

A.A. Dauletkeldyyeva

Kosshy Municipal Gymnasium School MSI, Kosshy, Kazakhstan

(e-mail: dauletkeldyyeva_assem@mail.ru)

Associative field of the concepts of “multilingualism” and “monolingualism”

Abstract. *This article defines the terms “association experiment”, “stimulus words”, “reaction words”, describes the history of the emergence and field of application of the association experiment. On the example of the concepts of “multilingualism” and “monolingualism”, the results of an association experiment conducted in the form of an online survey of the attitude of the population of Kazakhstan to the process of introducing multilingualism using the Google Forms program are presented.*

The authors note that with the help of this experiment, mentality as a worldview is studied in the categories and forms of the native language, the use of which in combination with other sociological methods leads to a high degree of results.

It is important to study the effectiveness of the introduction of multilingualism in the educational sphere of the Republic of Kazakhstan. This is because it is necessary to differentiate the potential of multilingualism in the educational space and to pay attention to the mechanisms of the native language in the introduction of multilingualism. It should be scientifically substantiated that the main effectiveness of cooperation of education specialists at the international level, expanding the horizons of partnership and increasing the availability of sources is the introduction of multilingualism, support.

Keywords: *multilingualism, monolingualism, trilingualism, educational system, associative experiment, associative field, stimulating words, reactionary words.*

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Introduction

Language is a treasure of the people, the soul of the nation. The question of language is the question of nationality. As a result of the serious language policy carried out in our country, a tolerant and tolerant language environment has been formed - not only a clear truth, but also one of the most important political and social values. The implementation of state programs related to languages, which began in the Republic of Kazakhstan 16 years ago, has shown its level. In particular, the address to the people of Kazakhstan “New Kazakhstan in a new world” in 2007, the cultural project “trinity of languages”, the program at the state level in the direction of multilingualism in general [1], and the state program for the development and use of languages in the Republic of Kazakhstan in 2011 for 2011-2020 stated that by 2020 the share of Kazakhstanis who speak English should not be lower than 20% [2]. In addition, the 2012 address “socio-political modernization – the main direction of Kazakhstan’s development” noted the need to modernize the Kazakh language, preserve the Russian language as a historical advantage of our nation and make a breakthrough in the study of the English language. In the address “Kazakhstan’s way – 2050”, published in 2014, it was stated that school graduates should know Kazakh, Russian and English, and in 2015, the Assembly of peoples of Kazakhstan noted the need to teach literature, history and culture of Kazakhstan in Kazakh, Russian as a subject and Natural Science subjects

in English. Also, one of the main tasks of the 79th step of the program "Plan of the Nation – 100 concrete steps to implement five institutional reforms", which was adopted on May 20, 2015, is to switch to English education in high school and universities [3].

Within the framework of the raised topic, in order to study public opinion, we made an attempt to scientifically analyze the associative field of the concepts of "multilingualism" and "monolingualism". Association experiment (lat. *associare* - join + *experimentum* sample, experience, Russian. associative experiment, English. association experiment) is known as a method of determining the associative meaning of a word, describing the associative-verbal system of the language consumer and the direct speech response to stimulating words given in the associative thesaurus [4]. And now stimulus words, or verbal stimulation, are a set of words to determine the reaction. The associations of words must be random so that the subject does not have time to think and react to the stimulating words.

Reactionary words are verbally expressed associations that arise as a reaction to stimulating words that reflect the peculiarities of the consciousness, Culture, Life Principles and patterns of behavior of a modern native speaker.

The associative method is widely used in psychology, linguistics, philosophy, and interdisciplinary research. Psychologists reveal emotions, feelings through associations. Linguists study the linguistic form of associations. Psycholinguistics deals with a narrow range of associative processes, focusing mainly on the verbal expression of the relationship between language and thinking. This method has different variations, namely: Free association experiment, Directed association experiment, Study of association norms, Association study of precedent phenomena included in the structure of consciousness, Association experiments recording the primary response, secondary response, the respondent's emotional response, etc. [5].

In the linguistic science of Kazakhstan, the first association experiments with the use of Russian and Kazakh languages were carried out in the 1960s and 70s. It was introduced into the orbit of broad inter-linguistic comparisons, during which it was clearly proved that associative reactions can determine the national-cultural features of perception and understanding of the surrounding world, linguistic pictures of the world, modeling of human verbal memory, the core and peripheral vision of a person's internal vocabulary, the specifics of the mental and linguistic-cultural "climate" of that time [6].

