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HISTORICAL FOUNDATIONS AND STAGES OF FORMATION OF FOREIGN LANGUAGE EDUCATION IN KAZAKHSTAN

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Abstract. Foreign language education in Kazakhstan is an integral component of national professional education and plays a strategic role in developing the country's linguistic capital, as defined in state policy documents. The relevance of this research lies in the growing importance of multilingualism and intercultural competence in the context of globalization and educational modernization. The purpose of the research is to identify the historical foundations and main stages in the formation and evolution of foreign language education in Kazakhstan, revealing the key social, political, and pedagogical factors that have shaped its development. The methodological basis includes theoretical and comparative analysis of legislative, normative, historical and pedagogical sources reflecting different periods of the national educational development. The results of the study reveal that the system of foreign language education was formed gradually, undergoing transformations in accordance with educational reforms and sociocultural changes. Each historical stage introduced new approaches to teaching, curriculum design, and the role of foreign languages in the professional training of specialists. A significant milestone was the transition from knowledge-oriented to competence-based learning, which emphasized practical language skills and communicative competence. The practical significance of the research lies in the possibility of applying its findings to enhance foreign language teaching practices, in designing updated curricula and strengthening the continuity between historical experience and modern educational trends in Kazakhstan.

Keywords: foreign language professional education, periods of development, history of kazakhstani system of teaching foreign languages

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ҚАЗАҚСТАНДАҒЫ ШЕТЕЛ ТІЛДЕРІН ОҚЫТУДЫҢ ТАРИХИ АЛҒЫШАРТТАРЫ МЕН ҚАЛЫПТАСУ КЕЗЕҢДЕРІ

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Аннотация. Қазақстандағы шетел тілдерін оқыту ұлттық кәсіби білім беру жүйесінің ажырамас бөлігі болып табылады және мемлекеттік саясат құжаттарында айқындалғандай, елдің тілдік капиталын қалыптастырудың стратегиялық құралы ретінде қызмет етеді. Бұл зерттеудің өзектілігі жаһандану дәуірінде қоғамның цифрлануы және білім беру жүйесін жан-жақты жаңғырту үдерісінде көптілділік пен мәдениетаралық құзыреттіліктің маңызының артуымен айқындалады. Зерттеудің мақсаты – Қазақстандағы шетел тілдерін оқыту жүйесінің қалыптасуы мен эволюциясының тарихи негіздерін анықтау, негізгі кезеңдерін бөліп көрсету және оның дамуына ықпал еткен әлеуметтік, саяси және педагогикалық факторларды талдау. Зерттеудің әдістемелік негізін ұлттық білім берудің әр түрлі кезеңдерін қамтитын заңнамалық актілер, нормативтік құжаттар, мұрағаттық материалдар мен ғылыми дереккөздерді теориялық, салыстырмалы және тарихи-педагогикалық талдау әдістері құрайды. Зерттеу нәтижелері шетел тілін оқыту жүйесінің кезең-кезеңімен біртіндеп қалыптасқанын және әр тарихи кезеңде білім беру реформалары мен қоғамдағы әлеуметтік-мәдени өзгерістерге сәйкес жаңарып отырғанын анықтады. Әр кезең оқыту әдістемесіне, оқу бағдарламаларының құрылымына және мамандарды кәсіби даярлаудағы шетел тілдерінің рөліне жаңа тәсілдер енгізді. Білімге бағытталған үлгіден құзыреттілікке негізделген модельге көшу шешуші кезең болды. Бұл кезеңде тілдің практикалық меңгерілуі, коммуникативтік тиімділік және оны нақты өмірде қолдану басымдыққа ие болды. Зерттеудің практикалық маңызы – алынған нәтижелерді қазіргі педагогикалық тәжірибені жетілдіруде, жаңартылған оқу бағдарламаларын әзірлеуде және тарихи тәжірибе мен қазіргі білім беру трендтері арасындағы сабақтастықты нығайтуда пайдалану мүмкіндігімен айқындалады.

