

UDC 81'373=512.122=111

IRSTI 16.41.25

<https://doi.org/10.48371/PHILS.2025.3.78.011>

KAZAKH LANGUAGE AND BRITICISM

*Karibekova A.¹, Turarova A.²

^{*1} Abai Kazakh National Pedagogical University, Almaty, Kazakhstan

² Taraz Regional University named after M.H.Dulati, Taraz, Kazakhstan

Abstract. The primary aim of this study is to investigate the recent lexical items in the modern Kazakh language that have been borrowed from English, as well as the methods of their dissemination and the contexts in which they are utilized within the language. The objectives of the study are to identify the scope of Briticisms in the Kazakh language, to analyze their semantic and structural features, and to evaluate their level of adaptation within the lexical system of the Kazakh language. The significance of this topic arises from the limited research conducted on English lexical borrowings, particularly regarding their quantity, content, scope, and the specific characteristics of their adaptation or assimilation into Kazakh. These phenomena are closely linked to the globalization processes observable at the lexical level across numerous languages, influenced by American and British cultures, and notably, the increasing incorporation of English terms into the Kazakh lexical framework. The sociolinguistic factors underlying these trends have not been thoroughly examined. Consequently, the systematization, unification, and standardization of Briticism are of paramount importance for the proper functioning of the literary norms of the Kazakh language. The theoretical value of this study is due to its results can be taken as a basis for the subsequent detailed consideration in Kazakh corpus other languages loanwords (English). The practical significance of the present research is that both teachers and students at universities where a humanities faculty exists, can utilize this study in Linguistics Department especially when teaching Lexicology or Terminology. It is quantitative as well as qualitative analysis which has been employed after data collection formed the way this piece of work happen and along with it content existed. To complete this study, we conducted a survey among first- to fourth-year students of Abai Kazakh National Pedagogical University via an online platform, with a total of 215 participants. The analysis shows that Briticisms have become established in the Kazakh language over the past twenty years.

Keywords: Kazakh language, English, briticism, lexicology, terminology, globalization, language dominance, worldview

Introduction

At the beginning of the 20th century, Britain stood out as the most profitable imperial power, controlling territories like India, Canada, Australia, and various smaller regions. English became the predominant language in these areas, serving as the main mode of international communication in Europe, outpacing other languages. After World War II, the English-speaking United States rose to a position of economic dominance. The economic, social, and military support provided by the U.S. to developing countries gradually led to the decline of French as the diplomatic language. Several factors contributed to the widespread adoption and popularity of English worldwide:

- its status as one of the official languages of the United Nations;
- advancements in industry and technology;
- the expansion of telecommunications and aviation;
- the spread of new films and television shows;
- the global appeal of pop music;
- the rise of electronic communication technologies.

In this study, the term *Briticism* is used following Merriam-Webster's definition as "a characteristic feature of British English", and according to the Oxford Learner's Dictionaries as "a word or expression used in Britain but not in other English-speaking countries [1].

Across multiple domains, English has functioned as the predominant international lingua franca. The achievements of artists such as Bob Dylan and John Lennon, who performed in English and attracted significantly larger audiences than many of their international counterparts, illustrate that the widespread appeal of their music was largely attributable to the popularity of English-language songs rather than to any inherent superiority of artistic talent. The global influence of English continues to expand annually, reinforcing its central role in international communication. Collectively, these factors have consolidated English as the principal lingua franca across diverse spheres, including science, business, academia, and tourism [2]. By the latter half of the twentieth century, English had formally attained recognition as one of the official languages of the United Nations [3]. B. Kachru's "Three Circles" framework (Inner, Outer, Expanding Circles) not only illustrates the geographical diffusion of English but also highlights the distinct sociolinguistic functions it fulfills across regions [4]. Complementing this perspective, J. Jenkins underscores the adaptive role of English as a shared communicative code among speakers from varied linguistic backgrounds, with a particular emphasis on intelligibility rather than strict conformity to native-speaker norms [5].

This dynamic frequently generates complex debates on language policy, particularly within multilingual societies where English operates simultaneously as an official language and as a vernacular spoken by substantial segments of

the population. Moreover, the notion of English as a form of “cultural capital” underscores how proficiency in the language affords individuals both social and economic advantages, thereby reinforcing its dominant status and shaping educational policies in non-English-speaking contexts [6]. The global diffusion of English has, in turn, given rise to a broad spectrum of localized varieties, collectively referred to as World Englishes, which embody the linguistic and cultural specificities of their respective regions rather than conforming to a uniform standard. Adding a critical dimension to this discussion, R. Phillipson’s theory of “linguistic imperialism” argues that the dominance of English is sustained through political, economic, and educational structures that frequently marginalize indigenous languages [7]. While some scholars interpret this phenomenon as an inevitable outcome of globalization, others emphasize the potential threat it poses to linguistic diversity.

