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Bilingualism in Kazakhstan: Linguistic Challenges and Error Patterns in Kazakh Speech

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ABSTRACT

As a result of long-term language contact, the Kazakh and Russian languages have been functioning in parallel across the territory of Kazakhstan. Within the framework of the country's evolving language policy, acquiring proficiency in the Kazakh language has become a priority, particularly for individuals who either do not speak Kazakh or possess only a limited command of it. The current language policy of the Republic of Kazakhstan is aimed at strengthening the status of the Kazakh language as the state language, thereby enhancing its role and prominence in Kazakhstani society. In practice, however, the Kazakh speech of Russian-Kazakh bilinguals—especially ethnic Kazakhs who acquired Kazakh as a second language (L2)—often displays features that deviate from the normative standards of the Kazakh language. This article explores the linguistic peculiarities observed in their speech, with a particular focus on common deviations and error patterns. The study aims to identify and analyze the sources of these errors, which primarily stem from insufficient time and opportunity to fully acquire the language system, the predominance of Russian in daily communication, and the

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informal, non-institutionalized context in which Kazakh is often learned. The findings contribute to a deeper understanding of bilingual speech production and provide insight into the challenges faced by L2 Kazakh speakers in a multilingual environment.

Keywords: Russian-Kazakh Bilingualism; Kazakh-Russian Bilingualism; Speech Errors; Usage; Language Situation; Language Policy; Interference

1. Introduction

Bilingualism as a phenomenon continues to attract the attention of researchers due to its interdisciplinary significance and practical importance. In the context of globalization, migration and cultural exchange, proficiency in two or more languages is becoming the norm for many societies.

The study of bilingualism is interdisciplinary in nature and has practical significance in such fields as education, linguistics, cognitive psychology, sociology and politics. In-depth study of this phenomenon helps to solve urgent problems of modern society, including strengthening cultural dialogue, improving the level of education and developing effective methods of language teaching.

Bilingualism provides a unique opportunity to study the interaction of languages, including such processes as interference^[1], code-switching^[2], language choice^[3]. This helps to understand how language systems are formed and evolve in conditions of contact.

A real example of permanent language communication is the language situation in Kazakhstan. Kazakh-Russian and Russian-Kazakh bilingualism are relevant phenomena actively studied in modern linguistics and sociolinguistics. Numerous scientific works devoted to this topic cover various aspects of bilingualism, including its social, cultural, educational and linguistic features.

Sociolinguistic aspects of bilingualism. Research in this area focuses on the social context of the use of two languages in Kazakhstan. Key issues include the role of the Kazakh and Russian languages in society, the influence of politics on the language situation, the social status of language speakers, as well as issues of identity and cultural change^[4-13].

Many works are devoted to the influence of the Russian language on Kazakh (and vice versa), describing phenomena such as interference^[14,15] and code switching^[16-18].

Research on bilingualism in families shows how bilin-

gualism manifests itself in the everyday life of families where children can be native speakers of both Kazakh and Russian, and how it affects their cultural identity^[19-21].

In Kazakhstan, bilingualism is closely linked to the education system, where schools and universities often offer education in two languages. Research in this area covers the following aspects:

Bilingual education: The development of a bilingual education system in Kazakhstan is an important topic of scientific research. Particular attention is paid to issues of teaching in Kazakh and Russian languages, as well as the difficulties faced by students studying in both languages^[22,23].

Learning challenges: Some studies address the challenges faced by students and pupils who study in two languages. For example, switching from one language to another in educational institutions can cause difficulties in understanding subjects, especially in scientific and technical disciplines^[24,25].

This study is guided by the following research question: What are the main error patterns in the Kazakh speech of Russian-Kazakh bilinguals, and what factors cause them?

