

Modern Methods of Teaching Kazakh as a Foreign Language: Search, Innovation, Quality, Result

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Abstract

The article suggests the lines of the Kazakh language development in professional scientific and technological area, based on the understanding of its role and priorities in the formation of the statehood of the Republic of Kazakhstan. As the importance of the Kazakh language grows and the scope of its application expands, the demand for the development of new scientific theories and innovative technologies and the introduction of innovative methods in teaching foreign students and preparing them for training in various specialties arises. This article contains the author's technique for studying the Kazakh language in a multilingual environment and the grammar of the Kazakh language paradigmatically adapted for learners.

Keywords: education, the Kazakh language, language-learning methods, adapted grammar

1. Introduction

Modern innovative technologies of teaching the Kazakh language in multilingual environment systematically justifies the ways of the Kazakh language development in the professional scientific and technical area. The Republic of Kazakhstan is a multinational state where mutual understanding and tolerance are given priority in relationships. In 2010, the Republic of Kazakhstan chaired the OSCE and the Islamic Conference in 2011. The integrity of the Kazakh language is the cornerstone of independence.

The Republic of Kazakhstan keeps working to increase the credibility and relevance of the state language in all fields, and especially in the professional field. President Nursultan Nazarbayev noted the high unifying role of the state language. In his address to the people of Kazakhstan, he spoke of the need to enhance its role in the state. In the light of national revival and improvement of the country's competitiveness, the emphasis was laid on the language policy. The state program of languages development for 2010-2020 in the Republic of Kazakhstan emphasizes the specific areas of work to raise the standing of the state language. The President in his 2014 address noted the need to apply innovative technologies in the field of education in this respect.

For the purpose of implementation of these provisions relating to the language policy of the country and extension of the scope of use of the state language, particularly in the professional field, increase in the competencies of the language in the scientific and technical field, as well as strengthening of the language role in forming proper attitude of foreign nationals to the traditions, history, and culture of the nation, as well as in connection with the increasing role of Kazakhstan in the world, the plans to become one of the thirty most competitive countries, the proposed technique aims to develop innovative methods for teaching the Kazakh language in professional, scientific and technical field, and to approach the linguistic and innovative methodological issues and ways to resolve them, also relating to the training technology.

With account of the experience of using the most effective methods to teach the Kazakh language to learners, the

teachers of our Department of Preliminary Training offer the innovative unique integrated technique of learning the Kazakh language in a multilingual environment as a foreign language and as a second language for foreign audience, and also offer the business and professional levels of the Kazakh language for the Kazakh-speaking audience, based on the grammar of the Kazakh language paradigmatically adapted for the learning persons and students (Naraliyeva, 2014).