A comparable trend has emerged in Kazakhstan over the past two to three decades, as an increasing number of individuals have begun to acquire English. The language has been introduced at earlier stages of the curriculum, and the national trilingual education policy (Kazakh–Russian–English) has fostered its functional integration into both secondary and higher education [8]. Nazarbayev Intellectual Schools have been at the forefront of this initiative, pioneering the instruction of core subjects in English and establishing a model subsequently adopted by other institutions. According to the findings of Furiassi, Pulcini, and Rodríguez González, there is a marked growth in the use of anglicisms—English loanwords that have been phonologically and morphologically adapted—particularly among younger generations [9]. These borrowings encompass both technological terminology (e.g., computer, smartphone) and cultural concepts (e.g., weekend, manager), reflecting the dual influence of global media and the prestige attached to English in professional domains. A salient indicator of this linguistic influence is the extensive influx of such loanwords, which are gradually assimilated into the local phonetic system. Furthermore, these adapted English expressions are increasingly employed in everyday communication, with those officially incorporated into the national lexicon being categorized as Briticisms.

Materials and methods

This study aims to investigate the emergence of new lexical items in contemporary Kazakh that have been borrowed from English, with particular attention to the mechanisms of their dissemination and the communicative contexts in which they are employed. The relevance of this topic lies in the scarcity of comprehensive research on English lexical borrowings, especially regarding their quantitative representation, semantic domains, functional scope, and the specific features of their adaptation or assimilation into the Kazakh language. These processes are closely associated with globalization, manifesting

at the lexical level in many languages shaped by American and British cultural influence, and they underscore the increasing integration of English-American terms into the Kazakh lexicon. However, the sociolinguistic factors underlying these dynamics remain insufficiently examined [10]. In this regard, the systematization, unification, and standardization of English-derived lexical items (commonly referred to as Briticisms) are essential for ensuring the stability and effective functioning of the literary norms of the Kazakh language.

To achieve the objectives of the research, a survey was conducted among undergraduate students (Years 1–4) at Abai Kazakh National Pedagogical University through an online platform, involving a total of 215 participants. The methodological framework was specifically designed to address several key research tasks. First, the structured online survey facilitated the systematic identification and documentation of English-derived lexical items currently used by students. This enabled the study to determine both the quantitative parameters (frequency and extent of usage) and the qualitative dimensions (contexts and registers of use) of such borrowings. Furthermore, open-ended questions and thematic coding procedures were employed to elicit additional examples of lexical borrowing and to capture students' perceptions regarding the adaptation and standardization of English-origin words. This qualitative component ensured that the analysis encompassed not only the linguistic forms themselves but also the sociolinguistic attitudes associated with their use. The findings indicate that English-derived lexical items have been present and increasingly integrated into the Kazakh language over the past two decades.

Results and discussion

R.Kamau emphasizes the deep connection between language and nation [11]. As a result, the vitality of a language is closely tied to the health of the community that speaks it. A language thrives in a nation that is progressing and developing, while it tends to diminish in a nation experiencing decline. Linguistic theory has long acknowledged the concept of “dead languages,” which includes not only those of smaller nations and tribes but also languages from historically significant civilizations like Sanskrit, Coptic, Avestan, Hunnic, and Latin. Although it may be inaccurate to label these languages as completely extinct, given that they have not been spoken for centuries, they nonetheless form the foundational roots and historical precursors for many modern languages. Historical documents show extensive interaction of the Kazakh language with various languages, particularly Turkic, Arabic, Russian, and more recently, English. The considerable influx of loanwords from these languages can be traced back to various historical influences. The nature and extent of these borrowings shed light on the relationships among different peoples and the cultural contexts of their interactions. The historical periods detailed in the following table clarify

the key ethnopolitical and sociolinguistic transformations that have occurred throughout Kazakhstan's history, as well as the evolving role of foreign languages in the nation's communication landscape.