2. Bilingualism in Kazakhstan

Kazakhstan is a multilingual, multicultural state. In a polyethnic society, the interaction of languages is a natural phenomenon. One of the main linguistic phenomena that occurs as a result of linguistic relations is bilingualism. In modern Kazakh society, bilingualism is described as a component of multilingualism. Scientific research by sociolinguists allows us to clearly understand the linguistic situation at different stages of development of Kazakh society. In most cases, the functional role of a language depends on the level of its distribution, the number of speakers, and other extralinguistic factors. The diversity of the linguistic situation in modern Kazakhstan is characterized by linguistic diversity, which is conditioned by the uniqueness of the eth-

nic composition of the republic. In addition, the specificity of the linguistic situation in Kazakhstan is formed not by general multilingualism and the harmony of different languages, but by the joint functioning of the Kazakh and Russian languages, which have equal demographic and communicative potential in a single communicative space^[5].

Today, in Kazakhstan, many types of bilingualism and multilingualism have developed. They differ in the area of distribution, the use of languages in different spheres, the peculiarities of the influence of the first language on the second, and other factors. B.Kh. Khassanov identifies 126 types of bilingualism. Among them, there are 125 national and Russian bilingualisms, about two dozen Russian-national and national-Kazakh bilingualisms, at least ten types of national-national bilingualism, as well as trilingualism, which is manifested through a combination of Kazakh, Russian, and national components^[7].

According to E.D. Suleimenova^[5], the Russian language is an important component in the linguistic arsenal of Kazakhstan. On the one hand, it is an integral part of Kazakh-Russian, Uyghur-Russian, German-Russian and other bilingualism, and on the other hand, Russian-Kazakh, Russian-Uyghur, Russian-German and other bilingualism. The scientist pays special attention to the types and nature of mass bilingualism, as well as the relationship between Kazakh-Russian and Russian-Kazakh bilingualism.

Since Kazakhstan is home to hundreds of nationalities and ethnic groups, it is no coincidence that our society cannot remain indifferent to the problems of bilingualism, and even multilingualism. The formation of bilingualism in Kazakh society, being one of the most complex problems of public life, still requires research.

The development of Kazakh society on the basis of interethnic harmony and interethnic relations is a necessary condition for deepening reforms in the country, stabilizing the economy, and developing society as a whole. In this regard, it is worth noting that a scientifically based language policy allows for the success of interethnic relations in such a polyethnic state as the Republic of Kazakhstan. In modern conditions, this is a concern not only of the state, but also of the entire society of Kazakhstan.

As a result of the development of society and the establishment of stable socio-economic and cultural relations between peoples, bilingualism is manifested as a mass phe-

nomenon. After all, in a multinational state, all peoples are equally actively involved in economic and cultural life, as a result of which bilingualism is widely spread. In addition, another reason for the spread of bilingualism is the territorial proximity of one people to another or their coexistence in one territory.

The coexistence of the Kazakh and Russian languages on the territory of Kazakhstan, the ability of citizens of the Republic to speak both languages is due to the geographical proximity of Kazakhstan and Russia, economic partnership, and political and historical factors.

The emergence and functioning of bilingualism in the Republic of Kazakhstan were based on a number of factors: the migration of Kazakhs to a settled lifestyle^[26], the proximity of the border with Russia^[27], the territorial connection of one people with another or the coexistence of different peoples in one territory, the settlement and migration of peoples to Kazakhstan^[28].

The development of political and social institutions, the growth of the influence of the Russian-language press, cinema, radio, and television accelerated the spread of bilingualism in the territory of Kazakhstan. Russian has become the language of power and prestige in society, status and success, government and judicial affairs, industry and trade, education, science, and the mass media^[29].

The policy of Russification in the USSR contributed to the gradual transition of Kazakhs and other ethnic groups to the use of the Russian language, especially in cities.

As part of industrialization and collectivization, millions of people from different regions of the USSR (Russians, Ukrainians, Belarusians, Germans, etc.) were resettled to Kazakhstan. This made the Russian language the main means of interethnic communication.

Russification in Kazakhstan led to the mass spread of Kazakh-Russian bilingualism but there was practically no reverse Russian-Kazakh bilingualism. Russian-Kazakh bilingualism began with the granting of state status to the Kazakh language. Due to historical, social and political factors, the state status of the Kazakh language was achieved only in 1989 by the Supreme Council of the Kazakh SSR. This issue was constitutionally resolved in the 1995 Constitution. The 1997 Law "On Language in the Republic of Kazakhstan" further developed the basic legal status and principles of the Kazakh and Russian languages. In order to implement this

important document, future priority areas and tasks were also identified. In a short time, the Kazakh language began to actively enter many areas of public life. All this had a positive impact on the development of the Kazakh language. After the years of independence, the functioning of the Kazakh language at the state level led to the mass spread of Russian-Kazakh bilingualism in the country. This is because the use of the Russian language in the administrative sphere gradually began to recede into second place. The status of the Kazakh language in the field of paperwork, education and mass media began to rise rapidly.