2. Literature Review

Problems of the technique of teaching Kazakh as a foreign language are presented widely in many books, which, however, do not offer complete approaches and recipes. Nevertheless, some of the books contain ready solutions for lesson development. For example, the guide by Shakhanova and Truevtseva “Essential Kazakh Grammar” (Shakhanova, Nurila, Truevtseva, & Olga, 1997) contains the comparative teaching and grammatical materials of the Kazakh and English languages. The book addresses the English-speaking audience and is a highly effective tutorial. The book consists of grammatical materials and exercises and contains a grammar reference in English. The lessons of Kazakh as a foreign language are comprehensive: a student simultaneously learns the phonetic, lexical, and grammatical materials. For example, the book by Adilkhanova “The Kazakh Language: Handy (Adapted) Grammar for Foreigners” (Adilkhanova, 2013) presents grammatical training materials of various levels: lesson 1—phonetics, lesson 2—endings in the plural, Aldabek, Abisheva and Beysekenova “The Kazakh Language” for students from the Islamic Republic of Afghanistan (Aldabek, Abisheva, & Beysekenova, 2013). The adapted grammar of the Kazakh language is successfully used for teaching foreign language audiences, in the multilingual environment, and within the KazTEST Project at developing test tasks for the vocabulary and grammar section, as well as at publishing the teaching aids: “Language is a Means” [“Tyl-khural” level A1], (Mamaeva, Zholshaeva, Zhylykybaeva, & Imankulov, 2011). The developers of the KazTEST test tasks, the authors of the vocabulary and grammar section of the “Language is a Means” [“Tyl-khural”] study guide, and the teachers of the Kazakh Language Faculty of Pre-University Education of the Al-Farabi KazNU (Naraliyeva, Kokkozova, & Mukhanbekyzy, 2014) effectively apply the comprehensive technique in teaching Kazakh as a foreign language (hereinafter—KazFL). Research and experience show that the used technique makes the learning process more flexible, diverse, and comprehensible for learners of any age. During the lessons, more time is spared to developing communication skills, to group work, and to learning the language of professional communication. The person-centered professional approach, the specificity of the unique KazFL method, and the special focus on the personal requirements of language users greatly contribute to the successful learning Kazakh as a foreign or second language (Naraliyeva, Toiganbekova, & Sultanova, 2014). Proper use of cases in communicative speech is one of the challenges of teaching the Kazakh language to a foreign audience. Study guides for the Kazakh language mainly consider the grammatical meanings of cases. To facilitate the learning of case and prepositional case forms, various handbooks and teaching aids have been issued for Kazakh language learners: “Kazakh Language Teaching Materials” (Katenbaeva & Nurpeysova, 1983); “The Kazakh Language, Directory” (Aubakirova, 2007); “Laboratory and Practical Works on the Kazakh Language Teaching Technique in Russian Schools” (Kasabek & Kuzembaeva, 1999); “Let’s Talk” for adults learning the Kazakh language (Karabaeva, 2010); “The Kazakh Language Teaching Technique” (Kulmagambetova, Isanova, & Kokkozova, 2000). The study guides “Language is a Means” [“Tyl-khural” level A2] (Mamaeva, Zholshaeva, Zhylykybaeva, & Imankulova, 2011) and “The Kazakh Language: Lexical and Grammatical Dictionary. Made Easy” (Kubaeva, 2007) consider the functional-semantic aspect of grammar. For example, when we study grammar (e.g. case endings), instead of the names of linguistic terms, we focus on studying the functional and semantic aspect, and, taking into account the fact that it is very difficult for foreign students to learn the terms at the initial stage, we avoid using open terms of the genitive ending [-dyn/ty/nyn], for example, instead of the genitive case ending [ylyk septykty zhalgaulary], and use endings denoting possession, “Language is a Means” [“Tyl-khural”] (Mamaeva, Zholshaeva, Zhylykybaeva, & Imankulova, A2 level, 2011). We, teachers, explain that these endings when added to the words give the values of possession: [menyn uiym]—my house, or designate relationship: [byzdyn agamyz]—our brother. Lessons in a foreign language audience have proven the method’s effectiveness: within six weeks, the students managed to master the zero level colloquial speech and practically use their language skills. At full attendance and precise completion of tasks according to our technique, we guarantee transition to the next level every six weeks, and for higher levels—every 12 weeks. This innovative technique of teaching the Kazakh language in a multilingual environment is unique and competitive in the domestic educational market and contributes to further development of the intellectual potential of our country.

Thorough study of the language, the techniques of teaching Kazakh as a foreign language in a multilingual environment based on the experience of culturally developed and civilized countries is a traditional process, the indicator of which is integrity of the national culture and ethical values. As for the scientific and practical level,