Түйін сөздер: шет тілі кәсіби білім беру, даму кезеңдері, шетел тілдерін оқытудың қазақстандық білім беру жүйесінің тарихы

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ИСТОРИЧЕСКИЕ ПРЕДПОСЫЛКИ И ЭТАПЫ ФОРМИРОВАНИЯ ИНОЯЗЫЧНОГО ОБРАЗОВАНИЯ В КАЗАХСТАНЕ

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Аннотация. Обучение иностранным языкам в Казахстане является неотъемлемой частью национальной системы профессионального образования и выполняет стратегическую роль в формировании языкового капитала страны, что чётко отражено в ключевых государственных документах. Актуальность исследования обусловлена растущей значимостью многоязычия и межкультурной компетентности в условиях глобализации, цифровизации общества и модернизации системы образования. Цель исследования заключается в выявлении исторических предпосылок и этапов становления и эволюции системы обучения иностранным языкам в Казахстане, а также в определении социальных, политических и педагогических факторов, повлиявших на её развитие. Методологическую основу составляют теоретический, сравнительный и историко-педагогический анализ законодательных актов, нормативных документов, архивных материалов и научных источников, охватывающих различные периоды развития национального образования. Результаты исследования показали, что система обучения иностранным языкам формировалась поэтапно, постоянно обновляясь в соответствии с образовательными реформами и социокультурными изменениями. Каждый исторический этап вносил новые подходы в методику преподавания, структуру учебных программ и определял роль иностранных языков в профессиональной подготовке специалистов. Ключевым стало развитие компетентностной модели, ориентированной на практическое владение языком, коммуникативную эффективность и применение полученных навыков в реальных условиях. Практическая значимость исследования заключается в возможности использования его результатов для совершенствования современных педагогических практик, обновления учебных программ и укрепления преемственности между историческим опытом и современными образовательными тенденциями Казахстана.

Ключевые слова: иноязычное профессиональное образование, периоды развития, история казахстанской системы обучения иностранным языкам

Introduction. The study of foreign languages in Kazakhstan has a long history, which goes back to the beginning of the formation of the domestic higher education system. The first university in Kazakhstan was formally established in 1928. Faculties of foreign languages have been fixed since the end of the 30s of XX. Foreign languages were necessary for integration into the surrounding space, for the development of education in the country. If we look at the history of secondary education, then here, together with the first Kazakh schools in the first half of the 19th century, the content of education which also included languages was formed. Russian was the first language introduced as a foreign language. The curricula of Muslim madrasahs during the same period included the study of Arabic philology, marking the coexistence of secular and religious linguistic education. This dual-linguistic environment laid the foundation for Kazakhstan's unique tradition of multilingualism.

By the end of the 19th century, the study of German gained importance due to the settlement of German-speaking migrants from the Volga region (1880-1890). Their influence spread through schools and communities in Northern Kazakhstan, where German-language education became part of regional culture. Thus, by the turn of the twentieth century, Kazakhstan already had a diverse linguistic landscape that combined Russian, Arabic and German – each with distinct educational and cultural functions.

The establishment of the first higher education institution in Kazakhstan in 1928 marked a new stage in the institutional development of education. In the late 1930s, faculties of foreign languages began to emerge within universities and pedagogical institutes. However, it was the level of secondary education that foreign languages gained their widespread presence. The Soviet government placed strong emphasis on foreign language learning as a means of cultural exchange and ideological diplomacy. This led to systematic introduction of foreign languages – particularly English, German and French – into general secondary school curricula.

According to the statistical collection "Public Education and Culture in the USSR" presented in Table 1, the Kazakh SSR had one of the largest networks of schools offering foreign language instruction. By the mid-1980s, 42% of pupils studied English, 46% studied German, and 11% studied French, although the ratio varied across regions. (Cultural construction of the RSFSR [Statistical collection], 1989).

