

New Trends in the Educational Policy of Kazakhstan

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Abstract. Being historically a multilingual, multiethnic, multicultural, and multiconfessional country, modern Kazakhstan tends to establish an optimal balance between the rights of ethnic minority groups (and each citizen) to know, maintain and develop their own native culture and language as well as to provide the integration of their representatives into the Kazakhstani society as the equal state (Kazakh) language-speaking members. In this respect, the new approaches to the formation of the Kazakhstani identity have been developed to improve the citizens' social, economic and cultural life in the country. In the meantime, along with the maintenance of national values and the development of spiritual culture of different ethnic groups, today Kazakhstan pays a special attention to the implementation of multilingual education as one of strategic steps in the formation of the state identity. In this paper the role of multilingual education in the context of Kazakhstani identity formation is considered. Features of the developing language situation and its influence on the processes of language modernization in the sphere of education are described. How successful will this process be for multinational and multicultural Kazakhstan? Is it possible to develop a complete language educational policy strengthening the state language and maintaining a language variety at the same time? On the basis of results of sociological and sociolinguistic research, the attitudes of Kazakhstani citizens towards conducted reforms in the country are revealed. The research findings contribute to better understanding of the language identification process, which is closely connected with ethnic and state (national) ones.

1. Introduction

The state policy in the field of language education in the Republic of Kazakhstan is directed at its distribution and to providing support in educational settings. The language preparation of citizens is defined by the specificity of the social, economic and political contexts, which form the social order. The functioning of at least three languages (Kazakh, Russian and English) in the context of the modern Kazakhstan educational space allows us to speak about the purposeful state language policy of promoting the idea of the multilingualism of the citizens of the Republic of Kazakhstan as one of the major conditions of the social and economic modernisation of the country. The analysis of active ethnolinguistic processes and language priorities allows the concepts concerning language policy and the language situation, which have been developed since independence to be better understood.

The purpose of the paper is to analyse the process of the introduction of multilingual education in the context of Kazakhstani identity formation and to examine the attitudes of the Kazakhstani people

towards the influence of Kazakh, Russian and English in the sociolinguistic space of the country.

To achieve this purpose the following research tasks have been formulated, which are addressed in turn in this paper:

- To define the role of the Kazakh, Russian and English languages in the strategic development of the Republic of Kazakhstan.
- To reveal the respondents' attitudes toward the multilingual policy that is being implemented and the prospects for the development of the Kazakh, Russian and English languages in Kazakhstan.
- To monitor the process of multilingual education introduction in the Republic of Kazakhstan and to define whether the programme planned by the state is successful.

In the first part of the paper the theoretical background of the problem is presented: features of the language situation that has developed in Kazakhstan and the basic direction of the language policy at the present stage are analysed.

In the second part the results of the sociolinguistic research that has been conducted are presented. The research is based on the data from questionnaires of Kazakh repatriates and also on the data gathered from interviewing Kazakhstani students for the purpose of revealing of their relation to prospects for the development of the Kazakh, Russian and English languages.

2. The development of multilingualism in Kazakhstan: new tendencies in language policy

Today the Republic of Kazakhstan is a multilingual, multiethnic, multicultural and multiconfessional country, where more than 140 ethnic groups peacefully coexist.

The place and role of Kazakhstan in the world space are defined by its geographical, geopolitical and geoeconomic situation and possibilities. Having received independence in 1991, Kazakhstan has managed to take strong positions on the international scene in historically recent terms prompted by a number of objective and subjective factors.

