues of schoolchildren's value attitudes to the languages they study in the context of the axiologization of language education. Having built a compositional structure of the sought-after phenomenon, the authors focused their attention on the issues of schoolchildren's motivation to learn languages. In this vein, the authors consider this motivation as one of the key criteria for assessing the value attitude to languages. This article presents the materials of an empirical study aimed at diagnosing and assessing the level of Kazakhstani schoolchildren's value attitude formation in the languages they study. The focus of the study is three languages: Kazakh (T2), Russian (R2) and English (L3). In the terminology of trilingual education in Kazakhstan, this means the second and third languages, i.e. the Kazakh language at schools with Russian as the language of instruction, the Russian language at schools with Kazakh as the language of instruction and English regardless of the language of instruction in schools. The authors note that the materials presented in this article represent one fragment of a larger study, since motivation in learning languages is one of the nine criteria for valuing attitudes towards languages. The purpose of the study is to identify the motivation level of Kazakhstani schoolchildren in learning three languages. The main research method is an online survey, which involved students in grades 6-9 in schools in four regions of Kazakhstan.



**Key words:** language education, axiologization of language education, value attitude towards languages, criteria of value attitude, diagnostics of value attitude, schoolchildren.



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### Introduction

Language education at the present stage of its development has a very solid arsenal of theoretical and empirical developments. Recently, researchers have increasingly turned their attention to the problems of its axiologization, when the perception

of language as the highest social value is becoming more and more relevant. In this vein, scientists are convincing in substantiating the value attitude to languages as the leading factor in their acquisition by schoolchildren. Many works are devoted to proving that emotional and motivational aspects dominate

in the component composition of the value attitude to languages. At the same time, of course, the cognitive and activity components of the phenomenon we are studying are not ignored. Agreeing with the opinion of experts and having a scientific background in our research, in this article we focused our attention on the issues of motivating schoolchildren in learning languages.

Today educational standards of Kazakhstan are aimed at promoting the ideas of the linguistic trinity, the apex of which is the Kazakh language for compulsory acquisition. In unity with the state language, the study of Russian and foreign languages is also compulsory, while Kazakh schoolchildren give their preference to English.

Taking into account the above, in this article, we intend to study the level of motivation of Kazakh schoolchildren in studying three languages, namely: Kazakh, Russian, and English. To do this, we considered it appropriate to carry out the following research steps: 1) to establish the component composition of the value attitude to languages, 2) to determine the system of evaluation criteria for each component, 3) to conduct diagnostics and assess the level of schoolchildren's motivation formation in studying languages. To solve these problems, the methods of theoretical analysis of scientific works from available sources, a survey among students in grades 6-9, analysis, and the author's interpretation of the survey results were used.

## Materials and methods

In accordance with the study objectives, in this article, we conducted a theoretical analysis of scientific works devoted to the issues of schoolchildren's value attitudes to the languages they study. Thus, in cognitive linguistics, these issues are associated with such concepts as "linguistic personality", "secondary linguistic personality", "linguistic picture of the world", when: 1) three aspects are distinguished in the structure of linguistic personality: value, cognitive and behavioral [1-3]; 2) such components

as verbal-semantic, cognitive, pragmatic, value, behavioral, motivational, etc. are distinguished in the secondary linguistic personality, cognitive, pragmatic, value, behavioral, motivational, etc.; 3) these two concepts are considered in conjunction with the term "linguistic picture of the world", which is the main determinant of the formation of a value attitude to language [4]. By this, in the structure of value relations, key positions are occupied by emotional recognition and acceptance of values [5-13].

In our work, we consider the value attitude to language from the point of its pedagogical measurability view. In this regard, we tried to build a system of criteria for assessing the value attitude of schoolchildren to languages in the most clear and structured way possible in accordance with three components, namely: emotional-motivational (1), cognitive-linguistic (2) and activity-pragmatic (3). The criteria of the first of them are social orientation of the individual (1.1), interest in learning languages (1.2), and motivation in learning languages (1.3). The second component contains goal-setting in learning languages (2.1), expanding vocabulary (2.2), improving the culture of speech (2.3). The third component is determined by the following criteria: compliance with the principles of speech communication (3.1), language position (3.2), respect for the studied languages and their native speakers (3.3). In addition to the component composition of the value attitude to languages, there are three levels of formation for its diagnosis: optimal (OO), acceptable (AU), and critical (CU). The optimal level reflects the stability of learning motivation that does not require external stimuli; the acceptable level is characterized by an episodically manifested interest in learning languages, the motives for their study require external stimuli; the critical level is determined by the lack of interest and weak motivation in learning languages [14].

At this stage of the study, the labor intensity and complexity of measuring the schoolchildren value attitude to languages becomes obvious. Therefore, in this article, we decided to present the results

of diagnosing only one criterion, namely: motivation in learning languages (1.3).

To diagnose the motivation of schoolchildren in learning languages, we developed a questionnaire, the reliability of which was verified by Cronbach's alpha coefficient ( $\alpha$ -Cronbach = 0.9).

This questionnaire contains four questions:

1. Is learning Kazakh / Russian / English important to you?
2. Do you like learning Kazakh / Russian / English?
3. Will your life in the future be connected with Kazakh / Russian / English?
4. Why do you need to learn Kazakh / Russian / English?

Answer options for the first three questions: "yes", "no", "I find it difficult to answer".

Answer options for the fourth question:

- 1) to use the Internet;
- 2) to watch movies;
- 3) for computer games;
- 4) for listening to music;
- 5) for traveling;
- 6) for a future profession;
- 7) for parents;
- 8) I find it difficult to answer.

A survey among students in four regions of Kazakhstan to identify the value attitude of schoolchildren to the languages they study was conducted online, in a Google form. The statistical data are systematized

by languages of instruction, classes, and regions.