Table 1 - Studying foreign languages in day schools of the Kazakh SSR

Kazakh SSR	In urban areas and rural areas		including			
			in urban areas		In rural areas	
	1985/86	1988/89	1985/86	1988/89	1985/86	1988/89
Number of students studying foreign languages, in thousand.	1805	1857	866	933	939	924
Of these they study, in percent:						
English	42,0	42,3	49,5	51,4	35,0	33,1

French	11,8	9,7	13,1	8,4	10,6	11,0
German	46,1	47,8	37,2	39,8	54,4	55,9
Other foreign languages	0,1	0,2	0,2	0,4	-	-

Much more often than the national average, the study of English was found in a number of Central Asian republics: the Azerbaijan SSR, the Tajik SSR, the Turkmen SSR, where more than 70% of schoolchildren mastered English. However, even in this region this situation was not widespread. In the Moldavian SSR, a unique situation developed with the dominance of the French language in the structure of education. 60.6% of schoolchildren studied French in this republic, only 27.4% studied English, and even less - 10.7% studied German. Such an atypical structure was never seen again in any republic of the USSR. Typically, deviations from the average between language studies (mainly English and German) were no more than 10%. In the Kazakh SSR, Georgian SSR, and Uzbek SSR, the distribution of children between English and German languages was almost the same - about 45% studied each of these languages, the remaining 10% studied French (Cultural construction of the RSFSR (Statistical collection, 1989).

The number of children studying one of the foreign languages in the second half of the 1980s increased almost everywhere in all republics of the Soviet Union. This is primarily due to the increase in the number of schoolchildren and the lengthening of the period of study in the secondary general education system for the overwhelming majority of children and adolescents. Another trend at the end of the Soviet period was a decrease in the number of children studying German and French, and an increase in the percentage of schoolchildren mastering the basics of English.

The Soviet period brought the institutionalization of language education and the expansion of secondary school programs. Specialized schools with intensive foreign language learning appeared in major cities, such as the Almaty Pedagogical Institute of Foreign Languages, founded in 1941, trained thousands of teachers who staffed these institutions. This period also witnessed the first methodological laboratories and resource centers dedicated to foreign language teaching in secondary education.

At the methodological level, foreign language teaching during the Soviet era was based mainly on the grammar-translation method, prioritizing reading and writing. The emphasis on translation skills was linked to the need to access scientific and technical literature from abroad. However, oral communication and listening were introduced gradually in the 1970s and 1980s, influenced by global pedagogical trends. The adoptions of the communicative approach began to shape new teaching methods, especially in urban schools with access to foreign materials and exchange programs (Fierman, 1998).

With the independence of Kazakhstan in 1991, foreign language education — particularly in secondary schools — gained renewed significance. The new socio-political context emphasized integration into the global educational space and preparation of a multilingual generation (Fierman, 2006). The Concept for the Development of Foreign Language Education in the Republic of Kazakhstan

(2006) introduced competency-based teaching principles aligned with international standards such as the CEFR (Common European Framework of Reference for Languages). Secondary school curricula were modernized, incorporating communicative, interactive, and project-based learning methods. English became a mandatory subject starting from the second grade, reflecting the state's trilingual policy: Kazakh – as the state language, Russian – as the language of interethnic communication, and English – as the language of international integration.

In recent decades, secondary education has become the core platform for multilingual policy implementation. Specialized and Nazarbayev Intellectual Schools (NIS) adopted advanced models of content and language integrated learning (CLIL), where subjects such as biology or history are taught in English (Mehisto et al, 2023). The state programs “Education 2030” and “State Program for the Development of Education and Science 2020–2025” further emphasized teacher retraining, digital resources, and international partnerships for improving the quality of foreign language education at the school level.

The historical overview of Kazakhstan's foreign language education reveals that every stage of national development — from imperial to Soviet to independent — has had a profound impact on secondary education. It was secondary schools that served as the main arena for implementing language policy, testing new teaching methods, and shaping linguistic competencies among future university students. The historical dynamics also show a clear continuity between the grammar-translation tradition of the early twentieth century and today's communicative, technology-enhanced pedagogy, confirming the deep-rooted evolution of the national language education system.