After Kazakhstan gained independence, the Kazakh language acquired the status of the state language, and the Russian language the status of the language of interethnic communication. The adoption of the titular national language as the state language in the national republics created the need for all peoples living on the territory of that country to learn it. This contributed to the formation of a new type of bilingualism.

It is known that as a result of the language policy pursued in the Soviet Union, a Russian-speaking social group emerged in Kazakh society. Not only representatives of other nationalities, but also ethnic Kazakhs spoke Russian predominantly. This social group began to switch to speaking Kazakh under the influence of the new language policy pursued in the Republic.

Any language policy aimed at preserving or developing one language will undoubtedly affect the status of other languages in the country. Language policy in any state affects specific languages and the language of representatives of a certain language community. As language policy requires, representatives of other nationalities also began to learn the Kazakh language. This process has aroused interest from a linguistic point of view. However, the focus of our study is not on representatives of other nationalities, but on the speech characteristics of bilingual Kazakhs, one of the social groups that was particularly affected by language policy aimed at mastering the Kazakh language. In any bilingual person, two languages are constantly in contact. As a result of these linguistic relations, two language systems begin to mix. In our case, while studying the speech characteristics of bilingual Kazakhs, it is noticeable that the Russian language influences the Kazakh language. Since the Kazakh and Russian languages are representatives of two different

language types, these influences require the attention of linguistic scientists.

3. Methodology

3.1. Participants

One of the social groups that has been affected by the language policy aimed at mastering the state language is bilinguals over 40 years old. There are also reasons why the respondents were selected as +40 years old due to their age. The Kazakh language began to acquire its state status approximately in the last decade of the last century. Today's Kazakhstanians over 40 years old were citizens over 10 years old at that time. At the age of 10, any person can master any language and all layers of the language system have already formed. Today's bilingual Kazakhs selected as respondents only mastered Russian at that time. They were educated in Russian at school and university. Even bilingual Kazakhs, for whom Kazakh is a second language, are distinguished by the mastery of Kazakh by family members. This is because some of them may have had ancestors who mastered Kazakh in their families. While other respondents' families spoke only Russian from the very beginning. There will definitely be a difference between these two. After all, the Kazakh speech of a person who has never heard Kazakh in his family and a Russian-speaking person who has heard Kazakh spoken, at least in the background, is different from each other.

If we call bilingual people who can think and write in two languages independently, in our case we call representatives of the Kazakh nation who master both Kazakh and Russian languages bilingual Kazakhs. In particular, Kazakhs in pedagogical, medical and civil service began to learn Kazakh purposefully. It is understandable that it was not easy for people who spoke Kazakh and Russian mixed from childhood to speak Kazakh fluently and without errors. It can be said that language acquisition took place at a high speed due to economic, cultural, political, social and other extralinguistic factors. That is why special linguistic phenomena began to form in the language of bilingual Kazakhs who mastered both Kazakh and Russian.

Russian-Kazakh bilingualism remains a relatively underexplored topic in linguistic research. This study aims

to address this gap by analyzing the speech patterns and error types of Russian-dominant bilinguals in Kazakhstan – specifically, ethnic Kazakhs who have acquired Kazakh as an L2.

3.2. Data Collection

At the initial stage, mass data collection techniques were used, including direct and participant observation, integrated observation methods. The error registration method was used to collect specific uses in the speech of bilinguals.

These methods allowed for the accumulation of authentic spoken Kazakh data from a range of everyday communicative contexts.

3.3. Data Processing and Analysis

The following methods were used in the analysis phase:

- Interpretation and systematization of collected material
- Quantitative analysis to identify frequency and patterns of specific error types
- Comparative linguistic analysis to highlight structural contrasts between Kazakh and Russian.