the prospects, and the structure of the innovative technique of teaching Kazakh as a foreign language, it may be noted that, though until 2000, there had been a demand for the official language among foreign citizens, in recent years, foreign students have been showing interest in learning the Kazakh language. As a peaceful nation that is also rich in natural resources and has its rightful place in the international educational space, Kazakhstan attracts competitive foreign countries and certain foreign nationals. Taking into account the growing interest in the state language, we state that the content and structure of the technique of teaching Kazakh as a foreign language require updating. Numerous articles and publications have been published on matters relating to the above issue. Teachers of the Kazakh language using the Kazakh language textbook “First Step” (Musaeva, Buldybaev, & Ekshembeeva, 1998) noted that lessons in the textbook are arranged methodically correctly. The purpose of the textbook is to ensure practical learning of the Kazakh language as a means of communication at the elementary level and to form verbal communication skills. The book has been tested for 5 years at the pre-university course for foreign students. Modern Kazakhstan is a multilingual country, but the state language is of top priority. The practical principles of implementation of the Program of the Kazakh language as the state language are being developed by national linguists, educators, and psychologists. The Program of the Kazakh language implementation as the state language has led to the idea to create the level-by-level study guides “Language is a Means” [“Tyl—khural”] (study guides of levels A1, A2—editions in the Kazakh and Russian languages) (Mamaeva, Zholshaeva, Zhylkybaeva, & Imankulova, 2011). Therefore, teachers of the state language have an important task—to learn and apply the unique experience and knowledge of foreign specialists in creating an enabling learning environment for the development of the Kazakh language, which would contribute to the formation of a socially active person who can live in peace and harmony and would have a feeling of due respect for other cultures. The goal and mission of linguists and teachers of the Kazakh language are to develop teaching packages (hereinafter—TP). The TP development requires changing the existing structure of the technique, the techniques of teaching the Kazakh language, the content of study guides, and developing the content of the educational process. In our country, education programs correlate with the language learning, and two main trends are determined: the bilingual and multilingual education. That is why the Kazakh language learning materials for a foreign audience are of bilingual nature (there are editions in the Kazakh and Russian languages). For example, “Numeral” for students of the Russian section (Kokkozova & Tymbolova, 1997), “The Kazakh Language” study guide for students of the Russian department of the Geography Faculty (Tymbolova, 2008), “The Kazakh Language. The Theory and Practice of Testing” (Kuzekova, Pazylova, & Abdirasilov, 2009), the information and methodical journal “Tvorcheskaya Pedagogika” (“Creative Pedagogy”) (materials in the Kazakh and Russian languages), “Exercises for the Language Development” (Zhakhina, 2002), “Kazakh Official Business Documents” (Duysembekova, 2005), “The Kazakh Language”, test book to prepare for the UNT (Ibragimov, 2011). The goals and objectives of these study guides, guidelines, and developments are to provide practical learning of the Kazakh language and to assist in preparing for the Kazakh language knowledge level assessment exam in the form of testing. The particular focus is made on listening, speaking, and testing. However, the problem of formation of an innovative technology-based system of teaching Kazakh as a foreign language has not yet been solved. Development of innovative methods is paid special attention. For this purpose, scientific-methodical and practical conferences are held every year in the leading universities of Kazakhstan. Having compared foreign and domestic language teaching techniques, the authors propose a new comprehensive technique of teaching Kazakh as a foreign language. For example, the authors of *New ENGLISH FILE* provide in their book grammatical forms and syntactic constructions to reinforce the educational materials: *Who is who? Who knows you better?* (Clive Oxenden, Christina-Koenig, & Seligson, 1997).

The comparison of domestic and foreign experience in the organization of the learning process not only allows conscious understanding of the achievements and shortcomings of our techniques, but also helps conduct purposeful work for further development of techniques of the Kazakh language learning. We considered the relationship of the basic components of the methodical system and the need to modernize our educational system and effective methods. According to E. A. Yamburg, it is effective that is able to work in this environment (Yamburg, 1996). The pre-conducted research and testing have shown that a comprehensive and innovative technique of teaching Kazakh as a foreign language improves the quality of learning the proposed educational material. The proposed technique is a unique method of new content in this field.

3. Methodology and Methods of the Research

3.1 Methodology and Scientific Significance of the Technique

The scientific importance of the technique is that it analyzes the cognitive characteristic of the Kazakh culture and language in the psycholinguistic aspect, identifies the cognitive capabilities of the language existence, and offers a practical implementation of the innovative technique of teaching Kazakh as a foreign language. It offers

a differentiated innovative technique of teaching Kazakh as a foreign language, i.e. a training program starting with the zero level. Level-by-level learning is a way to organize the educational process based on level-by-level presentation of educational information. The levels of the educational process are formed as a set of sections of different exercises and texts united thematically. The logical links between different tasks form the basis for obtaining specific language skills. This technique relates to the ways of development of the Kazakh national culture. The study of the *Efekta*™System of the EF School (English as a Second Language, 2012), works of domestic researchers, universal theories about the language and national culture allows identifying their similarities in the lines of development and formation of the innovative technology, effective modern techniques of teaching Kazakh as a foreign language to non-native students.