In Kazakhstan, psycholinguistic research using associative methods gained momentum at the beginning of the XXI century: on the channel of widely discussed problems of intercultural communication of ethnic identity, features of mentality and national character, etc.; new empirical works, field mass experimental studies (often with a student audience) and new hypotheses in the context of topical issues of socio-cultural and linguopsychological orientation began to appear; theoretical reasoning became new terms, and experimental work was carried out and discussed in the framework of scientific projects, dissertations, dictionaries [7].

The associative method began to be used in sociology in the mid-1970s. The description of this method and its successful use in sociological research are set out in the substantive article by Pautova L.A. She interprets the associative approach from the point of view of Sociological Science as a method aimed at identifying semantic connections formed in the previous experience of a person [8].

The approach to the study of associations in sociology, of course, is different from those in other sciences. For example, for psychological research, the temporary, non-permanent nature of associative connections, the alternation of some associations with others is important [9]. For Sociology, the stable characteristics of associations, their social foundations, their relationship with various social phenomena and social processes are important. The formation of associations is closely related to the process of socialization of a person, the assimilation by a person of social norms and a system of values of society, a social group, a family. Thus, associations reflect not only random situational relationships, but also social values that represent "the deepest foundations of culture", which serve as "a criterion that people consider important".

As can be seen from the theory of socialization, primary socialization is important, during which the Basic Laws of behavior and the structure of consciousness develop. The basis of the

associative complex is formed in a person in childhood. First, socialization takes place in the family, then secondary socialization agents act. An important place among them is occupied by the mass media, including electronic ones.

Associative ties have not only a psychological component, but also an important social component. Some social factors contribute to the emergence of associative ties and their transformation into a permanent complex. Associations formed in the process of primary and then secondary socialization, in turn, can affect ideas, opinions and, ultimately, human behavior, even when the conditions of objective social reality that created these associations change.

The use of the associative approach in sociology, in comparison with other methods, has several advantages. First, it is very easy to organize and conduct it. In the “classical version” of using the association method in sociological research, the respondent is asked to name or write down associations caused by a particular stimulus, choosing from the proposed set of stimuli. A word, phrase, image, photograph or subject selected according to the objectives of the study is used as an incentive. Even simpler – a variant of free associations, in which directions or a circle of answers are not given.

Secondly, the use of the associative method in empirical sociological research, the questions “identification of associations” arouse the interest of respondents and a “lively reaction”. Usually the percentage of those who refuse the answer is low, most respondents give several options for the answer.

Thirdly, the association method is a bridge between qualitative and quantitative methods that, relatively speaking, establish a qualitative component in quantitative research. Of course, the total number of associations and the proportion of associations of a certain type can be calculated. The data of such an experimental study are processed to identify the most common associations in the stimulus established by the researcher. As a result, the researcher receives an “association field”. Its “core” is formed from the usual, most common associations – they, as a rule, are of great interest in conducting research. Another part of the answers is unusual associations. Although, at first glance, an individual approach, they also reflect the social features of the set of objects under study. An important indicator is the ratio of typical and atypical associations. Moreover, often the most interesting results are not numerical calculation, but the general state of the associative field. The high “core density” of typical associations indicates the stereotypical dominance of the perception of certain phenomena in the public consciousness and focuses the idea of research on the search for social factors that give rise to a “pattern” of responses.

Fourth, the association method provides significant information. In addition to the meaningful component, it allows you to determine the nature of semantic or emotional connotation. Associations can show a positive, negative or neutral emotional and semantic load, and the interpretation of the relationship between the association and the stimulus will be relevant in this regard.

Fifth, the associative method allows you to “exclude” the respondent from the framework of a particular situation or social role. The researcher is able to achieve objective results with previously undefined concepts.

Sixth, the association method is convenient for studying phenomena and processes that do not have detailed and reliable data. The associative method allows you to establish the relationship of phenomena, processes, factors.

Examples of tasks solved using an associative approach in the research of Russian sociologists are: the study of the region image; the study of public opinion in relation to social processes and phenomena, the determination of the attitude of the population to a specific social problem, the determination of the effectiveness of the implementation of social programs, the establishment of electoral preferences; the study of the “social tone” of the city; the study of subjective aspects of migration processes [5].