In the years of its independence as a sovereign state, Kazakhstan has been recognised by over 120 states across the world: there are about 70 embassies and diplomatic representatives. Kazakhstan is a member of 70 international organizations, and in more than 100 countries there are Kazakhstan embassies and consulates [1]. Today Kazakhstan actively cooperates with such authoritative international organisations such as the United Nations, OSCE, EU, IMF, the World bank, the European Bank for Reconstruction and Development, UNESCO, UNICEF, IAEA, OEC, OIC and so on. The modern development of Kazakhstani society and the cardinal sociopolitical and economic changes have generated the need for the state regulation of language development issues. Language study, as one of the main indicators of the population's adaptation to the new sociopolitical and social cultural realities, has now become a topical scientific and practical issue. The legal and conceptual basis of this is reflected in all the basic state documents that define a strategic direction for the realization of a language policy in Kazakhstan. So, in 2007 the implementation of the cultural project 'Tripartite Unity of Languages' was begun, according to which the most important three elements of the language policy appeared, providing a worthy conformity to the world standards of development: Kazakh, as a state language; Russian, as the language of interstate communication; and English, as the necessary condition for successful integration into world educational space [2].

As a whole, the idea of introduction of tripartite unity of the Kazakh, Russian and English languages principles in the country was supported by the majority of its citizens. Nevertheless, discussion of this question in the mass media has caused lively debates which have revealed some current problems.

'We support the new generation of Kazakhstani people having skills in at least three languages – this is our competitive advantage and this is not an infringement of any languages at all. An excessive politicisation of the language issue essentially complicates its solution'. (Madina

Nurgalieva: <http://www.ipr.kz/kipr/3/8/19>)

Foreign experts have also expressed concerns about the premature nature of the introduction of this programme. The Director of the Centre for the Study of Central Asia and Kazakhstan of Seattle University (USA) William Fierman said,

'In my opinion, in today's Kazakhstan the Kazakh language should be accorded the more essential role, especially in cities, it is necessary to give more attention to the techniques of teaching Kazakh... It is necessary to create good children's telecasts which can raise the interest of the rising generation of all nationalities in the Kazakh language. It is necessary to develop, introduce Kazakh usage in all fields' [3].

Fears concerning the Kazakh language are, first of all, due to the language situation that has developed in the Soviet period in the country. The phenomenon of mass bilingualism (a parity of Kazakh–Russian and Russian–Kazakh) with a lower form of Kazakh language skills is explained by the influence of historical–political factors and, principally, by a policy of Russification conducted during the Soviet period. The policy of Russification that proclaimed Russian as the language of interethnic communication changed the language landscape of Soviet Kazakhstan. According to the Western scholars Dave and Sinnott, in Kazakhstan the so-called 'Russified cultural space' predominated [4].

However the situation has now signally changed:

(1) Although the Kazakh language did not become dominant everywhere, the sphere of its usage has essentially extended. The quantity of the Kazakh-medium organisations is increasing annually: in comparison with 2000, state language-medium kindergartens have increased from 25% to 70% of the total; during the years of independence the number of high schools with Kazakh as a language of instruction has increased by more than 1,000 to 3,819 Kazakh schools covering 64.5% of children. In technical and vocational training, the number trained in the state language has doubled in 20 years. The contingent of students taught in Kazakh in higher educational institutions is 54% [5]. Kazakh language journalism and the whole the Kazakh language mass media have achieved big successes in their development, and the development of Kazakh language mass culture has been strongly promoted as well.

(2) Over a number of years an internal migration process had proceeded and gained in strength; this is basically the migration of Kazakh-speaking people and the Kazakh population (especially youth) from the countryside and small country towns to big cities, which before recent times were basically Russian speaking.

One more important factor should be also noted that operates in the same direction. Now 'the Kazakh-speaking generation of the Kazakh youth' – both rural and city – that developed in the days of independence (those born in the middle–late 1980s) has grown up and entered into adulthood, finished at the Kazakh schools, and if continuing training, are basically at the Kazakh branches of high schools. These young men and girls have many serious social expectations connected with the language sphere, and have developed a corresponding strategy of behaviour. Unlike their parents' generation, they react much more seriously and more actively to the fact that a considerable proportion of their fellow citizens not only do not speak Kazakh, but *do not understand* this language at all.

In the context of the language policy of Kazakhstan since 1990 until now, it is possible to talk about the social expectations of this contingent of youth as follows: regardless of how much their expectations are realistic and can be implemented today, they do exist and will not go away.

Thus, the language situation in Kazakhstan today is centred round the Kazakh and Russian languages, proficiency in which is a necessary condition for the realisation of integration processes in the country, and also for the economic interstate integration of Kazakhstan and Russia [6]. But, as with other countries of the post-Soviet territory, in Kazakhstan there was an objective social requirement for knowledge of a foreign language: the English language has achieved great popularity,

as it has become increasingly prestigious and it largely meets the personal needs of individual people as a necessary condition of their participation in scientific and technical development, and professional and cultural growth in life.

To sum up, as the Minister of Education and Science of Republic Kazakhstan, B. Zhumagulov said: 'Basic tendencies for real trilingualism have already developed. By speaking these languages our experts will become even more competitive, both in the world and in our country' [7].

3. Methodology

The theoretical basis of this research is the work of foreign and domestic scholars in the field of linguistics and related humanities, in which various aspects of a language and education, bi- and multilingualism issues are considered. The methodological basis of the research is a complex analytical approach based on a combination of the critical discourse-analysis and sociolinguistic methods.

Texts of articles from Kazakhstan electronic and printed periodicals for 2002–2012, texts of government programmes, legal acts and Internet resources served as the material source for the research. In the work a variety of socio-linguistic methods was used, which helped to achieve a deep and all-round analysis.

Two focus groups were selected as participants of the research: (1) Kazakh repatriates (*oralman*) and (2) school and university students. Surveying and interviewing were conducted between March 2012 and February 2013; there were 670 participants.

Six hundred Kazakh repatriates taking part in the questioning lived in the cities of Astana and Almaty. The age range of the repatriates varied from 17 to 52 years old. The mean age of the repatriates was 36 years. Of those taking part in the questioning, 59.3% were women and 40.7% were men; 61.3% of respondents were students from higher educational institutions, and 22.2% were employees. The choice of this given category of citizens was prompted by the fact that *oralman* refers to a category of citizens that, in our opinion, reacts to the situation in the country and the changes taking place more sharply. It is connected with this that, having come back to their historic native land, the *oralman* faces problems of a sociocultural, social and economic, and psychological character. Many of them in the course of adaptation and integration into the Kazakhstan society have endured a high level of social–psychological stress and experienced cultural shock. As a consequence, some raised emotionality, a critical relation to a current situation, and even certain irrationality about the perception of the language of the people was observed. It probably testifies to the fact that the latter is the essential factor forming ethnic consciousness, the channel of its communication and expression. Studying the relationship of such a category of citizens to the introduction of multilingualism to the country allows a better understanding of the process of the formation of the state and ethnolanguage identification.

The responses to the questions were processed by means of the SPSS 19 program. The answers of the respondents were estimated according to a Likert scale: it was necessary to express agreement or disagreement to the offered statements on the following basis: 1 = *completely agree*, 2 = *agree*, 3 = *tend to agree*, 4 = *tend to disagree*, 5 = *disagree*, 6 = *completely disagree*.

Interviews were carried out on 70 school and university students of Astana, Akmola region and Almaty – Kazakhs by their ethnicity – of the age of 16 to 24 years. The interviews, which had an informal character, consisted of questions prepared in advance that were logically connected with each other. The conducted interview gave the opportunity to reveal valuable orientations, and the social perspectives of the Kazakhstani youth towards a Kazakhstani policy of multilingualism. As is known, youth refers to a category of the citizens characterised by active formation of their own social, ethnic, political and ideological representations.

The methodology of similar researches has allowed us to observe the process of the introduction of multilingual education to the Republic of Kazakhstan, and also the realisation of the main problems of

the functioning of the Government Programme for the Development of Languages for 2011–2020.

4. Results and Discussion

4.1 The reforms in the educational system of Kazakhstan

Kazakhstan's educational environment is experiencing a period of significant transformation. The education sector has moved to a new stage of development and functioning with the adoption of the State Programme for the Development of Education in the Republic of Kazakhstan for 2005–2010, in which an important place is given to the integrated development of multilingual education. Changes in the standards of education are resulting in the formation of a new model of education where the medium of instruction is three languages: Kazakh, Russian and English.

Substantial reforms are being carried out as part of the implementation of a qualitative transition to instruction in three languages in secondary education. At present there are six 'Nazarbayev Intellectual Schools' with a combined enrolment of 4,000 students, and 33 schools with specialised training in three languages 'Murager' (Kazakh, Russian and English) with an enrolment of about 5,000 students. Since 2004, 32 schools have introduced an experiment to study the English language starting from the second grade with two hours per week. In 2011, English was studied from Grade 2 in 115 schools, involving a total contingent of more than 51,000 students. Besides this, more than 15,000 children are studying in the Kazakh–Turkish high schools, where teaching is conducted in four languages: Kazakh, Russian, English, and Turkish [8].

English is taught from Grade 1 in 73 schools: 2 'Miras' schools, the International School of Public Funds 'Nursultan Nazarbayev Educational Foundation', 2 'Haileybury' schools, 29 Kazakh–Turkish high schools, 6 'Nazarbayev Intellectual Schools' and 33 special schools for gifted children. From 2013–2014, the English language will be studied from Grade 1 in all the schools of Kazakhstan. The work on the introduction of the study of certain subjects in English is also being carried out (e.g. mathematics, physics, computer science, chemistry, biology, geography) and it has started to be taught on a pilot basis in 35 schools in Kazakhstan since the 2012–2013 academic year.

In general, the number of schools offering education in Kazakh, Russian and English is planned to increase from 33 to 700, and the number of 'Nazarbayev Intellectual Schools' will be increased from 6 to 20 [9].

There is an objective to provide students with electronic textbooks and facilities for the e-learning of languages. It is planned that adapted textbooks and teaching aids of British publishers such as Cambridge University Press, Macmillan and Longman should be used; these have been successfully used elsewhere in the world (Malaysia, China, Italy, Finland, Hungary, etc.) for many years.

In addition, the format and content of the professional development of teachers is being improved. Centres of teaching excellence, 'Nazarbayev Intellectual Schools, and the JSC National Centre for retraining of teachers 'Orleu' were created, which will enable more than 125,000 teachers to be reached in five years.

A steady trend in the formation of multilingual education that promotes both professional fulfillment and civic integration leads to the need for training multilingual specialists for high schools in Kazakhstan. According to the State Programme of Education Development for 2011–2020, since 2011 the training of English-speaking teachers has begun for secondary, technical and vocational education, and for higher education based on the international scholarship programme 'Bolashak' [10]. Kazakhstani universities have begun the transition to multilingualism on a pilot basis. Since 1 September 2012, special offices were opened in 32 universities in the Republic of Kazakhstan with a contingent of students of more than 5.5 million people. One of the successive steps in solving the problems of the language training of future specialists in Kazakhstan was to increase the volume of loans in a series of basic subjects in Kazakh, Russian and foreign languages where changes had been made to the standard curriculum.

According to the state programmes of development, by 2020 100% of high school graduates must

know the Kazakh language, 90% of the population must know Russian and 20% must know English [10]. Nowadays, due to the logic of development of Kazakhstan and the international integration processes, multilingual education programmes are in high demand in Kazakhstan's education system. This is explained by the high academic motivation of students and practitioners' desire to improve their professional competence and competitiveness in the circumstances of the international integration of Kazakhstan.

The search for effective ways of training multilingual staff, according to modern Kazakhstani scientists, demonstrates the need for addressing the following tasks:

- Development of a unified concept of training multilingual professionals in a competency-based approach.
- The development of regulatory and programme methodological support for multilingual education.
- Bringing existing qualifications and the characteristics of teachers of schools into line with the requirements of a multilingual specialism.
- In-depth study and use of the experience of foreign countries in the implementation of multilingual education (the UK, Canada, USA, France, Switzerland, Belgium, Singapore, Malaysia, Finland).
- Development of a mechanism for assessing the effectiveness on labour of a multilingual education [11].

4.2 The attitude of Kazakh repatriates towards the development of the Kazakh, Russian and English languages in the social and public life

The data in Table 1 reflects the attitudes of respondents to the ongoing language policy and the influence of English on Kazakh and Russian. The responses correspond to the Likert scale: 1 = *strongly agree*, 2 = *agree*, 3 = *tend to agree*, 4 = *tend to disagree*, 5 = *disagree* and 6 = *strongly disagree*. Scores higher than 3 reflect, in general, agreement with the statement, and results below 3 express the respondent's disagreement with the opinion (See Table 1).

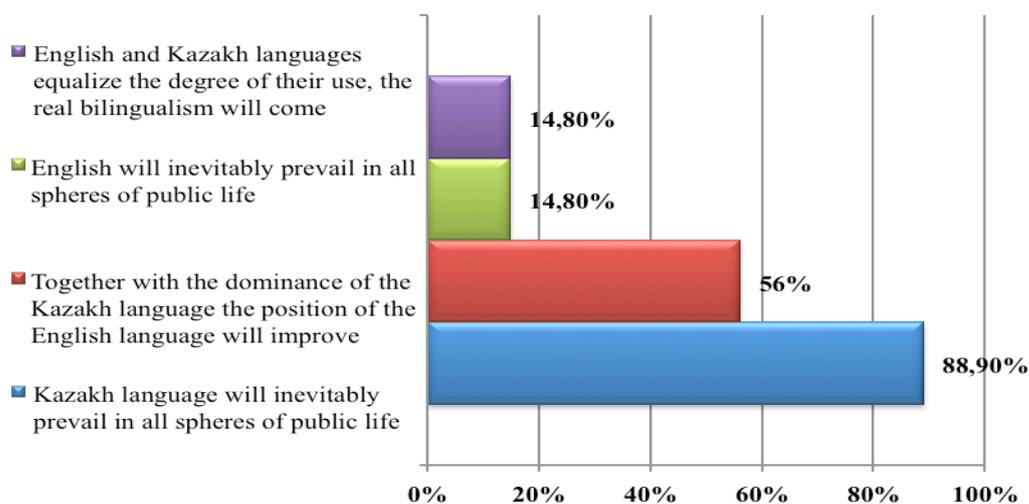
Table 1. The mean scores of Kazakh repatriates in relation to the policy of trilingualism

Answers	Mean
Knowledge of the Kazakh language is a sign of the country's competitiveness	1.22
Knowledge of the Russian language is a sign of the country's competitiveness	3.42
Knowledge of the English language is a sign of the country's competitiveness	2.36
The policy of trilingualism influences positively the harmonious development of the individual	2.06
The development of three languages will strengthen the position of Kazakhs	2.21
The development of three languages will strengthen the position of English	2.29
English will replace Kazakh in the future	3.17
English will replace Russian in the future	3.54
It is useful for Kazakhstani citizens to know their native language rather than English	2.14
The spread of English in Kazakhstan is a threat to our own languages in the country	2.70
English enriches our native languages	2.92

The respondents' answers illustrate that, along with Kazakh (96.3%), Russian (51.6%) and English (75.1%) play an important role in the further development of Kazakhstan as a competitive partner in the global community. It should be noted that the percentages indicate a preference of English over Russian. 81.3% of respondents agreed with the statement that English should be taught from Grade 1, which is much higher than the data related to the study of English starting from Grade 2 (52.1%) and Grade 5 (37.2%). The issue of teaching English from Grade 1, which was also considered from the point of view of the success of learning and the development of the Kazakh language, revealed both a negative influence (55.5% of respondents believed that learning English from Grade 1 has a negative impact on the assimilation and development of the native language) and positive influence (55.3%),

according to the respondents. Overall, 78.9% of respondents agreed with the opinion that support for the English language is a deliberate policy of the state. Policies aimed at the development of the three languages were seen positively by the respondents: 70.4% of respondents believed that the development of the three languages will strengthen the position of the Kazakh language, and 59.6% believed that the development of three languages will strengthen the position of the English language. However, 59.6% of the respondents expressed concerns about the weakening of the position of the Kazakh language in connection with the development of the three languages, and 46.6% of respondents agreed with the opinion that English will replace Kazakh in the future. Regarding the Russian language, 58.8% of respondents did not agree that English will replace the Russian language in the future.