Additionally, a grouping method was applied to classify the types of speech errors observed. Theoretical methods such as analysis, evaluation, and categorization were used to explore both theoretical and applied aspects of bilingual speech, contributing to the broader understanding of second language acquisition under sociopolitical pressure.

4. Findings and Discussion

The current language policy of Kazakhstan is the task of mastering the state language. Such tasks have led to the mass learning of the Kazakh language by many Kazakhstanis. Although speaking Kazakh has become a mass phenomenon, some forms that do not obey the rules of the normative Kazakh language have begun to appear in the speech of bilingual Kazakhstanis. They cannot be recognized as deviations from the norm, since these forms are present in the majority language and in usage form. As for usage, numerous definitions of this term come down to the fact that usage (usual norm) is the generally accepted use of words or phrases common to speakers of the native language or

dialect, in other words, it is a set of commonly used options, from which the norm selects one, which becomes obligatory and correct. The norm is usage that has become law. Usage is popular, like the language itself, and is subject to the influence of territorial and sociolinguistic factors. In usage as a basis for the formation of the characteristics of the literary language, varieties of linguistic units appear, which can subsequently turn into a literary norm. Variants that are not included in it fall out of use or are not legitimized by the norm exist as speech irregularities.

Usage is the way in which written and oral language is used on a daily basis by its speakers; that is, it refers to the “collective habits of speakers of a language” as opposed to theoretical or idealized models of how language works or (should work) abstractly. Usage is the common usage of linguistic units (words, idioms, forms) in a particular speech community^[30]. It may be used as one of the criteria of laying out prescriptive norms for standard language usage^[31].

In general, the issue of norm and usage is always considered in close connection. The border between the two is not far. Usage describes usages that contradict the language system, but have become a linguistic habit^[31]. In principle, it is necessary to distinguish between norm and usage. Normative units are also those that have become used, so usage is not a norm based on the usual language system, but a linguistic habit, and even one of the distinguishing features of usage is that it contradicts the language system. Usage is a speech pattern, a habit, a habit in using words, adopted by the majority of people speaking one language^[32]. Modern linguistics considers the usage of any language within the framework of the triad “system - norm - usage” belonging to E. Coseriu^[33]. Usage, strengthening the language system, causes it to change through various new phenomena. The grammar of the language is subject to adjustments that may occur at all levels by usage. Stylistic usage is also characteristic of the functional diversity of the literary language. Like the language itself, usage has a folk character. Usage depends on territorial and sociolinguistic factors. As a basis for the formation of literary language features, linguistic units appear in usage, which over time become literary norms. Being a functional concept, the norm consists of units that are stable, traditional, accepted by society and considered correct and obligatory by it. Therefore, the norm

cannot be the only concept that characterizes the form of existence of any language. Another concept that reflects the functionality of the language is usage. Usage strengthens the language system, while simultaneously shaking it by accumulating new phenomena. The grammar of the language experiences certain adjustments from usage, which manifests itself at all levels of the language system. The difference between the usage and the norm may consist of random, unconventional, and sometimes even erroneous linguistic phenomena^[33].

In general, such usage phenomena are characteristic of the modern Kazakh language. It is known that the language policy pursued by any state affects the linguistic situation in the country. Although the language policy in our country is aimed at simultaneously mastering the Kazakh, Russian and English languages, priority is given to mastering the Kazakh language.

For its part, the state is doing a lot to strengthen the position of the state language. Comprehensive measures are being implemented to ensure the widespread use of the Kazakh language. Since mastering the Kazakh language is given priority, mastering it has become the main task of all Kazakhstanis. Mastering the language is carried out both in special centers, in social environments, and independently.

Forms that do not obey the rules of the normative Kazakh language have begun to appear in the speech of bilingual Kazakhs. Linguistic phenomena that were initially recognized as deviations from the norm have now become usage phenomena that are present in the languages of many Kazakhstanis. Research materials collected using integrated observation and error recording methods are classified into several types in terms of violations of the language system and contradictions to the norm.