This study seeks to reconstruct the historical trajectory of foreign language education in Kazakhstan, highlighting its transformation across major political and educational reforms. By examining archival data, educational legislation, curriculum standards and pedagogical trends, the research *aims* to contribute to deeper understanding of how global and national forces shaped language education policy and how these transformations continue to affect contemporary teaching methodologies.

The relevance of this research lies in the fact that despite numerous studies on language policy and multilingual education in Kazakhstan, there is still a lack of comprehensive historical and comparative analysis that traces the formation of foreign language education as an academic discipline and pedagogical practice. Most available works focus on the post-independence period or specific language initiatives, while the deeper historical processes that began during the Russian Empire and Soviet Union remain underexplored. This study attempts to fill this scholarly gap by presenting a systematic overview of the origins, transformations, and current state of foreign language education in Kazakhstan.

Research materials and methods. The present research relies on a complex methodological framework that integrates theoretical, historical, and empirical approaches to the study of the genesis and evolution of foreign language education

in Kazakhstan. The purpose is to reconstruct its chronological development, identify key methodological transformations, and reveal the socio-pedagogical conditions that have influenced its trajectory across different historical epochs.

The system-historical approach serves as a fundamental methodological basis, allowing for the consideration of educational phenomena in their organic unity with socio-economic development and the demands of society. Within this approach, foreign language education is examined as a dynamic phenomenon that evolves in close connection with the socio-political and cultural transformations of the country. This approach enables the integration of genetic and prognostic interpretations of educational processes, making it possible to reveal the internal logic of their development (Burgin et al, 2000: 72). It allows the researcher to identify how linguistic and pedagogical phenomena were assimilated into the educational system of Kazakhstan, and how their transformations reflect the changing priorities of national education policy.

Complementing this, linguoculturological approach emphasizes the inseparable relationship between language, culture, human experience and education (Bybler et al., 1986: 10). This approach provides a valuable analytical framework for interpreting foreign language education not merely as a linguistic process, but as a phenomenon embedded within the broader context of cultural transmission and intercultural dialogue. It enables the analysis of educational paradigms through the prism of cultural concepts and values, contributing to the understanding of how linguistic identity and cultural awareness were cultivated through foreign language instruction.

The paradigmatic approach, following the conceptual ideas of T. Kuhn and M.V. Boguslavsky (1981), allows us to identify patterns, trends, and alternative trajectories in the development of educational processes. It facilitates the recognition of paradigm shifts within foreign language education—from traditional grammatical-translation methods to communicative, intercultural, and competence-based paradigms that dominate the modern educational discourse. (Kuhn, Boguslavsky, 1981: 260).

Given the multidimensional nature of education as a social system, a polyparadigmatic approach is also adopted. This approach promotes the analysis of education as a complex, multifactorial phenomenon characterized by interrelation, interaction, and reflection. It provides the methodological flexibility necessary to analyze both historical continuity and methodological innovation in the field of foreign language education. (Kozlova, 2015: 34).

The leading methodological principles in interpreting the revealed facts and events in the development of foreign-language vocational education are historical and pedagogical objectivity, factual validity, retrospective and prognostic orientation. The scheme of reflections and generalizations is subordinated to the scheme: past→ successive development→ perspective.

As a result of a detailed consideration of the studied process of professional foreign language education in a historical perspective, a model, a scheme, representing a complex of the content of education in dynamics in chronological terms with

prospects for the future can emerge. The process of formation of professional foreign language education in Kazakhstan is considered as a phenomenon of a natural order, the transition after time from one state to another. A.S.Belkin qualifies that this is a natural process with the addition of quantitative and qualitative changes. According to him, in the course of development, periods of stagnation can be observed, as well as backward movements, i.e. changes for the worse (Belkin, Tkachenko, 2006: 27). We assume that in foreign language education in Kazakhstan there will also be such moments that are associated with regressive periods in the development of the entire system of domestic education. Hypothetically, it is possible to determine the periods of development stoppage in education by referring them to similar years in the development of Kazakh society and the degree of demand for specialists with knowledge of foreign languages, as well as the development of higher education and the volume of state orders.