In 1731, Kazakhstan began its integration into the Russian Empire, a process that culminated in the establishment of the Soviet Union in 1917. Between 1917 and 1940, the majority of languages within the USSR underwent a transition from the Arabic script to a Latin alphabet. Subsequently, in 1940, the Kazakh alphabet was altered from Latin to Cyrillic. The period from 1940 to 1991 saw an intensification of the Soviet Union's Russification policies, which significantly altered the ethnodemographic landscape of Kazakhstan, resulting in Kazakhs becoming a minority in their own homeland. The year 1991 marked Kazakhstan's emergence as an independent state, initiating a process of nation-building.

As illustrated in the accompanying table, foreign languages such as Arabic, Persian, Mongolian, and Russian gradually yielded prominence to European languages. Consequently, by the early 21st century, English emerged as the primary source of lexical borrowing in the Kazakh language. The national lexicon of Kazakh is abundant in vernacular expressions; however, the Russification policies of the Soviet era fundamentally transformed the functional characteristics, terminological standards, and alphabetic system of the Kazakh language. This transformation is supported by the observations of scholar A. Musorin, who noted that the languages of the former USSR can be viewed as a linguistic union [12]. The prolonged coexistence of these languages within a multinational state, coupled with the substantial influence of Russian, led to the emergence of shared features across their linguistic systems. For instance, previously absent phonemes such as [ф], [х], and [ц] appeared in Udmurt due to Russian influence, while many adjectives in Komi-Permyak began to adopt the suffix “-овой” (derived from the Russian forms -овый, -овая, -овое). Additionally, complex sentence structures that were previously lacking in Tuvinian began to develop.

The lexicon of these languages was profoundly impacted by Russian, with nearly the entire socio-political and scientific terminological framework in the languages of the former USSR being either borrowed from Russian or shaped under its significant influence.

The late 20th century and the onset of the 21st century have been characterized by a significant acceleration of globalization processes worldwide. The global community is currently navigating a multifaceted phase of social dynamics, which is notably influenced by advancements in information technology. Globalization has permeated various sectors, including economic, political, and cultural domains. This phenomenon is a subject of inquiry across numerous fields of contemporary scholarship, such as sociology, cultural studies, political science, and notably, linguistics.

In this context, R.Kainazarov, a prominent figure in linguistic philosophy, posits that “Globalization is an objective process that is not inherently designed to undermine existing languages. However, its rapid pace and extensive reach can undermine the foundations of languages, particularly those of smaller nations, communities, tribes, and ethnic groups” [13, 134 p.]

English serves as a driving force behind globalization and the dissemination of information, earning it the designation of a “global language.” A key indicator of the globalization of English is the swift proliferation of Anglicisms, which encapsulate significant elements of Western European culture. Consequently, both global and national media act as conduits for the introduction of Anglicisms into various languages.

Kazakh is recognized as the official language of the Republic of Kazakhstan. Statistical estimates indicate that approximately 22 million individuals worldwide communicate in Kazakh, with over 14 million residing in Kazakhstan, 8 million in other CIS nations, and 3 million in China. Additionally, the Kazakh language enjoys a presence in Mongolia, Afghanistan, Pakistan, Iran, Turkey and etc. It is evident that there exists a substantial potential audience for information in the Kazakh language, with approximately 25% of its speakers residing outside of Kazakhstan. The Kazakh language belongs to the Kypchak subgroup of Turkic languages, which includes Tatar, Bashkir, Karachay-Balkar, Kumyk, Karaim, Crimean Tatar, Karakalpak, and Nogai, with the closest linguistic ties to Nogai and Karakalpak. The Kypchak area encompasses Kazakhstan and extends into parts of Eastern Europe, including Northern Crimea, the lower Volga region, Northern Caucasia, and portions of Khoresm and Uzbekistan.

Kazakh grammar is characterized by a range of distinctive features, with a notable aspect being the ability of Kazakhs, despite residing over vast distances, to communicate in a single language devoid of dialectal variations. The standard Kazakh language boasts a rich lexical inventory and a sophisticated system of word formation and morphological processes, which facilitate the expression of a wide array of concepts related to contemporary social phenomena across various domains such as science, technology, industry, culture, and information technology, all articulated in the Kazakh language itself.

To comprehend the essence of Kazakh vocabulary and its evolution, it is essential to investigate the etymology of its lexicon, the historical factors influencing its structure, scope, and significance, as well as the comparative roles of indigenous and loanwords in the expansion of Kazakh vocabulary.