Usage Phenomena in the Grammatical Layer

During the observation, it was found that most of the errors detected in the speech of bilingual Kazakhs were grammatical errors. Therefore, the grammatical errors found in the speech of the social group under study were considered. The occurrence of grammatical errors is associated, firstly, with the insufficient mastery of the grammar of the Kazakh language by bilinguals, and secondly, with interference arising from the influence of the linguistic system of the first language, that is, the Russian language. The occurrence of linguistic interference is associated with the speech com-

munication between two language groups or the process of teaching a second language. In modern English literature, it is considered more correct to use the term positive or negative transfer, i.e. transfer, rather than the term interference. This is because they consider interference to be associated with negative phenomena in the speech of bilinguals. And they believe that the appearance of elements of one language in the second language is associated with the transfer of the linguistic system^[34]. We call interference the process of deviation from the norms of each language during linguistic interactions when a person is learning more than one language.

4.1. Usage Phenomena in the Syntactic Layer

Non-observance of syntactic regularities in speech is becoming a common phenomenon today. Many syntactic errors that used to be commonplace are becoming the norm over time. Many errors are also difficult to notice during communication. Nowadays, such usages may not even be perceived as errors by speakers. The following linguistic units have been identified in the speech of bilingual Kazakhs, for whom Kazakh is a second language: *men ojlawmyn qonaq kelmejdi*/men qonaq kelmejdi dep ojlawmyn (I don't think guests will come); *ol ajty kelmejdi*/ol kelmejmin dep ajty, ol kelmejtinin ajty (He/she said that he/she would not come); *men senemin olar qajtyp keledi*/men olardyn qajtyp keletinine senemin (I believe that they will be back); *men kelemine koncertke*/men koncertke kelemine (I will come to the concert); *Siz nege keshigip keldiniz sabaqqa*/Siz nege sabaqqa keshigip keldiniz (Why are you late for class?); *nege erte zhiberdiniz studentterdi sabaqtan*/nege studentterdi sabaqtan erte zhiberdiniz (Why did you let students go early?); *Siz oz zhauabynyzda ajtytyz ony zerttemedim dep*/Siz oz zhauabynyzda ony zerttemedim dep ajtytyz nemese ony zerttemegeninizdi ajtytyz (You said that you did not investigate it); *Siz zerttediniz ba osy maseleni*/Siz osy maseleni zerttediniz ba (Did you investigate this problem?); *zhinagan tildik birlikterdin qanshasy termin siz ushin*/Siz ushin zhinagan tildik birlikterdin qanshauy termin (How many terms are there in the linguistic units that you have collected?); *qazir bizdin sarapshylarymyz ajtyp zhatyr zhetkilikti zerttelmedi dep*/qazir bizdin sarapshylarymyz zhetkilikti zerttelmedi dep ajtyp zhatyr (Our experts are mentioning that it has not been investi-

gated enough); *Siz ozderiniz ajttynyzzdar bugin dep/Sizder ozdereniz bugin dep ajttynyzzdar* (You said that it was today). From the examples given, we see that the word order is not preserved during sentence formation. Word order is the order in which sentence members are arranged in a sentence. It is clear that the Russian language has influenced the use of the subject and the predicate, that is, the basic parts of the sentence, at the beginning of the sentence, and the complements after them. In Russian, there is no strict grammatical order of sentence elements. Depending on the speaker's purpose in a communicative situation, the order of sentence elements can change^[35,36]. The order of words in a sentence has syntactic, semantic and stylistic properties. The order of words in the Kazakh language is typologically one of its syntactic structural indicators (Table 1). The order of words is of great importance in the formation of a sentence. It has stable and mobile types. For example: the parts of speech that are connected by

adjunction without affixes can be attributed to those with a fixed order, and the parts of speech that are connected through government and possessive case can be attributed to those with a mobile order. The order of words, as one of the main types of syntactic connections, allows us to determine the function of words in a sentence. As a general rule, the predicate comes at the end of a sentence, the subject comes before the predicate, the determiner comes before the word it determines, and the object and adverbial modifier come before the words they refer to. In addition, among the collected linguistic materials, one can see the trend of ending speech with the participle phrase. In the Kazakh language, a sentence does not end with a word in the participle phrase. The main participle phrase performs a clarifying function in a sentence. In this regard, it acts as a connecting link between an adverb and a verb. Participle phrases can act as a predicate of a subordinate clause in a compound sentence^[37].