The way to conduct an association experiment is simple and standard. The main difficulties usually arise when analyzing the data obtained. The respondent is asked to assign an association to each stimulus word. It is necessary to do this without hesitation, immediately writing down

the word or words that come to mind. Traditionally, the association experiment is conducted in writing.

Based on data on associative fields, the sociologist can analyze typical categories of everyday experience. Studying repetitive invariant meanings, the sociologist must record the frequency of associations and identify the nucleus (cultural-primary associations) and periphery (low-frequency and single associations).

It is important to study the effectiveness of the introduction of multilingualism in the educational sphere of the Republic of Kazakhstan. This is because it is necessary to differentiate the potential of multilingualism in the educational space and to pay attention to the mechanisms of the native language in the introduction of multilingualism. Scientific justification of the main effectiveness in the framework of the introduction and support of multilingualism, the strengthening of cooperation of education specialists at the international level and increasing the availability of sources.

In accordance with our research topic, the purpose of the work is to identify the associative fields of the concepts of "multilingualism" and "monolingualism" using the associative method, differentiating the opinions of students, teachers and parents on two concepts of "multilingualism" and "monolingualism" on the basis of sociological research.

According to the plan, the age of the respondents was divided into three categories: youth (14-29 years old), middle age (30-50 years old), senior age (50 years old and older).

Participants of the study from different regions of Kazakhstan were collected online using the "snowflake" method.

Examination of the optimal points of data collection through an association experiment based on the quantitative method in sociology.

If, based on the analysis of the results of an online survey of citizens in different regions of Kazakhstan, positive feedback from respondents on multilingualism prevails, then it turns out that the introduction of multilingualism in the education system of Kazakhstan has a successful trend.

If, within the framework of the raised topic, the respondents in the proposed survey on our part remain neutral, then the given topic is relevant for society.

The concept of multilingualism in Kazakhstan's society is predominantly limited to the concept of trilingualism.

The attitude of respondents in the field of education to multilingualism is optimal.

The use of conflicting concepts as stimulating words of an association experiment creates an obstacle to determining the respondents' thoughts.

In sociological research, the association method is the optimal method for revealing the concept of multilingualism.

By determining the position of respondents in multilingualism, it is possible to trace their political and social mood.

Research methods

Based on the pilot study, the association experiment took the form of an online survey through the Google Forms program.

Using the concept of "multilingualism" and "monolingualism", which were the motivating words of the association experiment, the attitude of the population of Kazakhstan living in different regions to the process of multilingualism was determined and compared through a socio-linguistic experiment.

Research results

Data collection using the method of association experiment was carried out on February 1-2, 2023 through an online survey in Kazakh and Russian. The experiment involved 112 respondents, including students – 29, teachers – 50 and parents-33.