The responses reflect the opinion of Kazakh repatriates about the prospects for the development of languages (Figure 1):



4.2 The attitude of Kazakhstani pupils and students towards the development of Kazakh, Russian and English in social and public life

To obtain a more complete picture, revealing the personal attitudes of Kazakhstani people towards the functioning and prospects of development of Kazakh, Russian and English, we interviewed pupils and students of Kazakhstan (Kazakh nationality), asking each of them the following questions:

- (1) How do you feel about the introduction of multilingual education in our country?
- (2) In your opinion, what impact will the promotion of English have on the development of Kazakh and Russian?

The answers revealed the reasoning and the subjective views of informants, their value orientations and attitudes.

As I have already said, knowledge of languages does not interfere with anyone. Of course, Kazakh is the most important language for us, then comes English and Russian. I would like to stress that the knowledge of Russian by citizens of the CIS [Commonwealth of Independent States] brings and will bring them a huge favour. We have to speak Kazakh between ourselves and Russian has to be used just for communication with other countries. And with the spread of English more and more people will be bilingual and even multilingual. (Student, 2-year of study, 18-year old, male, Kazakh)

More than half of informants were in favour of the promotion of English: they regarded the introduction of the policy of multilingualism in the country as the promotion of English. For them, English is the language that contributes most to the successful development of the state and personal growth:

English has taken the first place among foreign languages. Millions of people speak this language. English is used in every sphere nowadays: business, tourism, science, education, internet, cinematography... (Student, 1-year of study, 17 years old, female, Kazakh)

Respondents also pointed out the importance of English as a world language, and emphasised the role of developed countries and the importance of science and technology in the promotion of the English language.

English is undoubtedly a world language. I believe that learning English only brings our education to European and American standards. And their education is one of the best in the world. All the top discoveries happen in America and Europe. English provides access to all the discoveries and innovations in the world. (Grade 10 pupil, 15 years old, female, Kazakh)

The majority of respondents believed that despite the rapid spread of English, Kazakh takes the appropriate position as the state language of the Republic of Kazakhstan in the country's sociolinguistic space.

I do not think learning English influences Kazakh or Russian in the future. I have a friend in America, who has been living there more than 10 years. He graduated from a school, university and graduate school there, but he still has a good command of Kazakh. My brother has been living in America about 10 years, too, but he, too, speaks Kazakh and Russian well. (Student, 2-year of study, 18 years old, male, Kazakh)

Nevertheless, many of Kazakh-speaking students voiced their concerns on the issue. The development of English and Russian, along with Kazakh, in their opinion, could lead to a weakening of the position of the Kazakh language. They believed that firstly, it is necessary to study Kazakh, then one can proceed to the study of foreign languages.

Before talking about a trinity of languages, people should master two languages. Some people know Kazakh very well while others don't understand it. We have to pay attention to this problem first of all. There is a saying in Kazakh 'Do not take three ships because you will drown'. It is necessary to solve one problem then to move to another. Otherwise, the future generation will be given the name of 'semi-Kazakh', mankurt. (Student, 4-year of study, 21 years old, male, Kazakh)

The majority of respondents (54%) believed that the Russian language will retain its position, as it is the language of international communication.

I do not worry for the Russian language. But I worry for the future of the native language. Yes, it is possible that English could be a threat to the Kazakh language. But we should learn English because it is the language of communication. Nearly half a billion people speak English and many more are learning it. 75% of letters and cards in the world are written in English. Almost all international conferences and competitions are conducted in English. Imagine, knowing the English language, you can get access to interesting information, talk and chat with interesting people from around the world, get a better job, surprise everyone with your education. (Student, 3-year of study, 20-years old, female)

A proportion (15%) of the respondents believed that English could replace Russian in the linguistic space of Kazakhstan in the future.