The written form of the Kazakh language has undergone considerable transformation over time. It was originally based on the Arabic script until 1929, followed by a period where the Latin script was predominant from 1929 to 1940. Since 1940, the Cyrillic alphabet has been in use. The transition to the Cyrillic script in 1940 resulted in the Russian language becoming the primary medium for international vocabulary, with borrowed terms being influenced predominantly by Russian pronunciation and orthography.

The issue of altering the graphical foundation of the Kazakh alphabet has been a topic of discussion within contemporary Kazakh society for over two decades. In this context, it is important to consider the implications of such changes.

In 2002, the Ministry of Culture, Information, and Public Accord, in partnership with the Institute of Linguistics at the National Academy of Sciences of the Republic of Kazakhstan, initiated significant nationwide projects. This endeavor culminated in 2011 with the publication of a comprehensive 15-volume Dictionary of the Kazakh Literary Language.

The dictionary encompasses a total of 92,300 words and 57,856 phrases, resulting in over 150,000 lexical units. It provides explanations for 166,612 lexical meanings. This work represents a substantial contribution from the contemporary generation of Kazakhs towards the preservation of their linguistic heritage, as well as the systematic organization and scientific classification of the language, with the overarching aim of transmitting this extensive cultural legacy to future generations.

Since gaining independence, English has emerged as the primary source for lexical borrowing in the Kazakh language. English terms have been effectively integrated into various domains of social life in Kazakhstan, ranging from diplomatic discourse to everyday conversations. However, the percentage of vernacular versus international words in Kazakh remains unexamined. This is partly due to the protracted nature of the borrowing process and the insufficient availability of etymological dictionaries. Ongoing discussions among scholars focus on the translation of international terms into Kazakh. In this context, linguist A.Khudaibergenova emphasized that the primary criterion for borrowing terms should be to avoid using foreign words when a native term with a similar meaning already exists [14]. She advocates for the use of available international words to fill terminological gaps, suggesting that when synonymous terms differ in motivational levels, preference should be given to the more motivated terms.

Content analyses of Kazakh-language mass media and lexicographical literature reveal a notable presence of Briticisms.

Table 1

№	<i>Functioning spheres</i>	<i>Briticisms</i>
1	Education	университет (university); институт (institute); факультет (faculty); силабус (syllabus); лекция (lecture); ректор (rector); директор (director); доктор (doctor); профессор (professor); диплом (diploma); грант (grant); тест (test); курс (course); технология (technology); инновация (innovation); стандарт (standard); сертификат (certificate); конференция (conference); эдвайзер (advisor); супервайзер (supervisor); тэзис (thesis) etc.

2	Informational technologies	компьютер (computer); диск (disk); модем (modem); интернет (internet); чат (chat); сканер (scanner); ксерокс (xerox); символ (symbol); флешка (flash card); монитор (monitor); бит (bit); байт (byte); алгоритм (algorithm); факс (fax); скайп (skype); блог (blog); дисплей (display); файл (file); интерфейс (interface); принтер (printer); браузер (browser); сайт (site); веб-сайт (website); портал (portal); плейер (player); драйвер (driver); чат (chat); фейсбук (facebook); ватцап (WhatsApp), etc.
3	Sports	атлетика (athletics); акробатика (acrobatics); аутсайдер (outsider); бокс (box); бейсбол (baseball); гольф (golf); футбол (football); волейбол (volleyball); гандбол (handball); виндсерфинг (windsurfing) сноубординг (snowboarding) теннис (tennis) хоккей (hockey) нокаут (knock-out); нокдаун (nock down); рекорд (record); снайпер (sniper), etc.
4	Show business	хит (hit); пиар (PR - public relations); интервью (interview); альбом (album); номинация (nomination); шоу (show); шоумен (showman); шоу бизнес (show business); триллер (thriller); блокбастер (blockbuster); бестселлер (bestseller); видео (video); видеоклип (videoclip) etc.
5	Mass-media	пресс-конференция (press conference); брифинг (briefing); журналист (journalist); журналистика (journalism); интервью (interview); интервьюер (interviewer); репортер (reporter); журнал (journal); радио (radio); пиар (PR – public relations); спикер (speaker), фото (photo); фотосалон (photo salon); фотосессия (photo session); дискотека (disco); клуб (club); диджей (диск-жокей) (DJ); имидж (image); имиджмейкер (image maker); мейкап (make-up); спонсор (sponsor); детектор (detector); дайджест (digest); масс-медиа (mass media); офис-менеджер (office-manager) etc.
6	Economy and business	агент (agent); акция (action); аудит (audit); аудитор (auditor); банк (bank); банкир (banker); бартер (barter); бенефициар (beneficiary); бренд (brand); бюджет (budget); брокер (broker); ваучер (voucher); дилер (dealer); дистрибьютер (distributor); дефолт (default); фирма (firm); менеджмент (management); менеджер (manager); инфляция (inflation); бизнес (business); маркетинг (marketing); дебитор (debtor); депозит (deposit); депозитор (depositor); кредит (credit); кредитор (creditor); экономика (economy); индоссамент (endorsement); индекс (index); импорт (import); экспорт (export); супермаркет (supermarket); гипермаркет (hypermarket); капитал (capital); консалтинг (consulting); инвестиция (investment); инвестор (investor); холдинг (holding); компания (company); индустрия (industry), etc