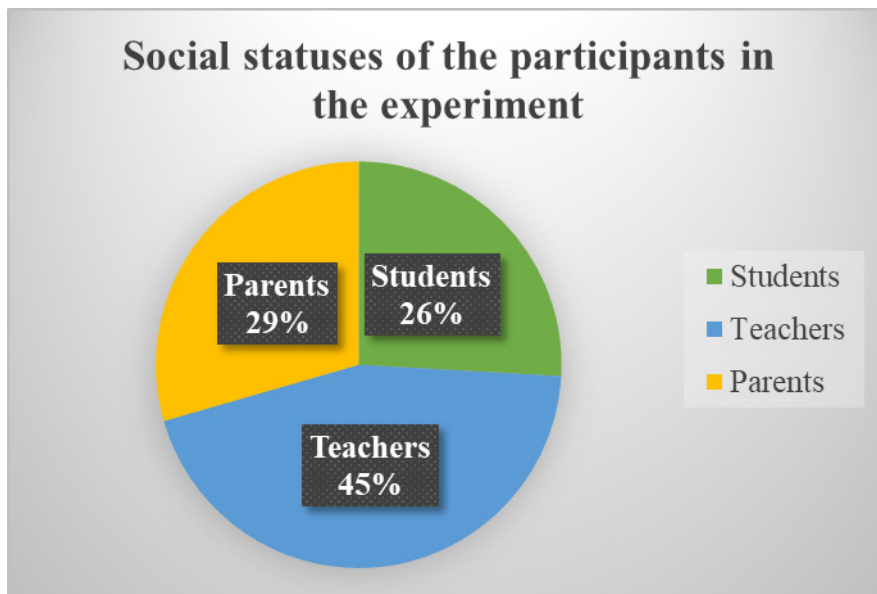


Diagram 1. Social status of the participants in the experiment

The age of the respondents was divided into three categories, namely youth 26 people (14-29 years old), middle age 30-50 years old (80 people) and older generation over 50 years old (6 people). The purpose of the division into three categories is to identify the specifics of the approach between representatives of each generation in relation to the problem raised.

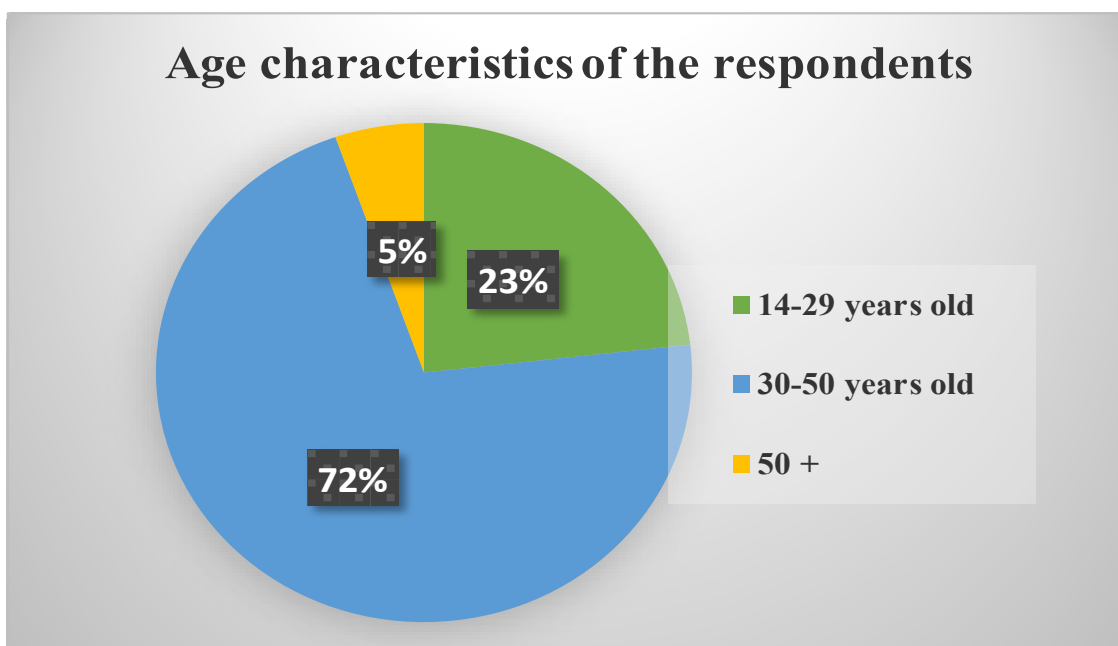


Diagram 2. Age characteristics of the respondents

It should be noted that the respondents were from different regions of Kazakhstan, most of them were from the East Kazakhstan Region (42%) and Astana city (39.3%). The remaining respondents were from Almaty region (6.3%), Kyzylorda region (3.6%), Akmola region (2.7%), Almaty city (2.7%), Pavlodar region (1.8%), Karaganda region (0.9%) and Shymkent (0.9%).