We have to pay attention to this issue as it is one of the most topical, important and obligatory topics. I want to answer it this way: if we – ourselves – speak, write, in brief, use Kazakh, its future will be bright; if we don't pay attention to it then it will die. Concerning Russian, I think that its usage will not decrease in the near future, and there is a threat that English may replace Russian in the future. I am talking about all these things concerning the future of Kazakh. If English gains popularity among us there is a threat to Kazakh. Anyway, everything depends on us. (Student, 1-year of study, 17 years old, male)

In general, almost all informants (91%) believed that English will strengthen its position in the education of the Republic of Kazakhstan:

English is the language of technology, of new discoveries in various fields of science. English is

also the language of international diplomacy. All international negotiations are conducted in English. The main language of almost all the conferences is English. All students are trained in English on the programme for academic mobility. To keep pace with the times, you need to learn English. I believe that the support of the English language at the national level is a good policy. (Student, 4-year of study, 21 years old, male, Kazakh)

Despite the pessimistic forecasts of some respondents, most of them were optimistic about the prospects for the development of the Kazakh language, believing that the position of the state language will be further strengthened in the future.

Thus, Kazakhstan advocates the development of multilingualism in the country: this is evidenced in the result of sociolinguistic research. The language policy of the state, which implies the development of multilingualism and multilingual education in Kazakhstan, finds support among Kazakh youth.

5. Conclusion

To address the current situation in Kazakhstan there is a real need to develop new sets of approaches to the problem of the formation of civil society that are supported by a complex set of factors – demographic, social, political, psychological, cultural, historical, economic and so on. A process of identification with the new state is a rather complex and ambiguous phenomenon. The new political and economic strategy of the government has meant that many Kazakhs have to go through the stages of ethno-psychological adaptation to the ongoing reforms in the country.

Since the process of the identification of the individual and the social group is carried out on different grounds, and is based on knowledge, attitudes and behaviour, analysis of the consciousness of representatives of the different categories of people in Kazakhstan becomes important.

One of the key aspects of the transformation that is taking place in Kazakhstan is the development of issues related to the implementation of policy of multilingualism, according to which every citizen of Kazakhstan should know a minimum of three languages: Kazakh, Russian and English. The study of language preferences, attitudes toward the reform and the changes taking place in society allows the process of language identification, which is closely associated with ethnic and state (national) affiliations, to be better understood. Therefore, the identification of the value orientations of citizens is an important component of research that can contribute to the functioning of the language policy of the country.

The results of the research have shown that the majority of respondents believed that the implementation of the state policy of multilingual education is the right policy. According to the respondents, if Russian is necessary for integrating and maintaining relationships in the post-Soviet space, English is important for the initiation into the world economy. It becomes obvious that the growing popularity of English, due to its relevance to different areas of the lives of the country's citizens, is related to its value in terms of progress in society and achievement of more prestigious positions. However, the widespread use of English has exacerbated the contradictions within the modern language system and activated its dynamics.

For example, some respondents reacted ambiguously to such a widespread use of the English language. According to them, this may adversely affect the functioning of other languages, primarily the state (Kazakh) languages and the languages of minorities. Undoubtedly, the manifestation of this reaction is due to the historical background and the current language situation in Kazakhstan. The policy of Russification of the former Soviet Union led to Russians not only becoming a majority demographic group, but also they were the dominant group in the economic, political and cultural levels.

Thus, the strategy for the development of civil society and the policy held by the government policy (social, cultural, economic, linguistic, etc.), and ways of implementing it, is one of the factors motivating the change of values and attitudes about the identity of citizens. The interviews conducted

have shown that today changes are taking place to the national and linguistic identity of people under the influence of socio-historical factors, such as the globalisation and transformation of society, that are changing traditional ideas, which is part of the difficult process of the formation of the state and ethnic identity.

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