The main goal of a Kazakh language teacher is to achieve a high level of efficiency of learning, offer a wide range of teaching materials and innovative techniques to those learning the state language and wishing to improve their Kazakh language skills, based on the latest achievements in the education market, and provide learners of any age with the opportunity to learn the language. And the main practical goal in teaching the Kazakh language is to reach a level allowing freely express one's ideas in this language. In this regard, the international practice indicates prioritized usage of the level-by-level education by language schools and language learning centers. Lessons developed according to the principle "from simple to difficult" and education materials make this technique the most effective and acceptable one. Teaching the Kazakh language according to the level-by-level system enables users to learn certain language skills required for a certain level. The technique of teaching the Kazakh language to foreign audiences according to the level-by-level system allows forming users' ability to use language skills in practice and in the language environment in accordance with the needs of everyday life. A number of language courses are regularly held in the form of dialogs and discussions, and these classes contribute to the improvement of foreign language skills of students and form their speech etiquette (Shilyenko, 2010). This effective communicative technique of teaching the Kazakh language uses innovative methods, role-plays, and case studies to practice effectively the skills needed for comfortable communication in the Kazakh language in real situations, such as free face-to-face communication, everyday dialogs in different language situations, telephone calls, and e-mail correspondence. The main task of Kazakh language teachers is to develop teaching programs that would meet the trends of the modern times and at the same time to the learners' needs. Modern educators must find an adequate response to the challenges and calls of the times: create appropriate curricula changing at the same rate as that of the world around us, the surrounding reality, which every teacher can supplement with his initiatives, ingenuity, and his own effective technique. Kazakh language teachers should apply innovative methods and modern teaching models, develop new educational programs corresponding to the reality of the XXI century. And this will allow our students to master and apply language skills in real life successfully. Taking into account the specific purposes of communication, beside the main function of a language—the communicative one, which consists in the mutual exchange of verbal statements by members of a linguistic community, other aspects are also identified: the informative function, which is expressed in transferring or communicating certain logical content; the function of impact; and the expression of emotions of the speaker. A language generally serves to enable people to communicate in different linguistic situations, i.e. language is a tool to express emotions, feelings, and the will. And the main function of any language is the function of communication.

3.2 Theoretical and Conceptual Aspect of Learning.

Any citizens of Kazakhstan need the official language in any situations: someone needs it to communicate, someone—to travel, someone—to read books and stories, someone—to sing songs in the Kazakh language, someone to improve his rankings in the labor market, and someone to receive high quality and qualified education. But does foreign audience need the grammar of the Kazakh language to learn the state language? After all, not all language users will be philologists. It is clear that anyone who learns the language can think that grammar is not very necessary for different representatives of a profession, which is not related to the art of language, for example, a factory worker, a future engineer, or a doctor. This problem has concerned for a long time not only students studying the language, but also Kazakh language teachers. If we pay due attention and think about the main arguments regarding this issue, we will see that the grammar is needed for anyone learning the language. Knowledge of the language system and its functional verbal varieties, knowledge of the rules of formation, semantics, the use and functioning of linguistic units in speech, and speech production rules is a necessary condition of language proficiency. Of course, the knowledge of grammar does not assume the necessity for a language learner to have in-depth knowledge of the grammar, the language structure, and all the linguistic systems of the Kazakh language. But some methodists believe that the language grammar material must be studied in four stages:

- 1) The stage introducing a new grammatical material in speech samples or speech situations and creating a rough basis;
- 2) The stage of grammatical skills formation by automating grammatical actions;
- 3) The stage of inclusion of grammatical skills in basic speech activities;
- 4) The stage of developing the speech skills.

At the initial stage of teaching foreign learners, grammar holds a special place (Suleimenova, 1993).