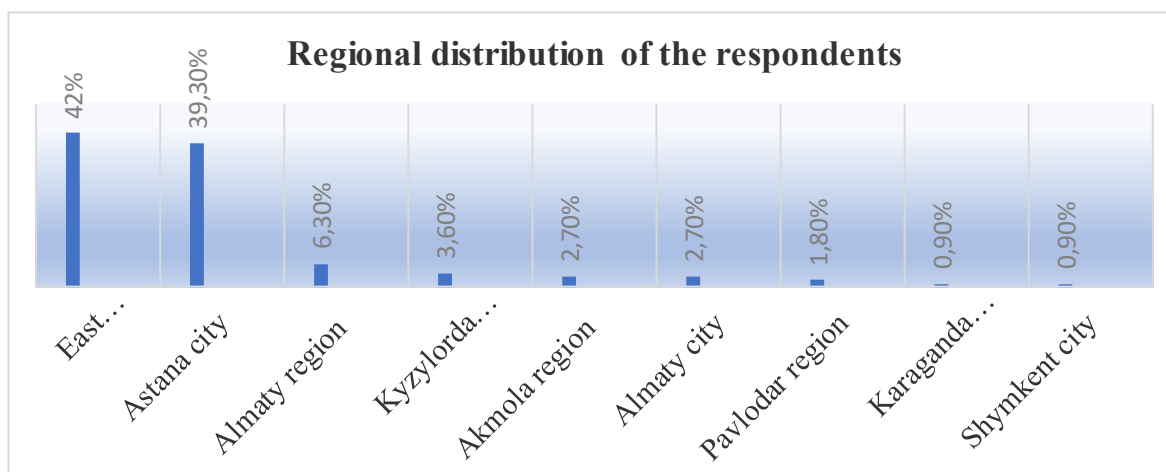


Diagram 3. Regional distribution of the respondents

The respondents were asked to write associations related to the concepts of "multilingualism" and "monolingualism". 224 associations were collected and analyzed.

According to the social status of the respondents were divided into three groups: students, teachers and parents.

The analysis of associations related to the incentive word "multilingualism" was carried out by grouping into three types. In particular, positive opinion, negative opinion, and neutral opinion. The following Table 1 provides detailed information.

Table 1

Associations related to the incentive word "multilingualism"

Social statuses of the participants in the experiment	Total number	Positive opinion (number)	Positive opinion (percentage)	Negative opinion (number)	Negative opinion (percentage)	Neutral opinion (number)	Neutral opinion (percentage)
Students	29	26	90%	0	0%	3	10%
Teachers	50	45	90%	4	8%	1	2%
Parents	33	28	85%	5	15%	0	0%
Total number	112	99	88%	9	8%	4	4%

In the conducted online survey on the incentive word "multilingualism", 112 respondents wrote their associations. Including 29 students, 50 teachers and 33 parents. These respondents, in turn, have a positive opinion of 88%, a negative opinion of 8%, and a neutral opinion of 4%. According to individual analysis, 90% of students have positive feedback, no negative feedback and 10% neutral feedback. Teachers have 90% positive thoughts, 8% negative thoughts, and only 2% neutral responses. 85% of parents' opinions in favor, 15% against, did not express a neutral opinion.

According to positive feedback from students, the most common associations were "trilingualism", "Kazakh, Russian, English", "mastery of several languages", "multilingual person". And special considerations are "developed state, new opportunities", "society, globalization, education system", "multiculturalism, new opportunities in work and study".

Teachers have a lot of answers: “Kazakh, Russian, English”, “three languages”, “polyglot society”, “foreign languages”, “to be comprehensive”.

It is observed that the most common in the reactionary expressions of parents were “multi-language”, “use of multiple languages”, “multi-nationality”.

The general idea of all respondents is that every citizen of Kazakhstan should fully master three languages. This especially increases the horizons of people in the service, as well as studying in secondary and higher education, making a great contribution to their future. As a result, the process of globalization takes place. This is a “requirement of the times”.

The students did not react negatively to the motivating word “multilingualism”, on the part of the teachers, “the first thing you need to learn is your native language”, “let’s get confused and forget about the Kazakh language. At school, the Kazakh class is better to study all subjects in Kazakh, the Russian class in Russian”, “forget the native language”, “it’s very difficult for my brain” from the answers you feel pity and sympathy for the native language. It was noted that several parents do not support the concept of multilingualism due to negative thoughts such as “decline in the status of the Kazakh language”, “against”.

For members of the society, this topic is relevant, because the respondents who took part in the survey showed a neutral indicator of 4%, that is, everyone answered actively. The neutral opinion was limited to the answers of students “I do not know”. In general, 88% of respondents have a positive opinions of multilingualism.

The analysis of associations related to the stimulus word “monolingualism” was carried out by grouping into three types. Positive, negative, neutral opinions and their percentages are given in Table 2 below.