Table 1. Deviations from Standard Kazakh Syntax in Bilingual Speech.

Example (as Spoken by Respondents)	Standard Kazakh Equivalent	Type of Deviation	Possible Influence
Men ojlamyn qonaq kelmejdı.	Men qonaq kelmejdı dep ojlamyn.	Clause ordering error (predicate clause precedes)	Russian syntax (free word order)
Ol ajtty kelmejdı.	Ol kelmejtınin ajtty.	Indirect speech misstructure	Russian-influenced clause structure
Men senemin olar qajtyp keledi.	Men olardyn qajtyp keletinine senemin.	Incorrect object of verb	Russian L1 transfer
Men kelemen koncertke.	Men koncertke kelemen.	Word order reversal	Russian-influenced linear sentence structuring
Siz nege keshigip keldiniz sabaqqa.	Siz nege sabaqqa keshigip keldiniz.	Temporal adverb misplacement	Russian ordering
Zhinagan tildik birlikterdin qanshıy termin siz ushin.	Siz ushin zhinagan tildik birlikterdin qanshıy termin.	Object-pronoun displacement	Russian pragmatic positioning
Siz zerttediniz ba osy maseleni.	Siz osy maseleni zerttediniz ba.	Interrogative structure error	Russian (WH-question first)

From the given examples, it can be seen that the interrogative word comes first. However, in Kazakh, unless it is related to the pragmatics of the sentence, interrogative words do not come at the beginning of the sentence. When forming an interrogative sentence in Kazakh, the interrogative word comes after the predicate or before the predicate. Here too, it can be assumed that the respondent's first language, that is, Russian, influences his second language, Kazakh^[38,39].

4.2. Usage Phenomena in the Morphological Layer

4.2.1. Incorrect Use of the Plural

Simultaneous Use of the Numeral and the Plural

Among the errors identified as a result of the monitoring are the following: *on kitaptar turgan/on kitap turgan*

(there were 10 books); *segiz qoraptar berdi/segiz qorap berdi* (he/she/they gave 8 boxes); *bes adamdar keldi/bes adam keldi* (5 people came). In Kazakh grammar, there is a rule that if a numerical indicator is given before a noun, the plural suffix is not added to that word. This is because the number itself indicates that the noun is more than one^[40]. The frequency of such errors in the speech of respondents is high.

Confusion of Phonetic Variants of Plurals

Among the collected linguistic material, there are often cases of incorrect plural conjugation that do not obey the principles of agglutination and the rules of the law of consonance. *Odar aitqan/olar aitqan* (they said); *ondarda zhoq eken/olarda zhoq eken* (they did not have); *oqudaryn kerek/oqularyn kerek* (you have to study); *odar ajtypty/olar ajtypty* (they said); *baladar kelmedi/balalar kelmedi* (children did not come), *Alimkulovadar ajtty/Alimkulovalar ajtty* (Alimkulovs said); *Gulziradar ajtty/Gulzilarar ajtty* (Gulzi-

ras said) are such linguistic units that are often encountered in the speech of respondents in the Kazakh language. From the provided research materials, it can be seen that the plural conjugation is incorrectly connected. In the words *Odar*, *ondar*, *Gulziradar*, *Alimkulovadar*, *baladar*, etc., the *-dar* version is connected instead of the *-lar* form of the plural conjugation. According to the law of consonance, since the last syllable of the root of the word has a nasal/fricative consonant, the conjugation should also begin with a nasal/fricative consonant. The plural suffix is the most commonly used type of suffix. As it belongs to the agglutinative language type, we know that in the Kazakh language a new grammatical meaning is given to the root word by successively adding suffixes. In order, the plural suffix is added first to the root. The plural suffix is an addition that gives the sense of plural meaning. Depending on the sound harmony of the plural suffix, six variants are used: *-lar*, *-ler*, *-dar*, *-der*, *-tar*, *-ter*. Depending on the specifics of the sounds in the word, one of the plural suffix types is chosen (**Table 2**).

Table 2. Errors in Plural Conjugation among Bilingual Kazakhs.