7	Policy and society	президент (president); парламент (parliament); сенат (senate); премьер-министр (prime-minister); декларация (declaration); делегат (delegate); департамент (department); дипломат (diplomat); кандидат (candidate); оппозиция (opposition); стратегия (strategy); конгресс (congress); автономия (autonomy); комитет (committee); демонстрация (demonstration); депутат (deputation); конституция (constitution); партия (party); реформа (reform), etc.
---	--------------------	--

A significant portion of Briticisms in Kazakh, as illustrated in the table, functions primarily in the nominative case. The meanings associated with these terms in Russian are carried over into the Kazakh language. When these borrowed words enter a new linguistic context, there is a noticeable effort to clarify their meanings, as they may not be readily understood by speakers of the borrowing language.

Scholarly debates on national development consistently underscore the significance of language policy as a core component of cultural and social identity. In contemporary Kazakhstan, language policy—particularly with regard to the state language—represents one of the priority areas of sociolinguistic development. The key issues include expanding the social functions of the Kazakh language and strengthening its constitutional status, as emphasized in recent studies [15]. From this perspective, it becomes evident that the advancement of the Kazakh language is not only a linguistic task but also a strategic factor in ensuring national cohesion and sustainable development.

The survey was conducted to identify the presence and influence of Briticisms among Kazakh youth. The questionnaire included both closed-ended and open-ended items and covered the following areas: 1) demographic information; 2) language background and exposure to English; 3) recognition and understanding of Briticisms; 4) usage patterns; 5) attitudes toward Briticisms; 6) open-ended reflections.

A total of 215 students participated in the present study, including 21 male and 194 female students. This distribution is largely explained by the gender composition characteristic of pedagogical programs, where female students traditionally predominate. Consequently, the predominance of female respondents in the survey is a natural reflection of the existing academic environment, and the obtained data accurately represent the real context, thereby enhancing the reliability of the analysis.

Table 2

Gender	Number	%
Male	21	09.80
Female	194	90.20
Total	215	100.00

In addition, the course of study and the average age of the surveyed students allow for the assumption that their overall level of exposure to English in everyday communication is relatively consistent. This suggests that students within this cohort possess a comparable degree of “familiarity” with commonly used English words in speech. Such an observation is important, as it provides a contextual basis for interpreting the findings of the study and for assessing the role of age and academic background in shaping language competence.

Table 3

Course	Number	%
First	117	54.40
Second	67	31.20
Third	11	05.10
Fourth	20	09.30
Total	215	100.00

One of the anonymous respondents noted: “In the future, Kazakh speakers will be positively influenced by words borrowed from English. Since English is a global language, it provides many opportunities. Such borrowings may have a dual impact on the Kazakh language. On the one hand, with the development of new technologies and science, English terms may enter Kazakh and facilitate communication. When young people and professionals study abroad or use English in their careers, these terms gradually become part of everyday speech. On the other hand, this trend may pose challenges to preserving the originality and purity of the Kazakh language. If English terms are adopted without proper equivalents, the unity of national culture and language may weaken.”

All 215 students surveyed emphasized this ambiguity, which reflects a division within Kazakh society. On the one side are Russian-speaking parents and adults, while on the other side stand modern youth, who are more familiar with English borrowings in daily communication.

The survey results demonstrate that Anglicisms have already become a noticeable element in the linguistic practices of Kazakh youth. While students generally recognize and understand these lexical borrowings, their attitudes remain ambivalent. On the one hand, Anglicisms are associated with global communication, access to modern technologies, and integration into the international academic and professional sphere. On the other hand, concerns were expressed about their potential impact on the preservation of the Kazakh language’s cultural uniqueness and purity. Overall, the findings suggest that the influence of Anglicisms is steadily growing, and young people are both the main drivers and the main critics of this process.