If Americans believe that 500 words are enough to learn the English language, we believe that 300 words will be sufficient in the case of the Kazakh language, because it is associated with the agglutinative structure of the Kazakh language. It is clear that it is not enough for a learner to know the minimum vocabulary to be able to speak the Kazakh language. A communicant should use words in the right form both semantically and grammatically in order to achieve the entry-level of speaking to be able to convey a message in the Kazakh language and to build an elementary dialog (Kubaeva, 2007). “The grammatical system in the learning process is the guiding force that leads to the practical language proficiency,” says famous scientist G. I. Rozhkova (1990). In addition, the Kazakh and Russian languages belong to different linguistic groups in terms of the language rules and grammatical structure. Kazakh language study guides and textbooks for national schools are already developed with account of the minimum vocabulary, starting with primary school. But so far, we have not achieved good results. Therefore, in addition to the minimum vocabulary, a learner of the Kazakh language needs to know the basic grammar of the Kazakh language. In forming the speaking skills and teaching Russian-speaking learners to the initial level of speaking, it is necessary first to teach them to pronounce words, phrases, and only then sentences correctly. Starting with these simple steps, a Kazakh language learner has to learn the alphabet of the Kazakh language rules. Because in the Russian language, emphasis plays an important role in the pronunciation of words. Incorrect emphasis can even result in misunderstanding between the communicants (Kostomarov, Mustajoki, & Grochowski, 1986). The Kazakh language is different in this respect: basically, the emphasis is made on the last syllable. Russian-speaking learners put the emphasis on the vowels of the first, second, and last syllables when pronouncing Kazakh words, i.e. they pronounce Kazakh words using the rules of the Russian language. In the Russian language, vowels in stressed syllables do not change, but vowels in unstressed syllables do. Therefore, when Russian-speaking learners speak the Kazakh language, they put stress on one syllable and change pronunciation of vowels in other syllables of the word. For example, grandmother [æzhe], saw [kordy], sleep [uiykta]. Thus (as you may have noticed), when speaking the Kazakh language, Russian-speaking learners apply the (sound) peculiarities of the Russian language to the Kazakh language (Kulmagambetova, Isanova, & Kokkozova, 2000).

3.3 Forms and Methods Used

The article comprehensively studies the technique of teaching Kazakh as a foreign language in pedagogical and psycholinguistic terms and provides particular statements for them. To implement the learning process, we consider addressing the practical issues in the first stage: development of a program and necessary guidelines, arrangement of seminars, workshops, etc. In the second stage, we consider the practical part—implementation of development of training manuals in order to increase learners’ interest in learning the language and of visual aids based on the comprehensive technique of teaching Kazakh as a foreign language.

In order to increase the interest and creativity in learners, we will organize the “Entertaining Kazakh Language” group, quizzes, brain-rings, virtual travels, cultural and educational classes, workshops, multimedia sessions, panel discussions, debates, and press conferences, and also equip classrooms with visual aids. We plan to create a virtual academy of the Kazakh language. According to the policy of the country aiming to join the top 30 most competitive countries of the world, the clearly substantiated facts regarding the educational policy justify the need to develop innovative techniques of teaching Kazakh as a foreign language. The technique of teaching Kazakh as a foreign language will be a part of the future program of new content, meeting the requirements of the global education system. The work done clarifies the practical importance of the proposed method. The advantage of the proposed method is the new ways of formation and development of the technique of teaching Kazakh as a foreign language based on innovation theories in accordance with the language policy of the country. We offer a domestic system of teaching Kazakh as a foreign language, which is based on the model of teaching foreign languages in the global system of education, such as the “Efekta™System” program of the EF school, teaching English as a foreign language, according to the principles of expansion of integrative relations of the Republic of Kazakhstan, which are an example of international harmony and tolerance, with international organizations, foreign public institutions, and leading foreign universities. Qualified, competent young professionals will be the guarantors of the bright future of the independent state. The mission of a teacher is not

only to provide high quality education, but also to teach the younger generation to use the theoretical knowledge in practice. Since the goal of the proposed research project is to consider comprehensively the possibilities of development of the technique of teaching Kazakh as a foreign language, the collected materials will be considered from different angles, holistically, and systematically. Studying the scientific works of domestic scientists and methodologists (Sarsenbayeva, 2010), the methodological works dealing with teaching languages in the global educational system, approving the basic concept, and disclosing the timely role of this work in the domestic education market, as well as the fact that this innovative technique is the first comprehensive technique, we are convinced in its validity and relevance.