So, according to Bulygina M.V., in the historical development of the educational process, the stage of origin (source), maturation (development), stabilization (stability), poststabilization (activation), transformation (qualitative change) are distinguished (Bulygina, 2008).

The scientific and theoretical basis of the study is provided by a comprehensive method of historical and pedagogical research, which includes such logical operations as analysis, synthesis, induction, deduction, argumentation. The reliability of the research results will be ensured by the statistical-chronological method (parametric calculation of research data), the method of expert evaluation (survey – interview of respondents, questionnaire – analysis of feedback, responses of respondents), the study of the professional experience of university teachers.

Modern researchers note the complexity and versatility of the process of mastering a foreign language and culture, which requires conceptual awareness of new language and its surrounding reality. The idea of the formation of a multilingual personality is echoed by the idea of multicultural education, establishing a dialogue of cultures through the works of researchers like P.V.Sysoev (Sysoev, 2003), L.G.Vedenina (Vedenina, 2000), Reichstein, A.D. (Reichstein, 1986), S.G. Ter-Minasova (Ter-Minasova, 2000), etc. However, these works are aimed at comparative work of a general plan. So, for example, Soboleva A.A. analyzes intercultural communication as a special type of interpersonal interaction and the conditions for the successful interaction of representatives of different foreign societies studying in the general audience. The idea of the article is to distinguish the linguistic consciousnesses of individuals participating in communication as factors hindering the achievement of the effectiveness of intercultural communication. The necessity of influencing the cognitive sphere of the personality of students by developing skills to recognize and analyze intercultural differences, to take them into account in the process of communication is substantiated (Soboleva, 2013).

Results and discussion. Foreign language professional education in Kazakhstan has undergone significant changes throughout its history. Two main aspects that have influenced the development of foreign language professional education in

Kazakhstan are the need to meet international communication demands and the desire to promote cultural exchange and globalization. These aspirations are reflected in the gradual shift from a primarily Russian-oriented education system to a more diverse and inclusive approach that incorporates various foreign languages. One significant historical aspect of foreign language professional education in Kazakhstan is the Soviet influence on the education system. During the Soviet era, Russian was the dominant language of instruction and communication in Kazakhstan. This had a significant impact on the development of foreign language education, as Russian language skills became highly valued and necessary for career advancement. Another important aspect of the historical development of foreign language professional education in Kazakhstan is the post-Soviet era. During this period, Kazakhstan embarked on a path of independence and sought to establish its national identity. As part of this process, there was a push to promote Kazakh language and culture, as well as a diversification of foreign language options. For instance, English language education started gaining prominence as Kazakhstan sought to strengthen its ties with English-speaking countries and participate in the global economy. In addition to these historical aspects, the development of technology has also played a significant role in shaping foreign language professional education in Kazakhstan. The advent of the internet and digital tools has opened up new possibilities for language learning and teaching, allowing for online resources and virtual classrooms. These advancements have facilitated access to foreign language education and provided opportunities for remote learning. The availability of foreign language courses and programs has also expanded, providing students with a wider range of options for pursuing their language education. Overall, the historical aspects of foreign language professional education in Kazakhstan have been influenced by the need to meet international communication demands, promote cultural exchange and globalization, and establish a national identity.

Teaching foreign languages, as has been repeatedly emphasized above, has a long history, which is distinguished by its peculiarities of development and time stages. The content of education at the same time changed more or less intensively and depended on many parameters, including the change of the political structure of the state, external political and socio-cultural situations, global world development. There are not enough fundamental works in domestic science that would clearly highlight the processes of the historical development of the educational process in the country. Therefore, we believe that the practical and scientific significance of the expected results of this study brings information based on documented and empirical facts about the historical genesis, chronological sequence and all stage changes in the content of foreign language education in Kazakhstan to the attention of the professional societies.