Thus, to solve the first and second tasks of the study, the theoretical analysis method of relevant scientific works from available sources was used, some of which are reflected in the "References" section of this article. The use of this method in combination with the methods of systematization and classification allowed us to establish the component composition of the value attitude towards languages and determine the system of evaluation criteria for each component. Further, to solve the third task, a diagnostic tool was developed, which was based on the questionnaire we developed, the reliability of which, as noted above, is ensured by the high value of Cronbach's alpha coefficient ( $\alpha$ -Cronbach = 0.9). The collection of initial data was carried out voluntarily basis in an online format. Mathematical processing of the obtained statistical data was carried out using the Microsoft Excel program, which made it possible to visualize the obtained data for their analysis. In this regard, to solve the third task, the methods of questionnaires, collection, and processing of initial data, visualization, as well as the method of assessing and the author's interpretation of the obtained data on the formation of schoolchildren's motivation in learning languages were used.

## Results

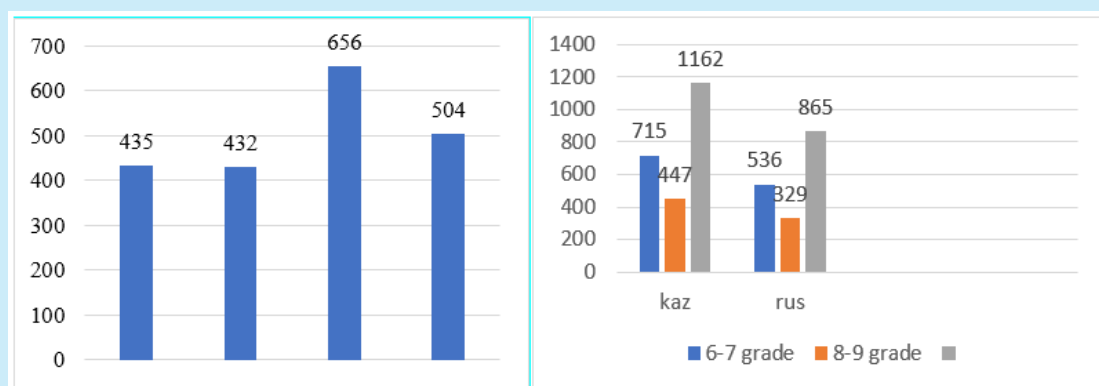
Total of 2,027 schoolchildren took part in the survey. The sample for the continuous survey is representative. In each region were chosen three schools for the survey: one school with Kazakh as the language of instruction, one with Russian as the language of instruction, and one with a mixed language of instruction. Information about respondents by language of instruction, grade, and region is presented in Table 1.

**Table 1 – Information about respondents by language of instruction, grade, and region**

Region	Language of instruction	6-7 grades	8-9 grades	total	
				According to language of instruction	According to regions
The North	Kazakh	197	68	265	435
	Russian	101	69	170	
The South	Kazakh	142	98	240	432
	Russian	94	98	192	
The East	Kazakh	220	195	415	656
	Russian	162	79	241	
The West	Kazakh	156	86	242	504
	Russian	179	83	262	
<b>Total</b>		<b>1251</b>	<b>776</b>	<b>2027</b>	

The activity of respondents by region showed the following picture: the largest number of respondents who took part in the survey were schoolchildren from the western region of Kazakhstan, the least active were

schoolchildren from the southern region. In terms of languages of instruction, students from schools with Kazakh as the language of instruction were more active, with the majority of students in grades 6-7 (Figure 1).

**Figure 1 – Information about respondents by region, class and language of instruction**

Further in this article, we presented the results of the value attitude of schoolchildren assessment to the studied languages according to two criteria, namely: criterion 1.3 "Motivation in learning languages".

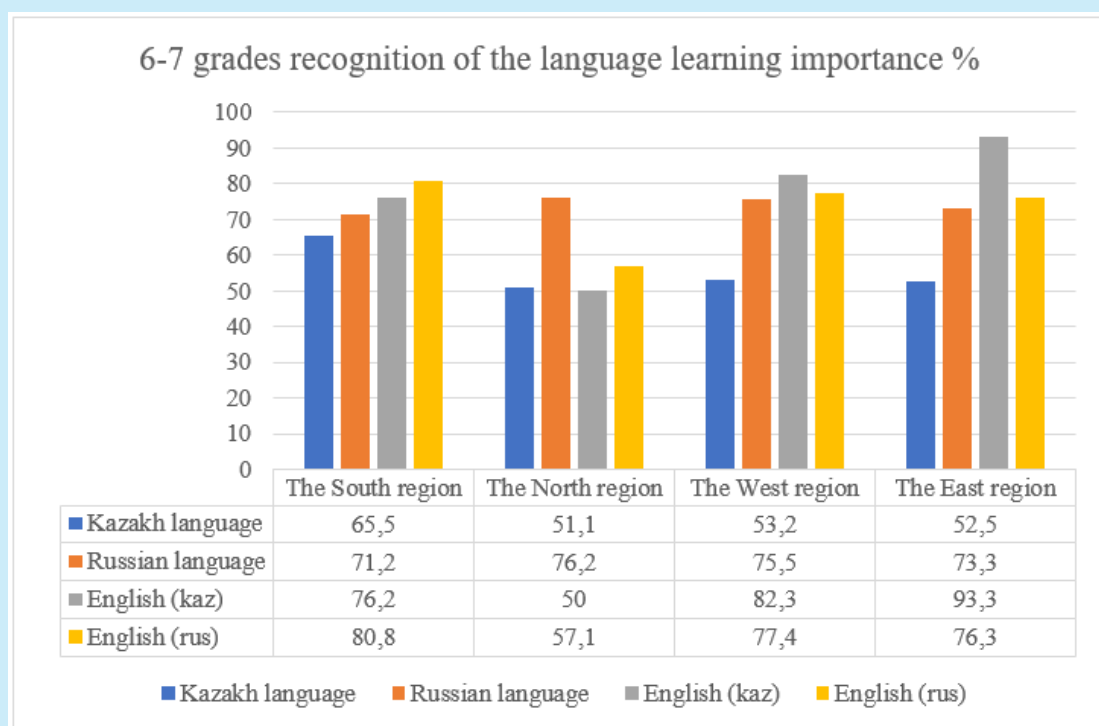
As mentioned above, a questionnaire consisting of four questions were used to identify amotivation, the first three of which offered three answer options with a choice of only one answer ("yes", "no", "I find it difficult