Incorrect Form	Correct Form	Type of Error	Explanation
Odar aitqan	Olar aitqan	Wrong plural suffix	<i>-dar</i> used instead of <i>-lar</i> ; incorrect suffix for root phonology
Ondarda zhoq eken	Olarda zhoq eken	Incorrect consonant in suffix	<i>-dar</i> does not harmonize with the root “olar”
Oqudaryn kerek	Oqularyn kerek	Incorrect suffix vowel/consonant	Suffix lacks proper assimilation to root “oqu”
Baladar kelmedi	Balalar kelmedi	Phonological dissonance in suffix	Inappropriate choice of suffix according to final consonant/vowel
Alimkulovadar ajtty	Alimkulovalar ajtty	Nonstandard suffixation	Root “Alimkulov” requires <i>-lar</i> , not <i>-dar</i>
Gulziradar ajtty	Gulzilarar ajtty	Overgeneralization of plural suffix	<i>-dar</i> incorrectly generalized to a proper noun root ending in vowel

4.2.2. Incorrect Use of Complex Verbs

Among the registered errors, instead of saying ‘*men kitap ogygandy unatamyn*’ (I like to read books), there are the following structures: *men kitapty ogygandy unatamyn*/*men kitap ogygandy unatamyn*, *siz sabaqty ajtqanda unemi asygasyz/siz sabaq ajtqanda unemi asygasyz* (You are always in a hurry when you are answering). In our modern language, the use of the same verb in both a transitive and intransitive forms is widespread. Verbs are divided into transitive and intransitive depending on the ability to function with a noun conjugated or not conjugated in objective case. In general,

the use of the same verb in both a transitive and intransitive forms is a natural phenomenon in our language^[41]. There is no difference between transitive and intransitive verbs in terms of personality, the main difference is in the internal semantic structure of the verb. Since the verb’s transitivity and intransitivity depends on the object-oriented meaning, a transitive verb can become an intransitive verb, and vice versa, an intransitive verb can become a transitive verb. However, the above-mentioned errors are not only a problem caused by not following the verb rule. In the Kazakh language, there are complex verbs formed by combining certain auxiliary verbs with nouns and adding an action meaning to them^[42].

Although these words consist of two components, they answer one question and function as one sentence member. We believe that the reason for the identified errors is related to this issue. For example, in the expressions ‘playing the dombra, singing a song, listening to a song’, we put a single question what he did, not what he said, what he heard. Therefore, the noun before the verb does not need to be in the accusative case. The error here may be influenced by the Russian language. In examples like *On poel kuritsu, ona spela pesnu*, we see that the words following the verb are in the objective case. Since the respondent has mastered the laws of the Russian language well, it can be said that he uses the rules of that language system in his speech in Kazakh.

4.2.3. Incorrect Connection of the Dative Case

Among the collected linguistic materials, incorrectly used forms of the dative case are *baldarymga* (to my children), *studentterimge* (to my students). A word in the dative case basically means to whom, what, where an action or action is directed. Expressing direction, orientation is its most basic meaning. The endings of the declension of the dative are: *-ga/-ge, -qa/-ke, -a/-e, -na/-ne*. Each phonetic variant has its own rules for declension^[43]. In the given example, it is noteworthy that after the plural ending *-dap* and the ending of possessive form *-ym*, the declension in the dative is followed by the ending *-ga*. It is known that it is correct to say *baldaryma* or *balalaryma, studentterime*. We believe that the error in the words *baldarymga* and *studentterimge* lies in the use of the common *-ga* and *-ge* forms of the dative case instead of the *-a* and *-e* forms. In addition, in these examples, we see that the suffix *-dar* is added to the word *bala* (a child) to give it a plural meaning. According to the law of consonance, the suffix *-lar* must be added to the word “child” to express the concept of plural. However, we know that the southern regions of our country speak with the plural suffix *-dar*. What is the reason for this?! In our opinion, such errors may be due to the influence of the languages of the countries bordering the southern regions. For example, in the Kyrgyz language, the plural of the word *bala* is *baladar*. In general, the plural suffix *-dar* is often found in Turkic languages. In addition, in the south of our country, the word *bala* (a child) is used instead of *ul* (a boy) or *ul bala*. That is, the word *bala* is used in the opposite sense to the words *qyz, qyz bala* (a girl). Due to the fact that the plural of *qyz* is *qyzdar*, it can be used as *baldar* (*qyzdar-baldar*) instead of

balalar. However, it is worth noting that although it is used orally as *baldar*, it is also used as *balalar* in writing.