Conclusion

The examination of the integration of Briticisms into the Kazakh language reveals several notable trends:

1. A significant portion of Briticisms in Kazakh has been acquired through the Russian language.

2. Many Briticisms have entered the Kazakh lexicon via semantic assimilation.

Research indicates that a majority of borrowed terms in Kazakh are international words, which belong to the global lexical inventory.

Despite the longstanding interest of linguists in the phenomenon of borrowings, the sociolinguistic aspects of Briticisms—specifically the processes surrounding their emergence, spread, and usage within the Kazakh language system—require further comprehensive investigation.

Summing up, the study shows that Briticisms are gradually integrating into the speech of Kazakh youth, reflecting both opportunities and challenges for language development. Future research should focus on a comparative analysis of Briticisms and Americanisms in Kazakh, as well as the long-term impact of English borrowings on the preservation of national linguistic identity.

The primary motivations for the adoption and utilization of English-derived terms in contemporary Kazakh are largely extralinguistic. Nonetheless, intralinguistic factors also play a role. Due to the differences in the graphic systems of the alphabets and the phonetic norms of the Kazakh language, the degree of phonetic, grammatical, and semantic assimilation of loanwords varies. The incomplete morphophonological and graphic adaptation of these terms indicates that the national characteristics, phonetic, and orthographic standards of the Kazakh language are partially altered. Addressing this issue may involve the systematic organization of the national terminological corpus and a transition to a Latin-based script.

REFERENCES

- [1] Merriam-Webster. (n.d.). Briticism. In Merriam-Webster.com dictionary. <https://www.merriam-webster.com/dictionary/briticism>. 01.09.2025
- [2] Seidlhofer B. Understanding English as a Lingua Franca. – Oxford University Press, 2011. – 240 p.
- [3] Crystal D. English as a Global Language. 2nd ed. – Cambridge: Cambridge University Press, 2003. – 212 p.
- [4] Kachru B. B. Standards, Codification and Sociolinguistic Realism / English in the World. –Cambridge University Press, 1985. – P.11-30.
- [5] Jenkins J. English as a Lingua Franca: Attitude and Identity. – Oxford University Press, 2007. – 296 p.
- [6] Sharifian F. World Englishes, Intercultural Communication and

Requisite Competences. – Routledge eBooks. Informa, 2012. – P. 310-322.

[7] Phillipson R. Linguistic Imperialism. – Oxford University Press, 1992. – 365 p.

[8] British Council. Secondary English Language Teaching in Kazakhstan. – 2023. – 55 p. https://www.teachingenglish.org.uk/sites/teacheng/files/202306/Kazakhstan_country_report_FINAL.pdf

[9] Furiassi C., Pulcini V., Felix R. The Anglicization of European Lexis. – John Benjamins, 2012. – 356 p.

[10] Baidrakhmanova D., & Doszhan G. Historical and Sociolinguistic Aspects of Use of Anglicisms in the Kazakh Language // Procedia-Social and Behavioral Sciences. – 2015. – №190. – P. 346–352.

[11] Kamau R. The Role of Language in the National Identity of a Socially Dynamic Society // European Journal of Literature, Language and Linguistics Studies. – 2022. – №6 (1). – P. 1–15. <https://carijournals.org/journals/index.php/ejl/article/download/898/1112/3280>

[12] Musorin A. Yu. Linguistic union of the languages of the former USSR // Voprosy Jazykoznanija. – 2009. – №5. – P. 3–15.

[13] Kainazarov K. K. probleme razvitiya filosofii yazyka. [On the problem of development of philosophy of language]. – Tashkent: Uzbekistan, 2007. – 134 s. [in Rus.].

[14] Khudaibergenova A. Printsipy postroeniya perevodnogo ideograficheskogo slovary bankovskoi terminologii (na materiale russkogo, angliiskogo i kazakhskogo yazykov) [Principles of constructing a translated ideographic dictionary of banking terminology (based on the material of Russian, English and Kazakh languages)]. – Almaty: Izdatel'skii dom. – 2023. – 28 s. [in Rus.].

[15] Koyanbekova S. B., Nurmukhametova K. T., Jamambetova A. U., Rakimkulova A. A. Qazaq tılı ekspressivтік stilistikasy: logika-filosofialyq paradigmalary zertteudіn özektilіgі [Expressive Style of the Kazakh Language: Relevance of the Study of Logic and Philosophical Paradigms] // