

*¹ Rymbekova A.D.  ² Suleimenova Zh. A.  ³ Issayev A.U. 

^{1,2,3} L.N. Gumilyov Eurasian National University, Astana, Kazakhstan

E-mail: ¹ nurseitova08@mail.ru, ² suleimenova_zha@enu.kz, ³ abilkhan.kz@mail.ru

IMPACT OF BILINGUALISM ON THE LANGUAGE ADAPTATION PROCESS OF REPATRIATES FROM CHINA

Abstract. The relevance of this study is determined by the growing intensity of migration flows in the context of contemporary globalization and the increasing strategic importance of the adaptation of ethnic Kazakhs (Kandas) who have returned to their historical homeland to a new social environment. For Kandas, migration is not merely a geographical relocation, but a complex process of entering a new social, cultural, and linguistic space. Within this process, language barriers directly affect their competitiveness in the labor market, access to quality education, formation of social networks, and personal self-identification. Insufficient integration into the linguistic environment often leads to social marginalization and the underutilization of professional potential. The purpose of the study is to systematically analyze the process of linguistic adaptation of Kandas who migrated from the People's Republic of China under conditions of bilingualism and to determine the impact of language barriers on their socio-economic integration and self-realization. Within this framework, the interrelationship between language proficiency levels, patterns of social adaptation, and professional opportunities is examined. The research methodology includes historical-comparative analysis, a systematic review of domestic and international scholarly literature, and comparative analysis of statistical data. The empirical basis of the study consists of the results of a survey entitled “The Influence of Bilingualism on the Process of Linguistic Adaptation of Repatriates from China.” The survey involved 100 respondents and collected data on their language competence, domains of language use, level of social adaptation, everyday linguistic difficulties, and self-assessment indicators. The scientific novelty of the study lies in its comprehensive examination of the linguistic adaptation of Kandas within the theoretical framework of bilingualism and in its empirical substantiation of the relationship between language proficiency levels and socio-economic integration outcomes. Furthermore, the research systematizes both internal factors of linguistic adaptation (motivation, cultural identity, aspiration for self-realization) and external factors (linguistic environment of the host society, institutional support mechanisms, and effectiveness of state programs). The findings of the study may serve as a scientific and practical foundation for enhancing language and cultural adaptation programs, improving state support mechanisms, and ensuring the effective utilization of the socio-economic potential of Kandas.

Keywords: Kandas, education, self-determination, socio-economic integration, language barrier, and government programs.

Introduction

The policy aimed at creating conditions for the return of compatriots directly contributes to ensuring demographic stability. In addition, it affects the establishment of a high degree of national accord and ensuring social stability. By stabilizing the integration policy of Oralmans, states provide human capital. And if isolation from society occurs, this completely eliminates the risk of social marginalization and possible radicalization. However, the effectiveness of the repatriation policy affects the ability of compatriots to communicate with society. Therefore, it is especially important that this policy creates favorable conditions for blood relatives to participate in a society they do not know. The main purpose of this study is to study the influence of compatriots who

emigrated from the People's Republic of China on the process of language adaptation. It also consists in studying the process of forming their socio-cultural and economic integration in connection with language acquisition.

As the repatriates say, the main motivation for returning to their historical homeland is the desire to contribute to the study of the Kazakh language, national culture and traditions, to ensure the connection of their children's future with Kazakhstan. It has become a discovery for all of us that cultural motivation goes hand in hand with many practical tasks. In other words, many repatriates returning to their homeland face unexpected linguistic and socio-cultural barriers and face some difficulties. The language barrier prevents employment. In addition, it restricts access to education. And most importantly, it leads to cultural disorientation and psychological stress.

First of all, the language adaptation of Kandastar differs from classical models of bilingualism, since the native language (Kazakh) is often preserved at the ethno-cultural level, but does not always fully function in everyday communication. In this regard, bilingualism is considered not just as bilingual, but as an important tool for social adaptation.

A feature of this phenomenon is the asymmetric nature of bilingualism: Kazakh acts as a heritage language, while Russian or another language performs a functional and communicative role. This allows us to consider kandastar bilingualism as a specific model, different from the traditional balanced bilingualism.

In addition, the bilingualism of repatriates is closely related to the problem of linguistic and ethno-cultural identity. Despite the ethnic affiliation to the Kazakh people, the level of language proficiency may vary, which affects the processes of self-identification and integration into society. In this context, bilingualism is a factor in the formation of national identity.

From a psycholinguistic point of view, bilingualism affects cognitive processes, including thinking, perception, and information processing. The language adaptation of repatriates can be considered as a form of cognitive transformation caused by a change in the language environment.

The socio-linguistic aspect is manifested in the fact that after returning to the historical homeland, the linguistic situation changes, which affects the choice of the language of communication and the degree of proficiency in it. Thus, bilingualism is considered as a dynamic process that changes over time under the influence of external factors.

The practical significance of the research lies in overcoming the difficulties that have arisen in the education system, since compatriots face a language barrier. This opens up prospects for the development of special adaptation programs.

Finally, the country of origin of the repatriates is an important factor, as the linguistic environment of China, Mongolia, Uzbekistan and other countries forms various models of bilingualism. Taken together, this allows us to consider kandastar bilingualism as a complex, multicomponent and dynamically developing phenomenon that requires a comprehensive scientific analysis.

The success of linguistic adaptation among repatriates is determined by a complex interplay of internal and external factors. Internal factors include age, motivation, educational background, cognitive flexibility, and the aspiration for self-realization in a new socio-economic context. In particular, external factors include:

- responsibility of state institutions,
- inclusiveness of the linguistic environment,
- education system,
- access to social infrastructure,
- integration policy.

Language barriers have a significant impact on socio-economic mobility and participation in public life. Accordingly, it is known that the improvement of integration mechanisms in Kazakhstan requires a comprehensive approach. In addition, let's consider the following strategic measures aimed at eliminating the language barrier:

Strengthening language support,

Development of specialized courses in the Kazakh and Russian languages for adults and children,

Creation of free language training programs and regional language centers in areas with a large number of compatriots,

Support for educational initiatives,

Development of educational programs that contribute to the assimilation of the cultural and linguistic foundations of our compatriots,

Awarding scholarships and grants to facilitate the access of students to higher education.

Socio-economic support.

In order to create a competitive labor market, it is necessary to increase vocational training programs. That is, it is necessary to develop programs to support entrepreneurship, consider types of concessional loans, and provide professional consulting services.

Cultural integration.

It is especially necessary to organize intercultural events that directly contribute to the dialogue between the local population and compatriots. In order to preserve and develop the cultural heritage of our compatriots, it is necessary to coordinate civil society initiatives.

Information support.

Compatriots returning to their homeland need accessible digital platforms and information portals in order to be able to get accurate information about law, about the market, about society. Accordingly, it is important to conduct awareness-raising campaigns so that oralmen can get accurate information about the existing institutional support mechanisms. The implementation of these measures will give an impetus to improving the effectiveness of the policy of linguistic and socio-economic integration of compatriots. It also includes the promotion of social unity, ensuring the effective inclusion of oralmen in the development of Kazakhstan. The 21st century is considered a globalized world. That is, high-tech turned into a "global village". Easy access to information via the internet clearly does not reflect cultural and linguistic boundaries. Foreign languages, especially English, are a prestigious language with social status in Kazakhstan. According to the famous scientist Fishman, foreign languages are considered "prestigious" in global society. That is, a foreign language is considered the leading tool for achieving success in the workplace and school. In Kazakhstan, this phenomenon is most pronounced among the younger generation, which increasingly perceives foreign languages as part of their identity. This is especially true for cities that are centers of modernization and technological development. And S. Nurkadyr puts forward the following opinion: young people in cities are more interested in the use of foreign languages, for example, Russian. Why?! This is because they see the existing language as part of their current way of life.

Rich in history, culture and local values, the Kazakh language serves as a unifying tool for the nation. According to scientists, the Kazakh language is a part of the national identity, which must be protected and preserved. Excessive use of foreign languages can undermine public understanding, especially among the younger generation, of the Kazakh language and its cultural values. This may lead to a loss of connection between the younger generation and their cultural heritage and native language, which are important aspects of Kazakhstan's national identity. According to A. Dumanov, the influence of foreign languages can cause a "linguistic shift" that affects the social and cultural structure of a nation.

We hope that by better understanding these problems, the repatriates who face bilingualism, we will be able to strengthen the position of the Kazakh language and ensure its preservation as a symbol of national unity and pride in an increasingly rapid globalization.

Materials and methods

The Method of Questionnaire Survey in the study “*The Influence of Bilingualism on the Process of Language Adaptation of Repatriates from China*” is used to obtain standardized and comparable data on language competence, patterns of language use, and adaptation features among respondents in a new linguistic environment.

Research on ethno-linguistic identification among repatriates demonstrates that language proficiency is directly linked to identity formation and successful integration into society (Bokayev & Zharkynbekova, 2011)

Purpose of the method: To identify the characteristics of proficiency in two languages (Kazakh and Chinese/Russian), the frequency and contexts of their use, and to determine how the level of bilingualism affects the success of sociolinguistic adaptation in Kazakhstan.

Administrative format: the survey was conducted in writing. Some were conducted online. This in turn increased availability. Allowed more participants to participate.

The structure of the questionnaire includes the socio-demographic section. That is, the age of the repatriate, gender, place of birth, year of relocation, level of education, sphere of employment are mentioned.

The language profile includes the scale of independent proficiency of the repatriate in Kazakh, Chinese and Russian (on a scale of 1-5). The languages used in family relationships, daily communication, education, work and public places are also studied.

Language adaptation indicators include barriers to everyday communication. That is, misunderstandings, language difficulties. In addition, the level of reliability in the use of the state language is determined. According to studies on important dictionaries and linguistic tools, language support shows that blood students significantly accelerate their adaptation processes (Zhunusova, 2017).”

The pace of mastering new linguistic norms and vocabulary is accelerating. The perceived advantages and objectives of bilingualism include: the integration of bilingualism into Kazakhstan's society; the desire to preserve the native language; the attitude to learning the state language. In addition, research by the multilingual Youth Association shows that bilingualism can work both as a resource and as a problem depending on the socio-cultural context (Maine and Protasova, 2023). The responses are encoded and analyzed using descriptive statistics (frequencies, tools) and comparative analysis (for example, a comparison of adaptation levels between groups with different levels of Kazakh language competence). Correlation analysis can be used to determine the relationship between the degree of bilingualism and the success of adaptation.

Furthermore, research on multilingual youth communities highlights that bilingualism can function both as a resource and as a challenge depending on sociocultural context (Meng & Protasova, 2023). The questionnaire method will allow identification of the extent to which bilingualism facilitates or complicates the process of linguistic and sociocultural adaptation of repatriates, which factors have the greatest impact, and which support measures are most effective. This situation is considered a manifestation of subordinate bilingualism, which is formed due to the limited ability to learn in a foreign language. In general, language selection is a natural phenomenon that people face every day. If the state is monolingual, it will be easier for people to communicate, because everyone uses only one language. And in a multilingual society, the situation is different. Here, people use multiple languages at the same time, constantly choosing which language to use in which Environment. At the same time, the language level of each person will also be different.

In this regard, the theory of "domain analysis" proposed by the scientist Joshua Fishman plays an important role in explaining the linguistic situation in a multilingual society. According to this theory, which language a person chooses will depend on the person they are talking to and the environment in which the communication is taking place.

Kazakhstan is one of the multilingual states. Kazakh and Russian languages are widely used in the country. At the same time, different ethnic groups preserve their native languages. Among

them are ethnic Chinese and compatriots who have emigrated from China. Therefore, Kazakhstan has a multicultural and multilingual environment.

Representatives of the Chinese diaspora in Kazakhstan often speak two or more languages. They use Kazakh and Russian to communicate with the public, while maintaining either Chinese or their own local dialects. The use of language in such an environment varies depending on the situation. For example, if one language is used for interethnic communication, the other is used within the family or community.

In a multilingual society, people always decide which language to speak based on the situation. This decision is influenced by the level of language proficiency of the interlocutor, the requirements and social norms in the environment. In such environments, the phenomena of code switching and code mixing are also common. For example, a person, communicating with friends in Kazakh, can switch to Russian or Chinese, depending on the topic of conversation.

Some researchers consider such language intervention to interfere with communication. However, for a multilingual society, this is a natural phenomenon. People quickly determine which language is most effective in a particular situation and adapt to it. Factors such as nationality, age, gender, level of education, language proficiency and conversational environment also contribute to the choice of language.

The concept of social environment or "domain" includes family, circle of friends, educational institution and workplace. Since the particularity of participants and communication in each environment is different, the use of language also changes. Also, the features of code switching may depend on the profession or role of a person in society (Shakeeva B.R. et al., 2024).

As a result of historical development and migration processes, Kazakhstan has become a multicultural state with a complex ethnic composition. The linguistic diversity in the country is also closely related to this feature. Therefore, when studying the problem of language choice in Kazakhstan, it is necessary to jointly consider historical and sociolinguistic situations. The next section analyzes the modern linguistic environment and sociolinguistic features of Kazakhstan. (Toguleva, 2021).

Discussion

In the modern era of globalization, the problem of migration of peoples is becoming more and more intense. The interaction of different linguistic and cultural circles is also increasing. As a result, the problem of bilingualism and repatriates has become an urgent object of study in linguistics, sociology, psychology and cultural studies, contributing to the conduct of many studies by scientists. The language adaptation of repatriates returning to their historical homeland is a serious problem. Because the study of the peculiarities of their mastery of two or more languages is very relevant for modern society, for the modern political, cultural, social environment.

Bilingualism is the ability of a person to master two languages at a certain level and freely use them in the process of communication. According to many scientists, bilingualism expands the cognitive capabilities of the individual. In addition, its cultural and social adaptation is also affected. Since the middle of the twentieth century, the problem of bilingualism has been studied in detail in World linguistics and has aroused the interest of many scientists. Researchers have been studying the nature of bilingualism, the ways of formation, the phenomena of language interference and the features of bilingual personality, identifying its consequences and ways of formation. Repatriates are people who, due to historical events, live far from their homeland, and then return to their historical homeland. We all know that in the Republic of Kazakhstan, repatriates are mostly ethnic Kazakhs who have emigrated from abroad. After gaining independence, many Kandas from China, Mongolia, Uzbekistan, Turkmenistan, Russia and other countries migrated to Kazakhstan. Many of them have mastered the Kazakh language at different levels. He also used other languages in parallel, depending on the language environment of the country of residence. According to scientific research, the process of language adaptation of repatriates is difficult. On the one hand,

since they are ethnically Kazakh, they perceive the Kazakh language as an important sign of national identity and value the Kazakh language as an important aspect in Kazakh society. On the other hand, the linguistic influence of previously lived States remains in their speech culture, vocabulary and language skills. This circumstance is the basis for the formation of natural bilingualism among repatriates. In the works of Kazakhstani researchers, the linguistic situation of repatriates and the problem of bilingualism are widely considered. Scientists emphasize that language plays a key role in their adaptation to the social environment. Especially among young people, the phenomenon of simultaneous mastery of Kazakh and Russian languages is common. In such conditions, bilingualism is seen as an effective means of social integration. Bilingual repatriates show the highest results in obtaining education, participating in the labor market and participating in public relations. In the course of the research, the most important factors affecting the language adaptation of repatriates were described. These factors include age, level of education, language environment of the country of immigration, language relations within the family, and social contacts in the new environment. For example, adolescents and young people adapt faster to the new language environment. And for older people, this process is considered more complex. Also, the regular use of the Kazakh language by family members increases the linguistic role of the Kazakh language.

The role of bilingualism in the life of repatriates is not limited to linguistic communication, that is, it affects the formation of cultural identity. A bilingual person perceives the values of two different cultural spaces. At the same time, it is quite natural that they serve as a cultural link between them. This situation leads to the strengthening of tolerance in a multicultural society. Therefore, modern research considers bilingualism not only as a linguistic phenomenon, but also as an important type of social and cultural capital, describing the fact that the problem of bilingualism and repatriates is considered one of the most relevant trends in modern science. The experience of language adaptation of repatriates makes it possible to more deeply understand, study the mechanisms of bilingualism formation, and determine the cause and effect. Studies have shown that bilingualism contributes to the successful integration of repatriates into a new environment, the expansion of their social opportunities and adaptation to global society, while preserving the national culture, and in the future the expansion of scientific research in this direction. Among foreign scientists who studied the concept of bilingualism in the field of Science, the role of U. Weinreich is great. Because this scientist is the one who introduced the concept of bilingualism into scientific circulation. His work "Languages in Contact" analyzes the origin and place of bilingualism in society. While W. McKee studies the psycholinguistic aspect of bilingualism, F. Grosjean argues that bilingualism is a linguistic system. Domestic scientists are also conducting effective research in this area. For example, Sh. Abylkassimov considered the problems of social adaptation of our compatriots, and Z. Shaukenova studied the importance of ethno-cultural integration. G. Mendykulova scientifically examined the linguistic and adaptive problem of ethnic Kazakhs who returned to their historical homeland. N.Uali studied the social activities of the Kazakh language.

Research results

The Geneva Convention of 1949 "On the Treatment of Prisoners of War" pays great attention to repatriation issues. The main provisions devoted to this sphere are contained in Section IV of the Convention "End of Captivity". Thus, Article 118 stipulates that "prisoners of war shall be released and repatriated immediately upon cessation of hostilities". The Office of the United Nations High Commissioner for Refugees also supports repatriation. In its Statute, it has established that the High Commissioner shall ensure the resolution of refugee problems, including by assisting governmental and private organizations dealing with the voluntary repatriation of refugees (Toguleva, 2021).

All over the world there are programmers for repatriates, for example in Kazakhstan it is the "Kandasy" programmer, in the Russian Federation it is the "Compatriots" programmer, etc

Repatriates are bilinguals. People who speak two languages and have bilingual literacy skills switch between two different language systems. Their brains are very active and flexible. The problem of bilingualism as a level of proficiency in several languages and the ability to switch from one language to another has been researched by scientists for quite a long time and is considered from linguistic, psycholinguistic and didactic positions. Monoculture-coordinative bilingualism is manifested in a bilingual who learns a foreign language and who, having access to technical information in that language, conducts research. Bicultural-coordinative bilingualism is manifested when an individual learns a language for cultural and cognitive purposes (desire to get to know the people, tourism, etc.), in our case, repatriates from China learn Kazakh to continue their life in the Republic of Kazakhstan. Culturally mixed bilingualism is demonstrated by second-generation immigrants who have simultaneously learnt two languages and two cultures. Such bilinguals possess mixed culture, i.e. intercultural. Multilingualism is a person's ability to communicate in two or more languages. Bilingualism - bilingualism - is the most common type. The borderline case of bilingualism is based on the parallel/simultaneous acquisition of the first two languages (Shakeeva, 2024).

It is known that bilingualism arises as a result of social factors. These factors are either the need to communicate in two languages in a bilingual environment (natural bilingualism) or learning (artificial bilingualism). It may seem that social factors completely determine the success of bilingualism. What remains unnoticed is the biological basis of bilingualism, i.e. the biophysical processes occurring directly in the child's nervous system under the influence of the need to communicate in two languages. In order to come closer to understanding these processes, it is necessary to identify the place of bilingualism among other manifestations of the functioning of the language system, as well as to consider each of these manifestations in the light of the plasticity of the brain.

Later, when reviewing publications on the problems of brain organization of speech, we pay attention to the fact that the natural simultaneous acquisition of languages at an early age, possible only through oral communication, provides a high degree of development of auditory perception mechanisms, but by no means removes the difficulty in mastering the cultural forms of languages (reading and writing). At the same time, in adults, the visual-speech channel plays the main role in the successive formation of artificial bilingualism, and the development of auditory perception mechanisms is more difficult. Drawing attention to the inevitable involvement of the formed systems of the native language in the acquisition of the second language, it is emphasized that "underdevelopment of certain functions in the native language can systematically affect the development of similar functions in the second language". Since repatriates from China mainly used Chinese, which is a different tree of languages and is not similar to the Turkic language - Kazakh, it may be difficult to learn Kazakh again if the ancestors of repatriates did not use Kazakh earlier (Zixuan, 2023).

Under linguistic and cultural adaptation, we understand a multilevel dynamic process of human adaptation to living conditions, mastering the language of the host country, adaptation to the norms of behavior, norms of communication in a new socio-cultural environment, resulting in the formation of a stable system of principles of adequate behavior (Wang, 2024). Since 1991, 1 million 129 thousand Kandas repatriates have returned to the Republic of Kazakhstan till today. Almost half of the Kandas (48.9 per cent) who have arrived in Kazakhstan since the beginning of the year are from China, 29.6 per cent from Uzbekistan, 8.3 per cent from Mongolia, 4.4 per cent from Russia, 7.3 per cent from Turkmenistan and 1.5 per cent from other countries.

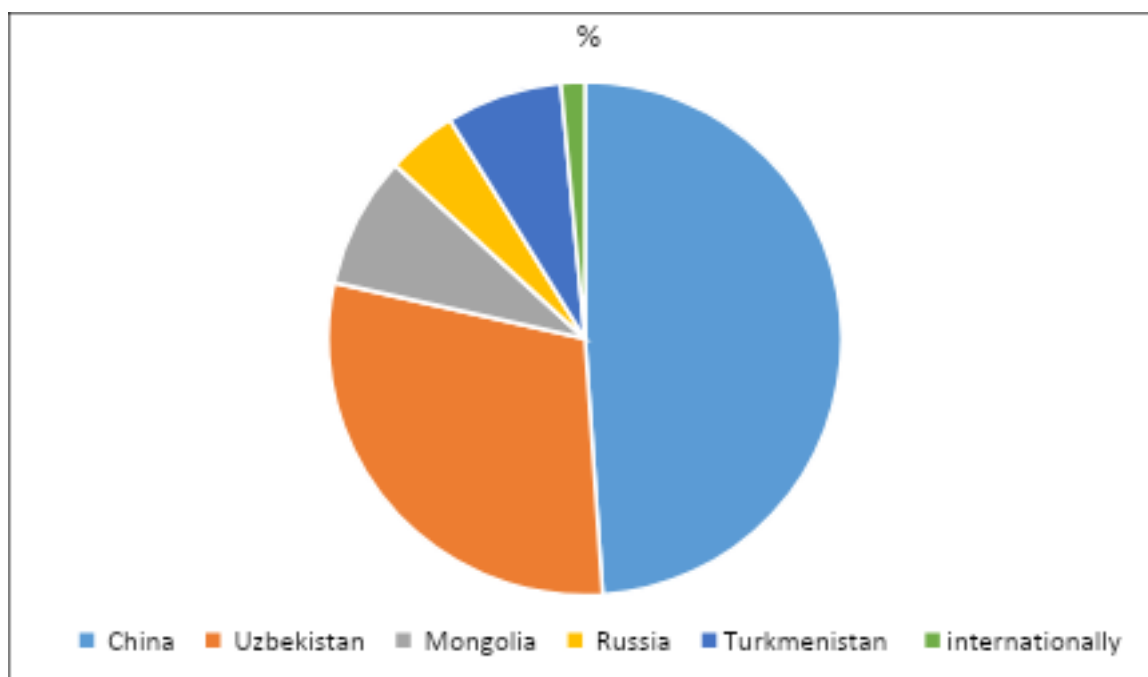


figure-1. 1 million 129 thousand Kandas repatriates have returned to the Republic of Kazakhstan

The number of ethnic migrants of working age is 56.2 per cent, minors - 33.6 per cent and pensioners - 10.2 per cent. Of the working-age Kandas by education level, 15 per cent have higher education, 20.2 per cent - secondary special education, 54.6 per cent - general secondary education and 10.2 per cent have no education. We conducted a live confidential interview with repatriates from China. 100 repatriates from China participated. When asked what helps migrants to learn the Kazakh language faster and to know the culture of Kazakhstan more deeply, the following answers were received:

1) the majority of repatriates believe that in order to learn the language and traditions of the Kazakh people, it is necessary to speak a lot of Kazakh, communicate with Kazakh people, make friends with them, meet families, celebrate traditional holidays together, which will allow to quickly assimilate the national culture of the peoples; some of their respondents said that friendship and good-neighborliness will be promoted by mutual celebration of national holidays;

2) many respondents said that despite being very busy at work, they still need to read newspapers and magazines in the Kazakh language, although many repatriates wrote in their answers that independent reading of literature, newspapers, etc. is very difficult for them, as many words and expressions are incomprehensible, and there is no possibility to read with an explanatory dictionary;

3) the fourth part of the interviewed repatriates noted as an effective means of learning the Kazakh language and Kazakh culture watching Kazakh films and television programs, noting that visualization of actions helps to understand the spoken dialogues, understand the meaning of individual words and expressions, even if they are unfamiliar to the listener;

4) some repatriates also noted the need to read works of Kazakh writers and poets, to study Kazakh literature, and people of the older generation very often recalled poems of Kazakh poets that they had learnt at school, could name Kazakh writers and works that they had written; people of the younger generation, as a rule, had difficulties in answering the question about which Kazakh writers and poets they knew;

5) a small group of interviewed migrants noted the need to study the history of the Republic of Kazakhstan, visit local history and art history museums, museums of national life, art galleries, etc.

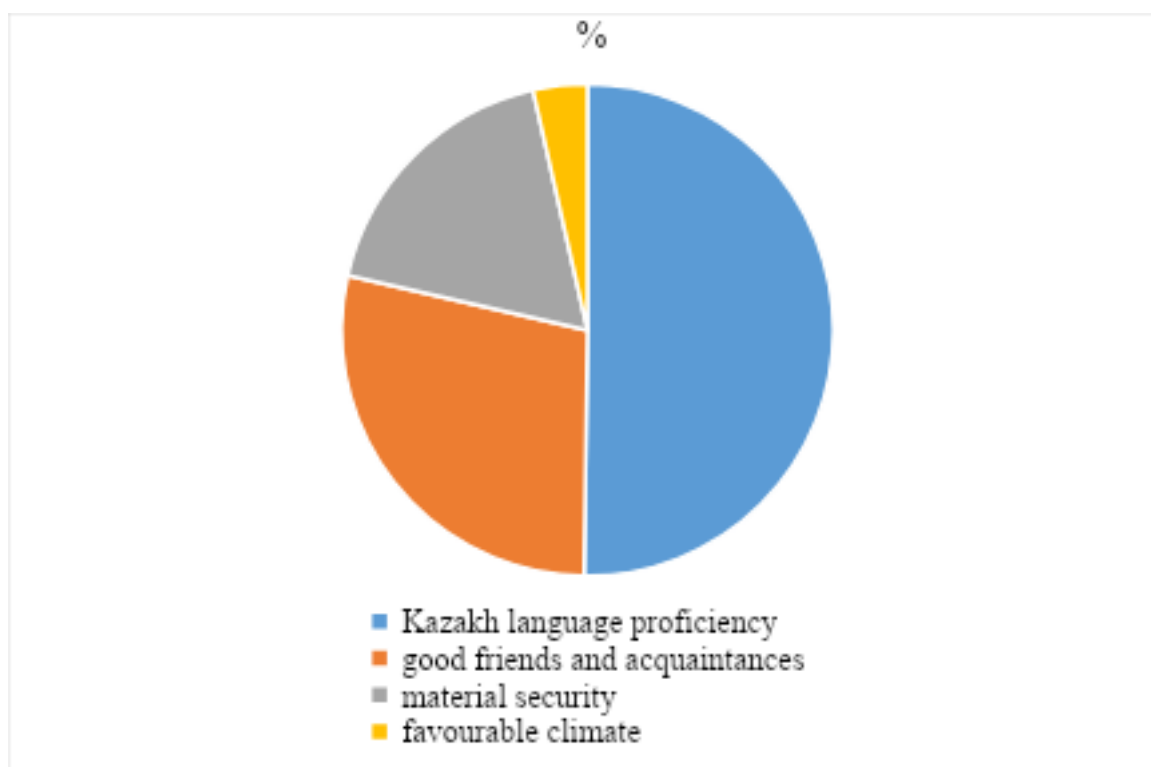


Figure-2. "What do you think is the main condition for you to be comfortable living in Kazakhstan?"

The final question "What do you think is the main condition for you to feel comfortable living in Kazakhstan?" received the following answers from respondents: 45.2% - mastery of the Kazakh language; 35.5% - having good friends and acquaintances; 16.1% - material security; 3.2% - favorable climate. Bilingualism begins when the degree of knowledge of the second language closely approaches the degree of knowledge of the first language (Meng, 2023).

Artificial bilingualism is the possession of two linguacultural codes, one of which is learnt under conditions of special training. However, there is no unambiguous understanding of its essence in scientific research, as the subject of study can be both formed artificial bilingualism, which is the result of the learning process, and emerging bilingualism (Rybachuk, 2023).

Many repatriates were distributed under the Nurly Kosh program in the northern part of Kazakhstan. This policy is fully justified for the Kazakhization of the local population. But the search for work, communication and overall integration into society were narrowed to certain limits.

In conclusion, it is worth noting that these two problems differ depending on the country of arrival of the Kandas himself. Repatriates who arrived from the countries of the former USSR more or less speak Russian and in the Kazakh language use the same alphabet that is accepted in Kazakhstan. As for ethnic Kazakhs from China, the situation is more complicated. They do not know Russian and use Arabic script. Kazakh repatriates from Iran, Mongolia, Turkey and other countries do not know Russian.

At the same time, the repatriates consider themselves to be true bearers of the real, so to speak, "pure" Kazakh language and culture. During the field research, it was noticeable that there is a division between immigrants from the post-Soviet countries, China and Iran. They do not really maintain contact with each other and, even living in the same village, they keep to themselves. The culture of Kazakhs from Iran and Pakistan is more Islamized. They strictly adhere to religion and believe that local Kazakhs have ceased to be real Muslims. They also find it difficult to integrate

due to the difference in the written language of the Kazakh language. According to local Kazakhs, the culture of immigrants from China and Mongolia is archaic. They were able to preserve archaic linguistic and social norms that differ from modern Kazakh society. In addition, they find it difficult to accept Soviet values, such as internationalism and multilingualism.

Conclusion

The alternate use of two linguacultural codes inevitably entails processes of diffusion, interference, transformation, and synergy at both linguistic and cultural levels (Elenevskaya, 2009). Bilingualism, understood as the coexistence of two languages within both a social environment and an individual's cognitive system, requires a linguistic interpretation that examines the mechanisms, patterns, and outcomes of interaction between two language systems within a single cognitive-communicative space (Bokayev, 2010). The changes that occur as a result of such interaction are formed not only by the mixing of languages, but also by the influence of non-linguistic factors, such as the social environment, cultural norms and social conditions (Zhunusova, 2017).

The results of the study showed that, according to migrants, one of the most important factors in adapting to the new environment is the acquisition of the Kazakh language. In addition, the establishment of friendly relations with the local population also plays a big role. Such connections help people feel like a part of society, find psychological comfort and integrate into the environment faster. Respondents rate this as the basis for stability and confidence in everyday life.

According to the participants, if a person is actively involved in the cultural and social environment of Kazakhstan, speaks the Kazakh language, is interested in learning the history and traditions of the country, the adaptation process will be easier and faster. Immersion in such an environment not only improves language acquisition, but also contributes to the fact that a person finds a place in a new society and strengthens social ties.

Therefore, the adaptation process should not be limited to language learning only. Language is not only a means of communication, but also an important mechanism for intervening in society, finding one's place and accessing new opportunities. In this sense, good knowledge of the language, a supportive social environment and favorable social conditions are the main foundations for successful adaptation of migrants to society.

References:

Toguleva, 2021 – *Toguleva A.* Activities of state bodies of foreign countries on repatriation of children from the zone of military conflicts. 2021. P. 45-47.

Shakeeva, et al., 2024 – *Shakeeva B. R., et al.* The educational role of language in self-identification and socio-economic integration of Kandas in the Kazakhstani society. Bulletin of the University "Turan", No. 2, 2024. P. 454-467.