3.4 The Descriptive and Analytical Methods of Learning

During a conversation, words naturally obtain additional values and shades of meaning, engaging with each other in grammatical relationship. Sometimes, even if the communicant has a large active vocabulary, he may use words incorrectly, talk incorrectly, and be unable to convey his idea to the listener during a conversation. This is due to the unawareness of the principal, elementary linguistic rules. Even an everyday greeting has deep meaning. For example, if an elderly person tells young ones, “What’s up, children” instead of “Hello, children”, it would be ridiculous and out of place and would make others to feel uncomfortable. No wonder, our people say that humanity of people can be learned from the way they greet. If in daily conversation instead of the word *sky* you use *airspace*, it will be incorrect. And inconsistency of the word with the context or similar errors in the use of the word result in misunderstanding of the meaning of the words. Therefore, a communicant should know the grammatical description and scope of their use, i.e. the peculiarities of the style of the words used in the context. When teaching Kazakh to Russian-speaking audience, the teacher should conduct lessons including directed dialogs aimed at forming speech skills and teach how to use grammatical minima as a means of communication in various communication fields. We understand the elementary knowledge of the Kazakh language as the language user’s limited but communicatively sufficient level of the language competency, which provides for communication that is simple by content and expression in the fields requiring minimum knowledge of vocabulary and grammar, in simple conversations using simple language means, and using basic grammatical structures in standard social communication situations. With account of the experience in applying the most effective methods to Kazakh language learners, Kazakh language teachers offer an innovative comprehensive technique of teaching the Kazakh language in a multilingual environment as a foreign language, as a second language for foreign audience, as well as teaching the business and professional levels of the Kazakh language to the Kazakh-speaking audience, based on the grammar of the Kazakh language paradigmatically adapted for learners. To form language proficiency in a user of this language from the perspective of speech functionality, it is necessary to base the development of learning tasks on the principles focusing on the formation of speech and language skills of the language user and the authenticity of the content of the suggested learning assignments: texts, dialogs, exercises, tests, compliance of the realities of life, compliance of the learning assignments with the language user’s level. The adapted grammar of the Kazakh language helps appropriately use lexical and grammatical material, because such assignments do not use language terms where appropriate. For example, when we study grammar materials, such as case endings, instead of the names of linguistic terms, we focus the learner’s attention on the functional-semantic aspect, taking into account the fact that non-native students at the initial stage find it very hard to master language terms. Therefore, without using open terms, instead of the barys [septyk] ending (of the dative case), teachers explain that these endings when added to words indicate time or direction: kesh- *ke* (in the evening), ata-*ma* (to grandfather). And to reinforce the language skills for each topic, we give additional training exercises and tests. For example, *mark the word that denotes the direction of action. [Men keshke Astana-ga yssapar-ga baramyn]. In the evening, I am going to Astana on business.*

A) *Men*

B) *Keshke*

C) *Astana-ga*

D) *Baramyn*

The adapted grammar of the Kazakh language is successfully used for teaching foreign audiences. Today, the pace of development of the educational process depends not only on the used innovative technologies, but mainly on the competent organization of academic work and effective qualified technique of teachers and creation of an atmosphere conducive to learning. Since the goal of the proposed technique is to consider comprehensively the possibilities of development of the technique of teaching Kazakh as a foreign language, the collected materials will be considered from different angles, holistically, and systematically.

3.5 Scientific Comparative Analysis of an Aspect

Analyzing the strong interdependence between the culture and the language of the Kazakhstani people in the domestic education system, considering the technique and the system of teaching Kazakh as a foreign language based on the cultural and linguistic aspects and the experience of the global and national educational systems, the proposal of a new comprehensive technique is an innovation in the Kazakh language learning. The methodology considers the importance, cognitive peculiar features, connections with the universal values of the national spiritual culture, and its reflection on the development of the state language. By developing the technique of teaching Kazakh as a foreign language and increasing the priority of the state language, we strengthen the spiritual independence and thus create the opportunities for Kazakhstan to become one of competitive countries of the world. Studying the scientific works of domestic scientists and methodologists, the methodological works dealing with teaching languages in the global educational system, approving the basic concept, and disclosing the timely role of this work in the domestic education market, as well as the fact that this innovative technique is the first comprehensive technique, we are convinced in its validity and relevance. This method for determining the effective mechanism of development of the technique of teaching Kazakh as a foreign language will be analyzed in scientific and methodological terms (Naraliyeva, Toiganbekova & Sultanova, 2014).