to answer”), and the fourth assumed the possibility of choosing several answers from eight proposed. Moreover, all four questions were asked to all schoolchildren regardless of the language of instruction. We also note that in the diagrams below regarding the first three questions of this questionnaire, we reflected only the indicators of “yes” answers.

So, the first question was directed to identify the recognition degree of learning language importance.

As it turned out, the importance of studying the Kazakh language is recognized by

more than half of the respondents in all four regions, with schoolchildren from Southern Kazakhstan in the lead. But, to a greater extent, all respondents recognize the importance of studying the Russian language, with representatives of the northern region in the lead. Regarding the English language, the indicators were distributed unevenly: its importance is recognized to the greatest extent by respondents from schools with Kazakh as the language of instruction in the eastern region and to the least extent by students from northern schools with both Kazakh (50.0%) and Russian (57.1%) as the language of instruction (Figure 2).



**Figure 2 – Indicators of recognition of the language learning importance by students in grades 6-7.**

Unlike sixth and seventh-graders, fewer students in grades 8-9 (less than half of the respondents, exception of the southern region - 51.6%) recognize the importance of studying the Kazakh language; they

prefer English. Here, as in the previous case, respondents from schools with Kazakh as the language of instruction are in the lead. The importance of studying Russian is least recognized by schoolchildren in the northern

region, with more than half of them (57.0%) finding it difficult to answer this question (Figure 3). Students in the southern region

also expressed doubts (34.6%), regarding the importance of studying the Kazakh language.

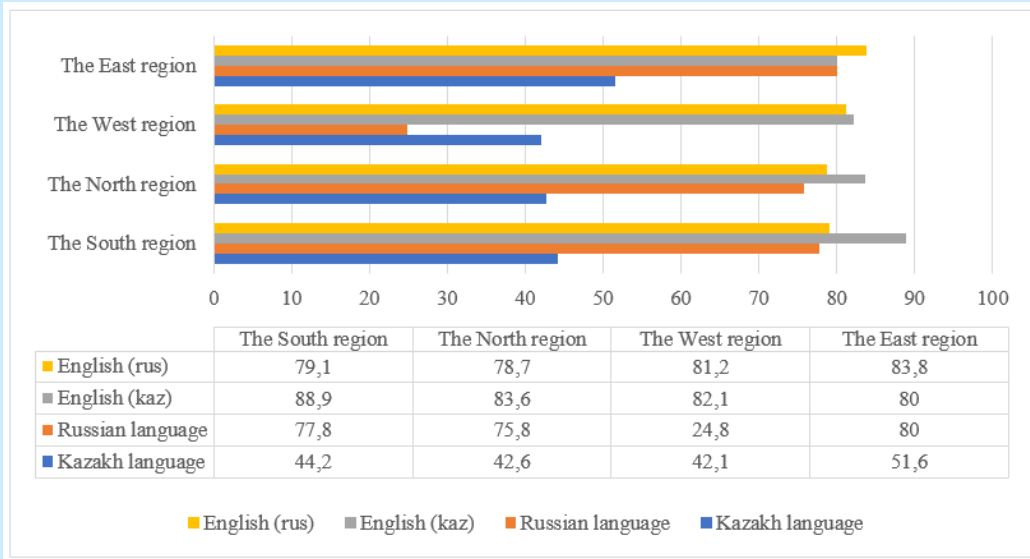


Figure 3 – Indicators of recognition of the importance of studying languages by students in grades 8-9

In general, respondents recognize the importance of studying English to the

greatest extent, with students in grades 8-9 leading the way (Figure 4).