Bokayev, Zharkynbekova, 2011 – *Bokayev B. N., Zharkynbekova Sh. K.* Repatriates of Kazakhstan: Ethno-linguistic Identification and Integration into Society. 2011. P. 178-179.

Zhunusova, 2017 – *Zhunusova Zh. N.* Bilingual Dictionaries in the Process of Successful Adaptation of Repatriated Students in the Modern Polycultural Kazakhstan Society. 2017. P. 89.

Meng, Protasova, 2023 – *Meng K., Protasova E.* Young Kazakh Germans in Germany: Education and Multilingualism. Eurasian Journal of Philology: Science & Education, Vol. 190, No. 2, 2023. Pp. 56–57.

Toguleva, 2021 – *Toguleva A.* Activities of state bodies of foreign countries on repatriation of children from the zone of military conflicts. 2021, P. 45-47.

Shakeeva, 2024 – *Shakeeva B.R.* et al. The educational role of language in self-identification and socio-economic integration of Kandas in the Kazakhstani society. Bulletin of the University "Turan", (2), 2024, P. 454-467.

Zixuan, 2023 – Zixuan C. Political nationalism and multiculturalism in modern national building. Vlast, 31(3), 2023, P. 78-85.

Wang, 2024 – Wang Yu. et al. Xenonyms-Sinoisms in the network discourse of the modern Russian-speaking diaspora in China. 2024, P. 34-35.

Meng, 2023 – Meng K., Protasova E. Young Kazakh Germans in Germany: Education and multilingualism. Eurasian Journal of Philology: Science & Education, 190(2), 2023, P. 56-57.

Rybachuk, 2023 – Rybachuk D.A. Formation of Latin American diasporas in the USA and Canada: Comparative experience of collective adaptation and integration. Izvestiya of the Oriental Institute, 2(58), 2023, P. 74-86.

Elenevskaya, 2009 – Elenevskaya M., Fialkova L. Humanitarians as a transnational scientific diaspora (An inside look). Diasporas, (1), 2009, P. 174-202.

Bokayev, 2011 – Bokayev B.N., Zharkynbekova Sh.K. Repatriates of Kazakhstan: Ethno-linguistic identification and integration into society. 2011, P. 178-179.

Zharkynbekova, 2019 – Zharkynbekova Sh.K., Bokayev B.N. Repatriates of Kazakhstan: Ethno-linguistic identification and integration into society. 2019, P. 55-59.

Zhunosova, 2017 – Zhunosova Zh.N. Bilingual dictionaries in the process of successful adaptation of repatriated students in the modern polycultural Kazakhstan society. 2017, P. 89.

***¹ Рымбекова А.Д., ²Сулейменова Ж.А., ³Исаев А.У.**

^{1,2,3} Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Астана, Қазақстан

E-mail: ¹ nurseitova08@mail.ru, ² suleimenova_zha@enu.kz, ³ abilkhan.kz@mail.ru

ҚЫТАЙДАН КЕЛГЕН ОРАЛМАНДАРДЫҢ ТІЛДІК БЕЙІМДЕЛУ ПРОЦЕСІНЕ ҚОС ТІЛДІЛІКТІҢ ӘСЕРІ

Аңдатпа. Мақаланың өзектілігі қазіргі жаһандану жағдайында көші-қон үдерістерінің қарқын алуымен және тарихи отанына оралған этникалық қазақтардың (қандастардың) жаңа әлеуметтік ортаға бейімделуінің стратегиялық маңызының артуымен айқындалады. Қандастар үшін көші-қон тек қоныс аудару актісі ғана емес, ол – жаңа әлеуметтік, мәдени және тілдік кеңістікке бейімделуді талап ететін күрделі өмірлік кезең. Осы үдерісте тілдік кедергілер олардың еңбек нарығындағы бәсекеге қабілеттілігіне, сапалы білімге қол жеткізуіне, әлеуметтік байланыстар орнатуына және тұлғалық өзін-өзі айқындауына тікелей ықпал етеді. Тілдік ортаға толыққанды кіріге алмау әлеуметтік шеттетілуге және кәсіби әлеуеттің толық жүзеге аспауына әкелуі мүмкін. Зерттеудің мақсаты – Қытай Халық Республикасынан қоныс аударған қандастардың билингвизм жағдайындағы тілдік бейімделу үдерісін жүйелі талдау және тілдік кедергілердің олардың әлеуметтік-экономикалық интеграциясы мен өзін-өзі жүзеге асыруына әсерін анықтау. Осы тұрғыда тілдік құзыреттілік деңгейі, әлеуметтік бейімделу ерекшеліктері мен кәсіби мүмкіндіктер арасындағы өзара байланыс қарастырылады. Зерттеу әдіснамасы тарихи-салыстырмалы талдауды, отандық және шетелдік ғылыми әдебиеттерге жүйелі шолуды, статистикалық деректерді салыстырмалы талдауды қамтиды. Эмпирикалық база ретінде «Қытайдан келген репатрианттардың тілдік бейімделу үдерісіне билингвизмнің әсері» атты сауалнама нәтижелері пайдаланылды. Сауалнамаға 100 респондент қатысып, олардың тілдік құзыреттілігі, тілдерді қолдану аясы, әлеуметтік бейімделу деңгейі, күнделікті өмірдегі тілдік қиындықтары және өзіндік бағалау көрсеткіштері бойынша деректер жиналды. Зерттеудің ғылыми жаңашылдығы – қандастардың тілдік бейімделуін билингвизм теориясы аясында кешенді қарастыруында және тілдік құзыреттілік деңгейі мен әлеуметтік-экономикалық интеграция нәтижелері арасындағы байланысты эмпирикалық деректер негізінде дәлелдеуінде. Сонымен қатар, зерттеу тілдік бейімделудің ішкі факторларын (мотивация, мәдени сәйкестілік, өзін-өзі жүзеге асыруға ұмтылыс) және сыртқы факторларын