4. Results

The use of the “Modern Methods of Teaching the Kazakh Foreign Language: Search, Innovation, Quality, Results” method is expected to have the following results of scientific and practical importance:

4.1 Linguistic Results

—Exploration of the innovative technique of teaching Kazakh as a foreign language as a concept of the national-cultural support. It will be scientifically substantiated that the language becomes a support for the national culture and the main instrument of international linguistic communication;

—The state language will be identified by the innovative theories in the time and space as an indicator of the spiritual culture. Its cognitive system will be revealed based on the universal cultural heritage, linguistic manifestations of spiritual values, which have been formed in the Kazakh language based on the cognitive, linguocultural, and pragmatic theories, and the main lines of adaptation of foreigners in the secular politics, the socioeconomic status, the traditional culture of the Republic of Kazakhstan will be determined;

—The importance of the Kazakh language, the scope of use, the language competency, the nature of pragmatic application, the service and semantic peculiar features, the communicative function, the cumulative activity and significance will be updated; and the aspect of the Kazakh language in the traditional spiritual culture and education sectors will be considered.

4.2 Pedagogical Results

—The innovative features of teaching the Kazakh language, which is the main tool in the overall perception of the spiritual culture of the entire Kazakh people, will be identified. The systematic ways and methods of language teaching and popularizing the national values will be specified.

4.3 Psychological Results

—The analysis of the multicultural importance and the ideological significance of the Kazakh language in the national culture and national traditions will update and clarify the ethnocultural importance in terms of adaptation of foreigners to the current socioeconomic and cultural status and the political principles of the Republic of Kazakhstan;

—The manifestations of human values in the Kazakh language will be analyzed and common spiritual concepts will be identified.

4.4 Computer Technology Results

It is planned to offer an electronic version of the main innovative technologies of teaching Kazakh as a foreign language (Tokebaeva, 2011).

5. Discussion

The method is of great scientific and practical value. First of all, the method determines the cognitive significance of the Kazakh national culture. Comprehensive scientific and theoretical analyses will be carried out and linguocultural, cognitive, conceptual, and pragmatic aspects will be justified from a scientific point of view. The prosperity and improvement of the Kazakh language, which is one of the main state symbols of independent Kazakhstan and the main condition for the competitiveness of the country among other civilized nations of the

world, will be scientifically substantiated. The applicability of the research results: the results of the scientific research of this method can be used by universities, secondary education institutions for foreign learners, and language centers teaching the Kazakh language. While working on this methodology, the authors set the goal to create a commonly available technique of teaching Kazakh as a foreign language. The article outlines the basic principles and innovative technologies of the technique as a science. It also contains a description of the proven methods and techniques of teaching Kazakh as a foreign language, learning processes, effective methods in studying the basic aspects of the language.

6. Conclusion

In the world, there is no unique, single, universal, and the best method of learning other languages in the educational process. A method is always individual, specific, and its results and quality depend on particular conditions—who studies the language and how, and what its pragmatics is. The technique has no ready and completed recipes; therefore, the teacher must always improve his work by finding innovative methods and effective techniques in the course of teaching. The issues addressed in this article, i.e. issues and methods of teaching Kazakh as a foreign language to non-native learners, are extensively covered by local periodicals: “Kazakhsky Yazyk i Literatura” (“The Kazakh Language and Literature”), “Kazakhsky Yazyk v Natsionalnoy Shkole” (“The Kazakh Language in a National School”), “Uchitel Almaty” (“The Teacher of Almaty”), and collections of scientific and methodological articles “Issledovatel'skiye Universitety; Innovatsionnye Podkhody v Inoyazychnoy Auditorii” (“Research Universities; Innovative Approaches to Foreign Audience”). In recent years, domestic publishing houses have released numerous books and teaching aids to help teachers of Kazakh as a foreign language. Among these are teaching aids, such as [“Tyl-khural”], “Essential Kazakh Grammar”, which can be used at the zero level and at subsequent stages of teaching Kazakh as a foreign language. The authors of this article do not consider the issues of teaching future Kazakh language teachers with a degree in philology who obtain the vocational education in the Kazakh language, do not discuss the types and structures of a lesson of the Kazakh language, and do not focus on the forms of tests and checks of the covered material. These problems, which are not covered by the article, indicate that teachers of linguistics need to develop critical attitude to their pedagogical work and practice, and continuously improve their skills by reading teaching materials and studying the methodological experience of foreign counterparts. Pedagogical creativity and skills do not come from nowhere—it is a hard work and accumulation of experience. A language teacher should remember that each language has its own peculiar linguistic structure and system, and its own figurativeness of reflection. Both teaching and learning a language require multifaceted approach, which gives ample scope for search and innovation to language teachers.

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