5. Conclusions

Russian-Kazakh bilingualism is an important linguistic phenomenon that reflects the socio-political history, cultural dynamics, and demographic composition of Kazakhstan.

Research on Russian-Kazakh bilingualism has enriched linguistics with an understanding of how two languages can coexist in one language environment and how this process affects speech, culture and society as a whole. These works are important for developing effective strategies for language teaching, improving social integration and strengthening cultural identity in multilingual countries.

In the context of Kazakhstani bilingualism, the main focus is on the interaction of Kazakh and Russian languages, as well as the cultural and social aspects of bilingualism. Many scientists in Kazakhstan and abroad have studied this issue.

Each country may have its own peculiarities in the formation or change of the language situation. For many years, the Russian language has been the dominant language for the people of Kazakhstan as a means of communication in almost all spheres of life. Due to extralinguistic factors, representatives of the Kazakh nation did not have the opportunity to speak Kazakh. However, after the Kazakh language was granted state status during the years of independence, the language situation in the country began to change. Language policy was aimed at introducing the Kazakh language into all spheres of society. The state carried out various works and proposed special programs for this purpose. The need to learn the Kazakh language became the main issue facing all Kazakhstanis whose first language is Russian, and mastering it was the main task of Russian-speaking individuals. Russian-Kazakh bilingualism began to take hold in Kazakh society. The study of the problem of mastering the state language by citizens of the republic whose native or first language is Russian is associated with the formation of a bilingual, that is, bilingual personality and other factors affecting it. The main purpose of the study is to analyze the speech characteristics of bilinguals. The study focused on Russian-Kazakh bilingualism, which has been overlooked by researchers.

The results of the study showed that in the oral speech of bilingual Kazakhs with Kazakh as a second language, there are many mistakes: an unsuccessfully chosen word, an incorrectly constructed sentence, a distorted morphological form. They are due to the fact that two language systems interact in the minds of bilinguals. Features and patterns of the syntactic and morphological levels of the native language affect the Kazakh speech of bilinguals. This leads to interlingual interference at the grammatical level. In our case, the native Russian language of bilinguals, ethnic Kazakhs with Kazakh as a second language, affects their second, respectively, Kazakh language. All this can be characterized as a consequence of subordination bilingualism - imperfect proficiency in the second language, leading to violations of the system and norms of the second.

Since the subject of the study was the usual phenomena in the speech of bilinguals, our goal was, first of all, to distinguish between “one-off” errors and those that are already of a usual nature. As a result of the study, we observe that the usual phenomena from the speech of our respondents can be found in the speech of bilinguals, with Kazakh as the first language or Kazakh-speaking monolinguals. The frequent occurrence of these errors led to the fact that they “grew” to the level of usage. The most important thing is that current usual uses in the process of formation into the norm. This is evidenced by the results of a special study.

The prospect of the chosen topic is to expand the research base, consider grammatical errors in the aspect of their prevention at different stages of mastering the Kazakh language. In addition, the consideration of grammatical errors in the aspect of the language norm and usage opens up prospects for studying the morphological and syntactic features that distinguish the Kazakh language from Russian, which will ensure the definition of ways to prevent errors, will allow us to determine what issues remain unresolved in the theory of mastering the Kazakh language, which causes the most characteristic violations of the grammatical norms of the language being mastered.

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Conceptualization, Z.I. and G.N.; methodology, K.A.; software, K.B.; validation, Z.I. and A.D.; formal analysis, W.P.R.; investigation, G.N.; resources, Z.I.; data curation,

G.N.; writing—original draft preparation, K.A.; writing—review and editing, W.P.R.; visualization, K.B.; supervision, Z.I.; project administration, G.N.; funding acquisition, A.D. All authors have read and agreed to the published version of the manuscript.

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Conflicts of Interest

The authors have no conflicts of interest to declare.

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