(қабылдаушы қоғамның тілдік ортасы, институционалдық қолдау тетіктері, мемлекеттік бағдарламалардың тиімділігі) жүйелейді. Зерттеу нәтижелері тілдік және мәдени бейімдеу бағдарламаларын жетілдіруге, мемлекеттік қолдау механизмдерін тиімді етуге және қандастардың әлеуметтік-экономикалық әлеуетін толыққанды іске асыруға бағытталған ғылыми-тәжірибелік негіз бола алады.

Кілт сөздер: қандастар, білім беру, өзін-өзі анықтау, әлеуметтік-экономикалық интеграция, тілдік кедергі, мемлекеттік бағдарламалар.

*¹ Рымбекова А.Д., ²Сулейменова Ж.А., ³Исаев А.У.

^{1,2,3} Евразийский национальный университет им. Л.Н. Гумилева, Астана, Казахстан

E-mail: ¹ nurseitova08@mail.ru, ² suleimenova_zha@enu.kz, ³ abilkhan.kz@mail.ru

ВЛИЯНИЕ ДВУЯЗЫЧИЯ НА ПРОЦЕСС ЯЗЫКОВОЙ АДАПТАЦИИ РЕПАТРИАНТОВ ИЗ КИТАЯ

Аннотация. Актуальность статьи обусловлена усилением миграционных процессов в условиях современной глобализации и возрастанием стратегической значимости адаптации этнических казахов (қандасов), вернувшихся на историческую родину, к новой социальной среде. Для қандасов миграция представляет собой не только акт переселения, но и сложный жизненный этап, связанный с вхождением в иное социальное, культурное и языковое пространство. В этом процессе языковые барьеры непосредственно влияют на их конкурентоспособность на рынке труда, доступ к качественному образованию, формирование социальных связей и личностную самоидентификацию. Недостаточная интеграция в языковую среду может приводить к социальной маргинализации и нереализованности профессионального потенциала. Цель исследования заключается в системном анализе процесса языковой адаптации қандасов, прибывших из Китайской Народной Республики, в условиях билингвизма, а также в выявлении влияния языковых барьеров на их социально-экономическую интеграцию и самореализацию. В рамках поставленной цели рассматривается взаимосвязь между уровнем языковой компетенции, особенностями социальной адаптации и профессиональными возможностями. Методология исследования включает историко-сравнительный анализ, системный обзор отечественной и зарубежной научной литературы, а также сравнительный анализ статистических данных. Эмпирическую базу составили результаты анкетирования на тему «Влияние билингвизма на процесс языковой адаптации репатриантов из Китая». В исследовании приняли участие 100 респондентов, по которым были собраны данные об уровне языковой компетенции, сферах использования языков, степени социальной адаптации, повседневных языковых трудностях и показателях самооценки. Научная новизна исследования заключается в комплексном рассмотрении языковой адаптации қандасов в рамках теории билингвизма и в эмпирическом обосновании взаимосвязи между уровнем владения языком и результатами социально-экономической интеграции. Кроме того, в работе систематизированы внутренние факторы языковой адаптации (мотивация, культурная идентичность, стремление к самореализации) и внешние факторы (языковая среда принимающего общества, институциональные механизмы поддержки, эффективность государственных программ). Результаты исследования могут служить научно-практической основой для совершенствования программ языковой и культурной адаптации, повышения эффективности государственных механизмов поддержки и более полной реализации социально-экономического потенциала қандасов.

Ключевые слова: қандасы, образование, самоопределение, социально-экономическая интеграция, языковой барьер, государственные программы.

Information about authors:

Rymbekova Aliya – Ph.D student at L.N. Gumilyov Eurasian National University, Astana, Kazakhstan

Suleimenova Zhazira Azamatovna – PhD, senior lecturer at L.N. Gumilyov Eurasian National University, Astana, Kazakhstan

Issaev Abilkhan Ukibaevich – PhD, Acting Associate Professor at L.N. Gumilyov Eurasian National University, Astana, Kazakhstan

Авторлар туралы мәлімет:

Рымбекова Алия Дюсенгалыевна – Л.Н. Гумилев атындағы Еуразия ұлттық университетінің PhD докторанты, Астана, Қазақстан

Сулейменова Жазира Азаматовна – Л.Н. Гумилев атындағы Еуразия ұлттық университетінің PhD, аға оқытушысы, Астана, Қазақстан

Исаев Абилхан Укибаевич – Л.Н. Гумилев атындағы Еуразия ұлттық университетінің PhD, доцент м.а., Астана, Қазақстан

Сведения об авторах:

Рымбекова Алия Дюсенгалыевна – PhD докторант Евразийского национального университета им. Л.Н. Гумилева, Астана, Казахстан

Сулейменова Жазира Азаматовна – PhD, ст. преподаватель, Евразийского национального университета им. Л.Н. Гумилева, Астана, Казахстан

Исаев Абилхан Укибаевич – PhD, доцент и.о., Евразийского национального университета им. Л.Н. Гумилева, Астана, Казахстан

*Келіп түсті 28 наурыз 2026 жыл
Қабылданды 12 мамыр 2026 жыл*