Table 2

Associations with the word stimulus “monolingualism”

Social statuses of the participants in the experiment	Total number	Positive opinion (number)	Positive opinion (percentage)	Negative opinion (number)	Negative opinion (percentage)	Neutral opinion (number)	Neutral opinion (percentage)
Students	29	20	69%	5	17%	4	14%
Teachers	50	37	74%	3	6%	10	20%
Parents	33	21	64%	5	15%	7	21%
Total number	112	78	70%	13	11%	21	19%

The survey included 112 respondents on the incentive word “monolingualism”. Including 29 students, 50 teachers and 33 parents. These respondents, in turn, have a positive opinion of 70%, a negative opinion of 11%, and a neutral opinion of 19%. According to individual analysis, the positive opinion of students is 69%, negative opinion is 17% and neutral opinion is 14%.

Positive assessments of teachers on the concept of “monolingualism” are expressed in the following associations: “speaking only one language”, “the Kazakh language”, “knowing one language”, “using only one language” respect for our native language, patriotism.

In the parents of the third social group under consideration, the answers “one language”, “knowledge of one language”, “the Kazakh language”, “the national language” prevailed.

After the analysis, the people of Kazakhstan expressed their sympathy for the Kazakh language and support for the maintenance of documents in the state language.

Negative feedback from students about the stimulating word “monolingualism” indicates that “there will be no opportunity for the diversified development of people in the context of a monolingual country, a monolingual culture”, “regress”, “restrictions”, “lack of demand” indicates that monolingualism negatively affects the development of the state.

From the thoughts of teachers "limits thought", "a limited person", "I am against" it can be seen that the thought of a person who knows only one language is limited, does not develop and opposes this concept.

The presence of a neutral opinion of 19% is mainly a consequence of the fact that the respondents did not understand the concept of "monolingualism". The associations that prove it are "I don't know", "I didn't hear", "I didn't understand this question", "it doesn't occur to me".

It should be said bluntly that a pilot study conducted using the free association method has several disadvantages. We admit that the information about the respondents was not fully collected and the question of "monolingualism" was wrong, and we take into account these gaps in the main study, which will be conducted in the future.

Conclusion

The surveys were conducted on the basis of the method of modern sociology – an association experiment. With the help of such an experiment, mentality as a worldview is studied in the categories and forms of the native language.

As a result of the linguo-sociological experiment, which conducted online surveys through the Google Forms program, 88% confirm that the topic of multilingualism for Kazakhstan has a positive opinion. For them, the incentive word "multilingualism" is associated with the development of citizens and the prosperity of the country.

In the context of the studied topic, the fact that the respondents who answered the proposed survey on our part remained less neutral indicates that the topic of "multilingualism" is relevant for society.

In 2007, as a result of the address of the first president of the Republic of Kazakhstan to the people of Kazakhstan "New Kazakhstan in a new world", the joint development of trilingualism (Kazakh, Russian and English), which began with the cultural project "trinity of languages", the concept of multilingualism in Kazakhstan society is combined with the concept of trilingualism. If we look at the associations that prove this in terms of "trilingualism", "Kazakh, Russian, English", "three languages", we can see that the term multilingualism in our country is limited to trilingualism.

Based on the assumptions of our research work, the following conclusions were summarized.

In the analysis of the results of the online survey of citizens in different regions of Kazakhstan, positive feedback from respondents on multilingualism prevailed, that is, the introduction of multilingualism in the education system of Kazakhstan has a successful trend.

The fact that the respondents in the survey remained neutral showed the relevance of the topic for society.

The concept of multilingualism in Kazakhstan's society is predominantly limited to the concept of trilingualism.

The use of conflicting concepts as stimulating words of an association experiment creates an obstacle to determining the respondents' thoughts.

In sociological research, it has been observed that the association method is the optimal method for revealing the concept of multilingualism, based on quantitative and qualitative methods.

By determining the attitude of respondents to multilingualism, their political and social mood is observed, that is, a critical attitude to language policy in modern conditions, respect for our native language, and patriotic feelings.

In the course of the survey, there was a mutual discrepancy in the selection among respondents due to demographic age, and it is also necessary to take into account the incomplete collection of information about respondents and the inefficiency of using opposite terms as incentive words, which should be taken into account in the upcoming studies.