The voluntary accession of Kazakhstan to Russia laid the foundations for future friendship and relationships in the political, economic and cultural spheres of life of the Kazakh and Russian peoples. "Before joining Russia, on the territory of Kazakhstan there were only confessional schools - mektebs and madrassas, which

trained ministers of religious worship. Instruction there was conducted in ancient Arabic, and the meaning of what was read was often not understood by the teachers themselves.” After the annexation of Kazakhstan to Russia, there was a need for qualified Kazakh officials who could be conductors of Russian policy in Kazakhstan and would help the authorities in managing the Kazakh steppe. The tsarist government was forced to open special Russian-Kazakh schools in the region in order to provide quality education in Russian to the children of the Kazakh nobility. Thus began the era of “linguistic national studies” on the far outskirts of Russia.

The first secular educational institution in Kazakhstan was the “Asian School,” opened in 1789 in Omsk with the purpose of training personnel for the local administration. Subsequently, in 1825 the Neplyuev Military School was created in Orenburg, which was reorganized in 1844 into the Cadet Corps.

The “Regulations” of the schools being opened for the children of Siberian Kazakhs stated that “only children of sultans, honorary Kyrgyz (Kazakhs were then called “Kirghiz”, which included other Turkic peoples), Kyrgyz are admitted to the school opened in Omsk, designed for 20 places with high rank and medals, elected to the volost rulers and councilors” (Sembaev, 1962 a, 11).

The first secular school with a seven-year period of study for Kazakh children opened in 1850 in Orenburg, where teaching was conducted in Russian, and the Tatar language was also studied. In 1861–1864 Russian-Kazakh educational institutions were opened in Troitsk, Uralsk, Kazalinsk, Perovsk, Petropavlovsk, Semipalatinsk, Kostanai and Torgay (Hrapchenkov, 1983).

By the early twentieth century, the number of such institutions had increased significantly: if in 1894 there were 12 Russian-native schools in the Turkestan region, then in 1905 their number increased by 83, where 18 teachers of Kazakh nationality and 65 Russian teachers worked (Bendrikov, 1960).

According to N. Sabitov, “Russian schools, which opened for Kazakh children during the colonial period, played a great progressive role in the cultural life of the Kazakh people compared to mektebs and madrassas. Through Russian schools, progressive trends made their way into the Kazakh steppe, thanks to which Kazakh scientists, educators and teachers, poets and writers were formed, whose names the entire Kazakh people are proud of.” (Sabitov, 1950)

The same opinion is shared by the Kazakh scientist A.I. Sembaev, who made a great contribution to the study of the history of Kazakh pre-revolutionary education: «The opening of these schools, contrary to the plans of the government, facilitated the rapprochement of the Russian and Kazakh peoples, accelerated the introduction of the Kazakhs to Russian culture and science, and gave the opportunity to the Kazakh people to develop their national democratic culture. Many of the former students of Russian-Kazakh schools subsequently joined the ranks of fighters for this new culture» (Sembaev, 1962 b, 12).

In the second half of the 19th century. The cultural connection between the Russian and Kazakh peoples grew, which contributed to the formation of the Kazakh democratic intelligentsia. Among the Kazakhs, European educated individuals

appeared who spoke out for the dissemination of the achievements of Russian science and culture in their homeland, for the education of the people (Beisembiev, 1976).

During the Soviet era, foreign language education in Kazakhstan developed within the unified educational system of the USSR. Russian remained the primary medium of instruction and the lingua franca of interethnic communication, while foreign languages (mainly German, French, and English) were introduced as academic disciplines within secondary and higher education institutions. However, the methodology of teaching foreign languages was largely subordinated to ideological and utilitarian objectives: the formation of the “new Soviet person” capable of limited international exchange within the socialist block (Mkrtchyan, 2017).