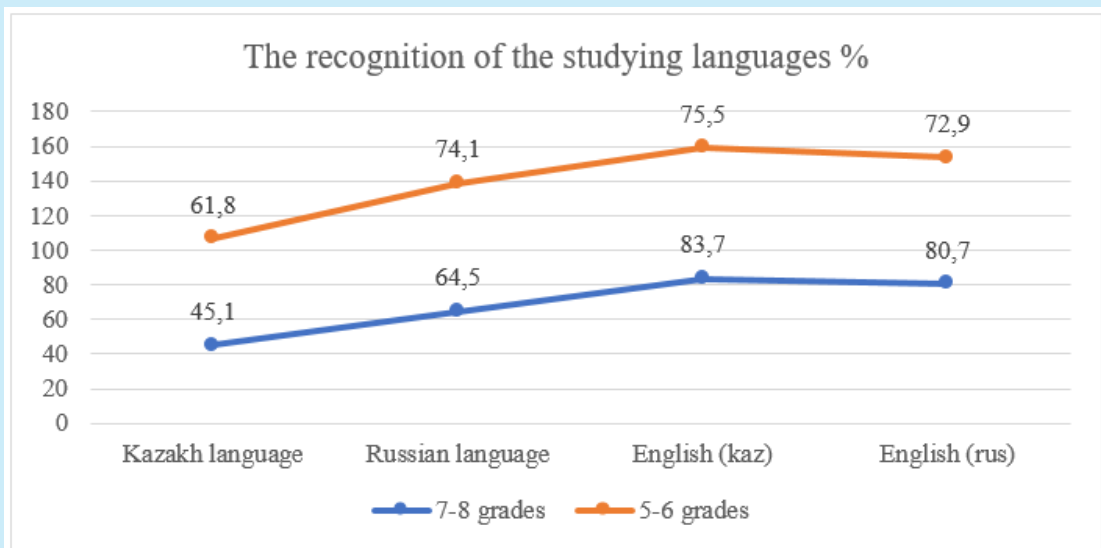
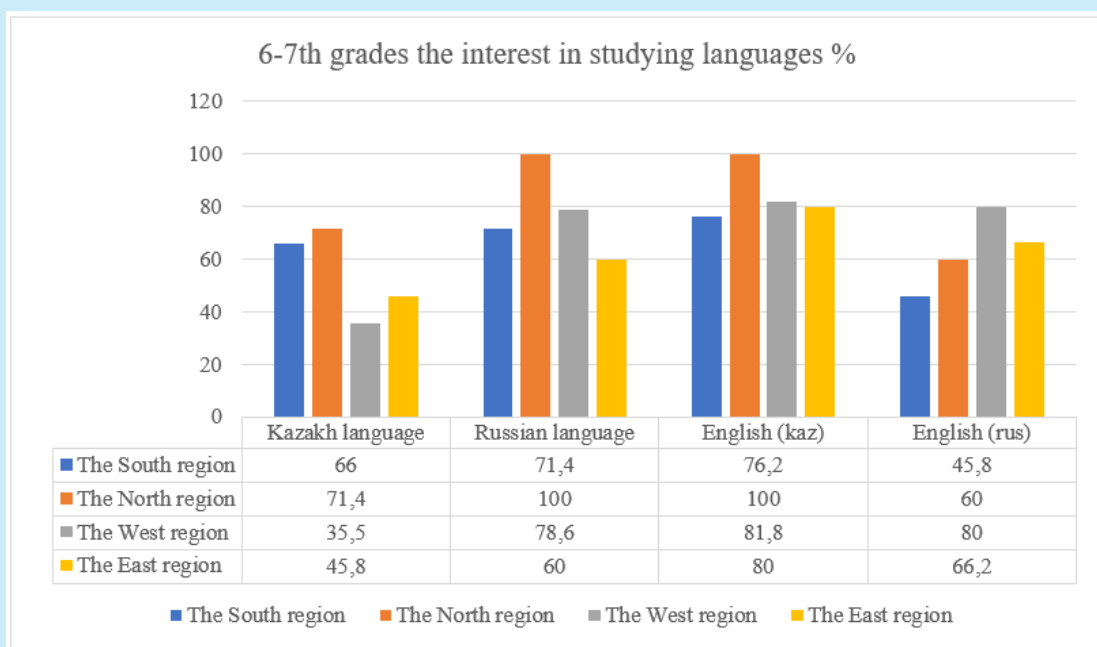


Figure 4 – Comparative indicators of recognition of the studying languages importance by students in grades 6-7 and 8-9

The next question was related to children's interests in learning languages. In this aspect, the survey results demonstrated a fairly wide range of indicators. Regarding the Kazakh language: this subject is liked the least by students in grades 6-7 of the western region, and the greatest interest was shown by schoolchildren in the northern region. The indicators of interest in the Kazakh language, as well as recognition of its importance, remain low in comparison with Russian and English. Regarding the Russian language,

the following picture was revealed: most respondents showed interest in studying this language, the absolute indicator (100%) in this regard was demonstrated by students in grades 6-7 of northern schools, as well as in studying English in schools with Kazakh as the language of instruction. The opposite indicator (57.1%) of interest in studying English was shown by students in northern schools with Russian as the language of instruction (Figure 5).



*Figure 5 – Indicators of interest in studying languages of students in grades 6-7*

A different situation can be observed about the interest in studying languages of students in grades 8-9. Thus, the least interest (only a third of respondents) is shown here in the Kazakh language in all four regions of the country. The positions

of English prevail in schools with Kazakh as the language of instruction. It should be noted that eighth- and ninth-graders in southern schools show the greatest interest in studying Russian (Figure 6).

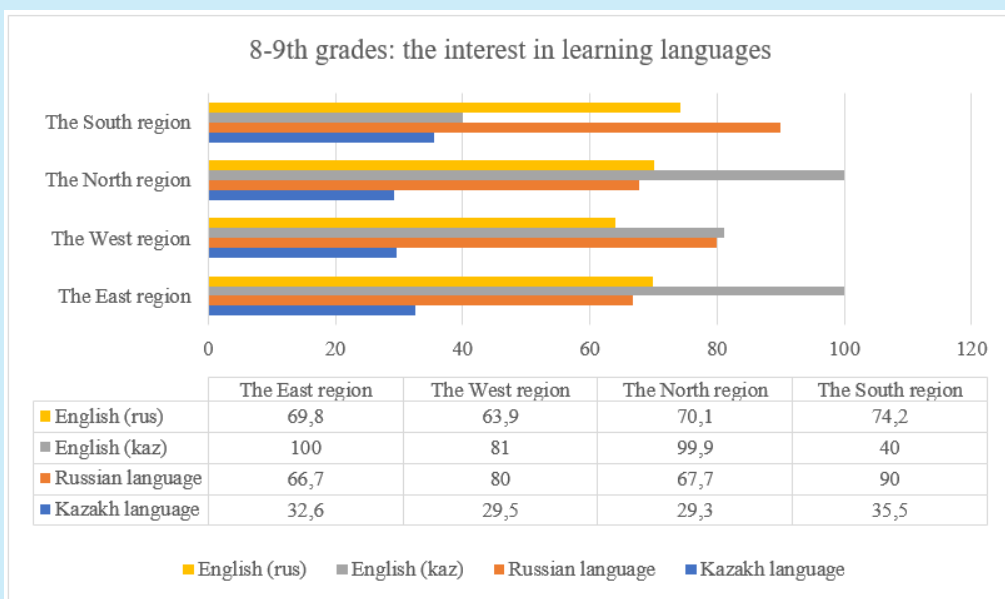


Figure 6 – Indicators of interest in learning languages among students in grades 8-9

In general, schoolchildren showed the greatest interest in learning English, with sixth- and seventh-graders showing much

higher interest than students in grades 8-9 (Figure 7)

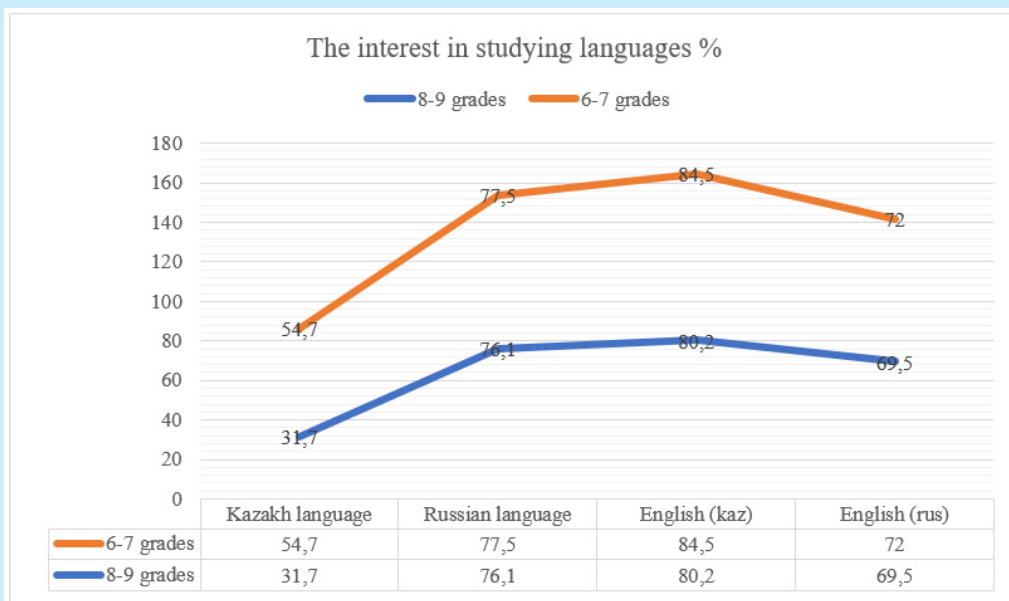


Figure 7 – Comparative indicators of interest in studying languages of students in grades 6-7 and 8-9



The next question was aimed at identifying the understanding of studying languages important for life in the future. Again, the students least of all do not associate their future with the Kazakh language, and, first of all, this applies to students in grades 6-7 of schools in the eastern region (27.1%). More than half of the respondents associate their prospects with the Russian language, and in

this choice, students from northern schools are in the lead (100%), the same indicator was demonstrated by students from schools with Kazakh as the language of instruction relative to English. In contrast, students from northern schools with Russian as the language of instruction least of all associate their future with the English language (Figure 8).

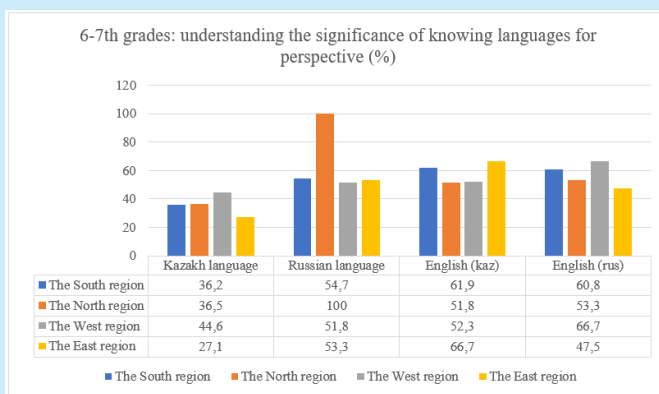


Figure 8 – Understanding the importance of knowing languages by students in grades 6-7

Approximately the same picture is with students in grades 8-9. Here, students from Western schools associate their future with the Kazakh language to the least extent, and schoolchildren from the southern region are less likely to recognize the importance of the Russian language for their future life, as well as the English language (schools

with Kazakh as the language of instruction). Regarding the English language, we note that respondents from schools with Kazakh as the language of instruction, compared to their peers from schools with Russian as the language of instruction, see the importance of knowing English in their future to a greater extent (Figure 9).

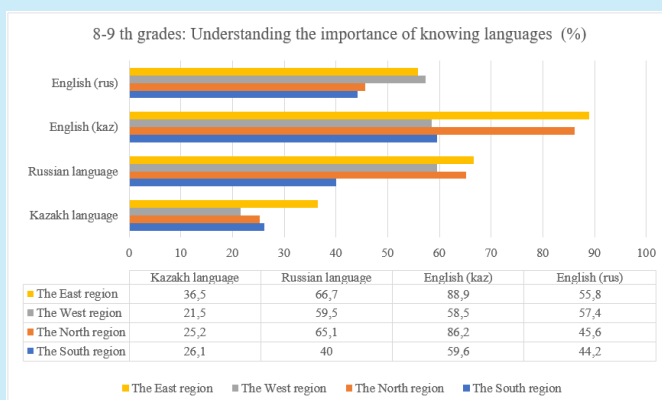


Figure 9 – Understanding the importance of knowing languages by students in grades 8-9

In general, schoolchildren demonstrate a greater understanding of the importance of knowing English for their future life, and students in grades 6-7 are more active in this matter. The indicators regarding English

language of students in schools with Russian as the language of instruction are also noteworthy: they are not as optimistic as their peers from schools with Kazakh as the language of instruction (Figure 10).

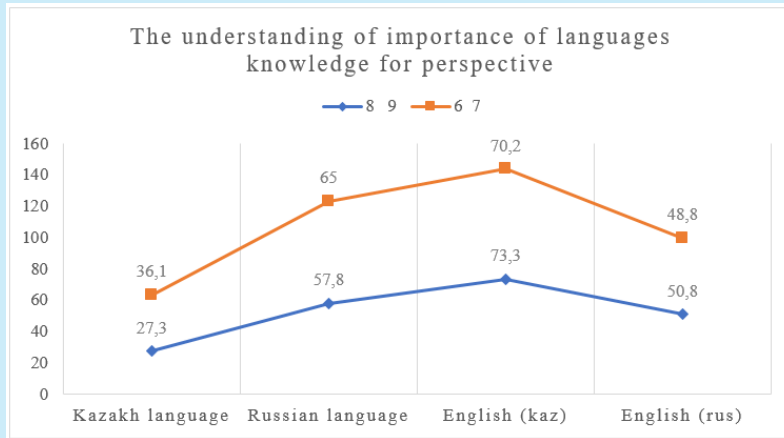
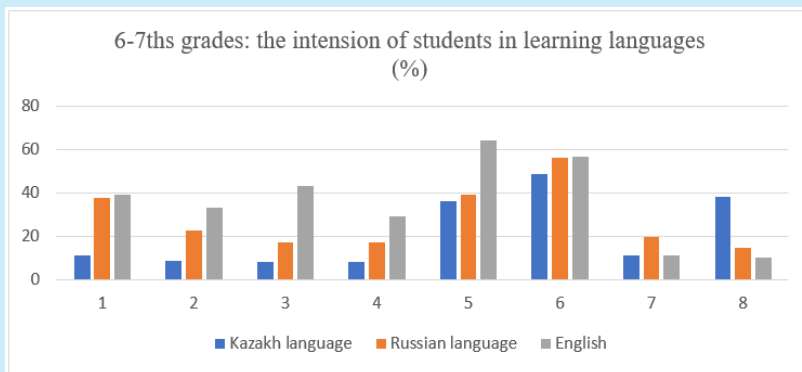


Figure 10 – Comparative indicators of understanding the importance of languages knowledge by students in grades 6-7 and 8-9

And finally, the fourth question of the questionnaire. It was aimed at identifying the intentions of schoolchildren in learning languages. To a greater extent, students in grades 6-7 study Kazakh (48.9%) and Russian (56.3%) for their future profession, English - for traveling (64.5%). To the least extent,

they study Kazakh (8.1%) for computer games, Russian (17.3%) - for listening to music, English (11.3%) - so that their parents do not scold them. It should be noted that schoolchildren (38.2%) find it difficult to answer about their intentions in learning the Kazakh language (Figure 11).

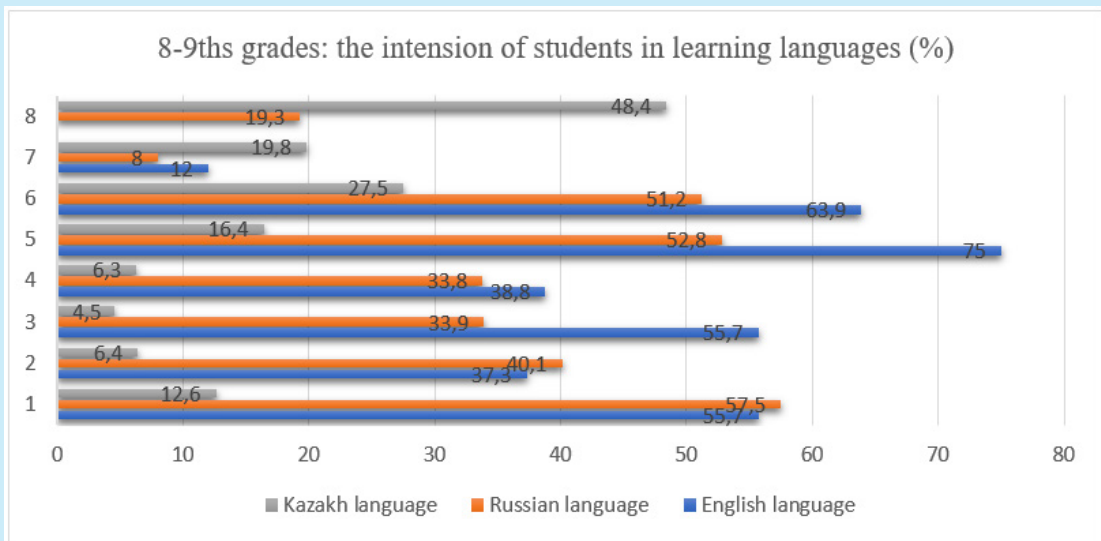


Explanations for the picture: 1-for using the Internet; 2-for watching movies; 3-for computer games; 4-for listening to music; 5-for traveling; 6-for future profession; 7-for parents; 8-I find it difficult to answer.

Figure 11 – Indicators of 6-7 grades students intentions in learning languages

A virtually identical picture was shown by students in grades 8-9: to a greater extent, they study Kazakh (48.4%) for their future profession, Russian (57.5%) – for using the Internet, and English – for traveling (75.0%). To a lesser extent, they study Kazakh (4.5%)

for computer games, Russian (8.0%), and English (12.0%) – so that their parents don't scold them. It should be noted that schoolchildren (48.4%) find it difficult to answer about their intentions in learning Kazakh (Figure 12)



**Explanations for the figure: 1-to use the Internet; 2-to watch movies; 3-to play computer games; 4-to listen to music; 5-to travel; 6-to pursue a future profession; 7-to parents; 8-I find it difficult to answer.**

**Figure 12 – Indicators of students' intentions in studying languages in grades 8-9**

In general, students' motivation to study languages is determined by their recognition of the importance, interests, and understanding of the significance of

languages. In all positions, preference is given to the English language, the weakest positions are observed in relation to the Kazakh language (Figures 13 and 14).

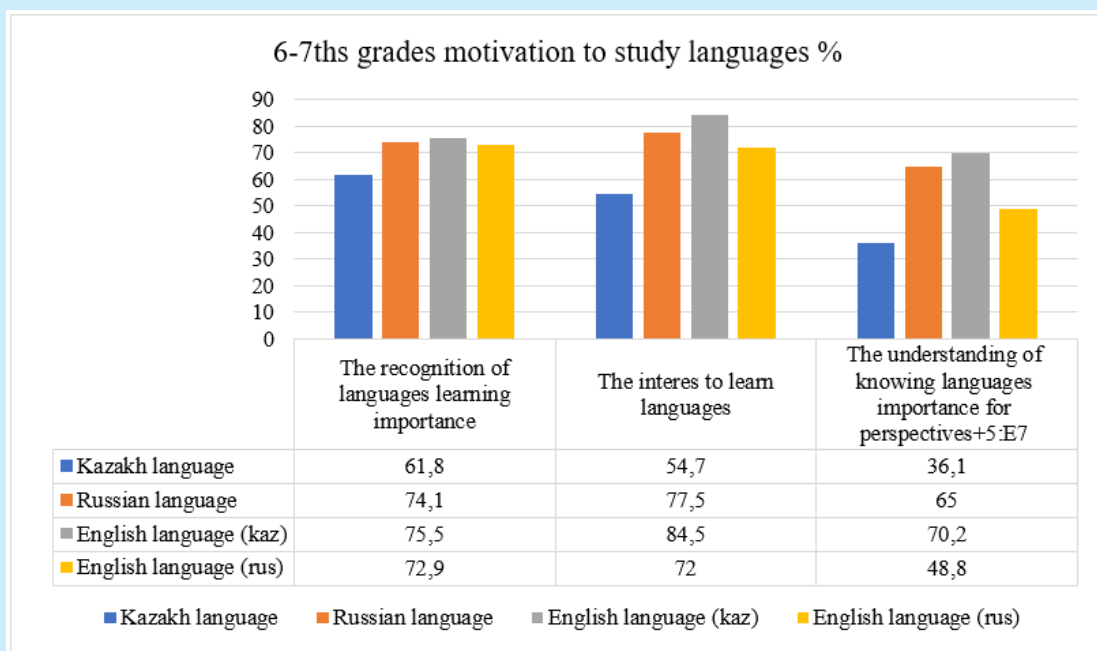


Figure 13 – Indicators of 6-7 grades students motivation assessment in studying languages

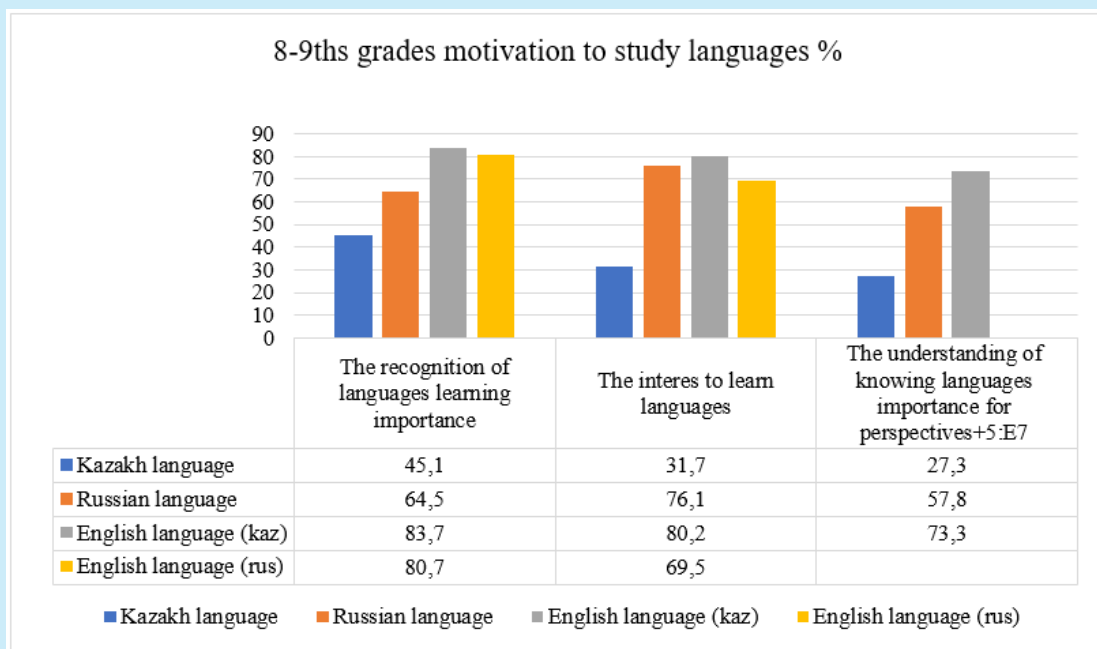


Figure 14 – Indicators of assessing the motivation of students in grades 8-9 in learning languages

So, this part of our article presents the results of the diagnostics of the value attitude of schoolchildren to the languages they study according to one criterion out of six, namely criterion 1.3 "Motivation in learning languages". Below is our interpretation of the obtained results of the experimental study.

## Discussion

As the survey results showed, the Kazakh language occupies the weakest position in the schoolchildren's motivation to learn languages. Assessing this situation as an extremely undesirable trend, we draw attention to the fact that Kazakh and Russian in our survey acted as second languages, i.e. Kazakh (T2) in schools with Russian as the language of instruction and Russian in schools with Kazakh as the language of instruction (L2). The strongest positions are occupied by English in all schools. We see the main reason for this picture, first of all, in the methods and teaching technologies teachers use. We believe that they are more focused on the cognitive components of language learning than on the emotional and motivational aspects of language education. This is, firstly. Secondly, the goals of the children themselves in learning languages are also somewhat alarming, since they learn English mainly for traveling, i.e. their interests in this matter are not more focused on academic goals. In this aspect, it becomes clear that children consider Russian necessary for using the Internet.

Regarding the Kazakh language, children find it difficult to answer the question about their intentions to study it. As a positive trend, we note that with age, schoolchildren increasingly realize the importance and significance of knowledge of the Kazakh language for their future profession. We also positively assess the situation associated with the predominance of internal motivation over external, since with age, schoolchildren are less and less guided by the opinions and requirements of parents and teachers. This is the basis for our optimistic forecast of increasing the motivation of schoolchildren to study languages in later life.

Comparative data by region are distributed extremely unevenly regarding motivation to study Kazakh and Russian languages. Such a spread, in our opinion, should not be natural, as it indicates unstable educational motivation and the prevalence of external stimuli. The main factors in this matter, we are sure, are related to the social orientation of the individual, and the activity of their language position. A separate article will be devoted to the analysis of this aspect of the research results, in which we will try to establish a correlation between motivation indicators and value orientations of schoolchildren.

## Conclusion

Being confident in the resource power of motivation in language acquisition, we believe that teachers and parents need support in strengthening their recognition and understanding of the importance of the emotional and motivational component in teaching languages to schoolchildren's [15]. In this vein, it is necessary to realize the pedagogical potential of educational materials on language subjects to develop schoolchildren motivation to study all three languages in their unity, but not in competition. In this article, we reflected only one fragment of the diagnostics of the value attitude of schoolchildren to the languages studied. The results interpretation obtained in this fragment will be carried out by us in the future, taking into account the assessment of other criteria of the value attitude to languages. But already at this stage of the study, we have confirmed our opinion on the need for an in-depth interview with teachers of language subjects to clarify their civic position, professional ambitions, and intentions in promoting the ideas of axiological measurement of the results of their activities and the educational activities of schoolchildren.

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## Қазақстандық оқушылардың оқытылатын тілдерге құндылық қатынастарын қалыптастыру мәселесі

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**Аңдатпа.** Авторлар осы мақалада оқушылардың оқылатын тілдерге құндылық қатынасының мәселелерін тілдік білім беруді аксиологияландыру тұрғысынан қарастырады. Зерттелеу құбылыстың композициялық құрылымын құра отырып, авторлар оқушыларды тілдерді үйренуге ынталандыру мәселелеріне назар аударды. Бұл тұрғыда аталған мотивацияны авторлар тілдерге құндылық қатынасын бағалаудың негізгі критерийлерінің бірі ретінде қарастырады. Бұл мақалада қазақстандық оқушылардың оқытылатын тілдерге құндылық қатынасының қалыптасу деңгейін диагностикалауға және бағалауға бағытталған эмпирикалық зерттеу материалдары баяндалған. Бұл ретте зерттеу фокусына үш тіл алынды: қазақ (Т2), орыс (Я2) және ағылшын (L3). Қазақстандағы үш тілді білім беру терминологиясында бұл екінші және үшінші тілдерді, яғни орыс тілінде оқытатын мектептердегі қазақ тілін, қазақ тілінде оқытатын мектептердегі орыс тілін және мектептердегі оқыту тіліне қарамастан ағылшын тілін білдіреді. Авторлар осы мақалада баяндалған материалдар кеңірек зерттеудің үзінділерінің бірі екенін атап өтеді, өйткені тілдерді зерттеудегі мотивация тілдерге құндылық қатынасының тоғыз критерийінің бірі болып табылады. Зерттеудің мақсаты қазақстандық оқушылардың үш тілді үйренуге деген ынтасының деңгейін анықтау болып табылады. Зерттеудің негізгі әдісі онлайн-сауалнама болып табылады, оған Қазақстанның төрт өңіріндегі мектептердің 6-9 сынып оқушылары қатысты.

 **Түйінді сөздер:** тілдік білім беру, тілдік білім беруді аксиологияландыру, тілдерге құндылық қатынасы, құндылық қатынас критерийлері, құндылық қатынасын диагностикалау, оқушылар.

## К вопросу формирования ценностных отношений казахстанских школьников к изучаемым языкам

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 **Аннотация.** Вопросы ценностного отношения школьников к изучаемым языкам авторы в данной статье рассматривают в контексте аксиологизации языкового образования. Выстроив композиционную структуру искомого явления, авторы сфокусировали свое внимание на вопросах мотивации школьников в изучении языков. В этом ключе указанная мотивация рассматривается авторами как один из ключевых критериев оценки ценностного отношения к языкам. В данной статье изложены материалы эмпирического исследования, направленного на диагностику и оценку уровня сформированности ценностного отношения казахстанских школьников к изучаемым языкам. При этом в фокус исследования взяты три языка: казахский (Т2), русский (Я2) и английский (L3). В терминологии трехязычного образования в Казахстане это означает вторые и третий языки, т.е. казахский язык в школах с русским языком обучения, русский язык в школах с казахским языком обучения и английский независимо от языка обучения в школах. Авторы отмечают, что материалы, изложенные в данной статье, представляют собой один из фрагментов более широкого исследования, так как мотивация в изучении языков выступает одним из девяти критериев ценностного отношения к языкам. Целью исследования является выявление уровня мотивации казахстанских школьников в изучении трех языков. Основным методом исследования является онлайн-опрос, в котором приняли участие обучающиеся 6-9 классов школ четырех регионов Казахстана.

 **Ключевые слова:** языковое образование, аксиологизация языкового образования, ценностное отношение к языкам, критерии ценностного отношения, диагностика ценностного отношения, школьники.

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