The association experiment allows the sociologist to adjust the plan for a future mass study or in-depth interview at minimal cost. Several advantages of this method are the following: it is

easy to organize and conduct, stimulating words evoke a “lively reaction” of respondents, as a result of the study, the “associative field”, its core and show unique responses, and allows you to establish the relationship of phenomena, control the overall thoughts of society. We believe that its use in combination with other sociological methods is effective and one of the optimal ones that helps to know public opinion and social reality related to the problem raised.

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A.A. Dauletkeldyeva

«Қосшы қаласының мектеп-гимназиясы» КММ, Қосшы, Қазақстан

«Көптілділік» және «монотілділік» ұғымдарының ассоциациялық өрісі

Аңдатпа. Бұл мақалада «ассоциациялық эксперимент», «ынталандырушы сөздер», «реакциялық сөздер» терминдеріне анықтама беріліп, ассоциациялық эксперименттің пайда болу тарихы мен қолдану өрісі сипатталады. «Көптілділік» және «монотілділік» концептілері мысалында Қазақстан тұрғындарының көптілділікті енгізу процесіне деген көзқарастарын Google Forms бағдарламасының көмегімен онлайн-сауалнама түрінде жүргізілген ассоциациялық эксперименттің нәтижелері берілген.

Авторлар аталған эксперименттің көмегімен дүниетаным ретінде менталитет ана тілінің категориялары мен формаларында зерттеліп, басқа әлеуметтанулық әдістермен бірге қолдану жоғары дәрежедегі нәтижеге әкелетіндігі атап көрсетіледі.

Қазақстан Республикасының білім беру саласына көптілділікті енгізудің тиімділігін зерттеу маңызды. Себебі, көптілділіктің білім кеңістігіндегі әлеуетін саралау және көптілділікті енгізуде ана тілінің механизмдерін назарда ұстау қажет. Білім беру саласы мамандарының халықаралық деңгейдегі ынтымақтастығының, әріптестік көкжиектерінің кеңеюі және дерек көздердің қолжетімділігінің артуын көптілділікті енгізу, қолдау аясындағы басты тиімділік екенін ғылыми негізделуі тиіс.

Түйін сөздер: көптілділік, монотілділік, үштілділік, білім беру жүйесі, ассоциациялық эксперимент, ассоциациялық өріс, ынталандырушы сөздер, реакциялық сөздер.

А.А. Даулеткелдыева

КГУ «Школа-гимназия города Косшы», Косшы, Казахстан

Ассоциативное поле понятий «полиязычие» и «моноязычие»

Аннотация. В данной статье дается определение терминов «ассоциативный эксперимент», «стимулирующие слова», «реакционные слова», описывается история возникновения и область применения ассоциативного эксперимента. На примере концептов «полиязычие» и «моноязычие» представлены результаты ассоциативного эксперимента, проведенного в виде онлайн-опроса с помощью программы Google Forms, на котором отражено отношение населения Казахстана к процессу внедрения полиязычия.

Автор отмечает, что с помощью данного эксперимента менталитет как мировоззрение исследуется в категориях и формах родного языка, а использование в сочетании с другими социологическими методами приводит к высокой степени результативности.

Важно изучить эффективность внедрения полиязычия в сферу образования Республики Казахстан. Это связано с тем, что необходимо дифференцировать потенциал полиязычия в образовательном пространстве и учитывать механизмы родного языка при внедрении многоязычия. Научно обосновано, что расширение сотрудничества, партнерских горизонтов и повышение доступности источников на международном уровне специалистов сферы образования является главным преимуществом в рамках внедрения, поддержки полиязычия.

Ключевые слова: полиязычие, однообразие, трехязычие, система образования, ассоциативный эксперимент, ассоциативное поле, стимулирующие слова, реакционные слова.

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Information about authors:

Dauletkeldyyeva A.A. – Master of Humanities, English Teacher, “Kosshy Municipal Gymnasium School of Kosshy Municipal Education Department of Akmola Region Education Department” MSI, Lesnaya Polyana microdistrict, Kosshy, Kazakhstan.

Даулеткелдыева А.А. – гуманитарлық ғылымдар магистрі, ағылшын тілі пәні мұғалімі, «Ақмола облысы білім басқармасының Қосшы қаласы бойынша білім бөлімі Қосшы қаласының мектеп-гимназиясы» КММ, Лесная поляна шағын ауданы, Қосшы, Қазақстан.