Nevertheless, this period also marked the institutionalization of foreign language teaching as a professional field. Pedagogical institutes began to open language departments, and curricula were standardized under all-Union frameworks. Although teaching methods were often prescriptive and grammar-centered, the foundation for systematic linguistic education was firmly established. Soviet Kazakhstan produced its first generation of professional foreign language teachers, many of whom contributed to early methodological research in linguodidactics.

The collapse of the Soviet Union in 1991 brought profound transformations in all spheres of Kazakhstani education. As Kazakhstan gained independence, the national education system faced the dual challenge of decolonization and modernization. A central task became the restoration of the Kazakh language’s status while simultaneously maintaining multilingualism to ensure international competitiveness.

Foreign language education, particularly English language instruction, gained exceptional importance as the country integrated into global political, economic, and academic networks. This trend was reinforced by the state’s strategic initiatives such as the Bolashak International Scholarship (1993) and the adoption of trilingual education policies (Kazakh–Russian–English). These reforms signaled a paradigmatic shift from the Soviet utilitarian model to a communicative and globally oriented paradigm focused on intercultural competence and employability.

The twenty-first century ushered in digitalization and the use of information and communication technologies in education. The introduction of online platforms, multimedia resources, and virtual classrooms significantly expanded access to foreign language learning. Modern methodologies, including blended learning and content-based instruction, have enhanced the quality and flexibility of language education. The expansion of specialized programs at universities and teacher-training institutions has contributed to the creation of a new generation of linguistically and culturally competent professionals.

The historical development of foreign language education in Kazakhstan demonstrates a consistent trajectory toward openness, innovation and intercultural dialogue. From the establishment of Russian-Kazakh schools in 19th century to the implementation of trilingual education in 21st, each stage reflects the country’s evolving political identity and its aspiration for global integration. Yet, as the present study reveals, scholarly works offering a holistic historical analysis of these processes remain insufficient.

Conclusion. The conducted research confirms that the issue of chronologization and determination of the stages of development of foreign language education in Kazakhstan remains insufficiently explored. Among the works related to the formation of the paradigm of foreign language education in Kazakhstan, a separate article highlights the dissertation of Smailova F.I., dedicated to the formation and development of the basics of teaching a foreign language in universities of Kazakhstan (Smailova, 2020). The topic of the dissertation turned out to be the closest to the research problem we are solving. It must be admitted that this work is the only example in the domestic pedagogical literature, at least from all we have studied, which is an interesting attempt for us to generalize the experience of the history of teaching foreign languages in Kazakhstan. According to the author's statement, the process of teaching foreign languages in universities of Kazakhstan dates back to 1917. Moreover, the laying of the foundations of the learning process is just beginning. The author identifies three periods in the history of the development of the system of teaching foreign languages: 1917-1939 (formation), 1940-1960 (formation of the foundations in the war and post-war years) and 1961-1991 (development of the foundations in the universities of the country). At the same time, for each selected stage, the types of teaching methods, teaching principles are defined and priority areas are clarified. However, the proposed periodization requires refinement and a more thorough analysis of the content of the reforms by year, and also, we believe, the chronological picture requires details and cannot be completed only by the specified period. In addition, in our opinion, the processes of linguistic training in Kazakh schools and colleges before the year indicated by the author can also make up the primary stages of the chronological table.

Thus, the analysis of the available scientific works on the history and development of foreign language vocational education in Kazakhstan shows that most of them concern the field of general linguopedagogical education, methods of teaching foreign languages, the formation of a linguistic personality, modern pragmatic and cognitive worldviews in the pedagogy of foreign languages. Comprehensive works on the topic of history, chronology and periods of development, as well as modern prospects of foreign language education to the extent of study have not been found. In this regard, the relevance and timeliness of any of the results of this research are not in doubt. The expected effects of the conducted research will be both fundamental and applied, since the proposed ideas can be applied in specific educational courses and programs. The study not only deepens the understanding of the past but also outlines the perspectives for the future development of professional foreign language education in Kazakhstan and beyond.

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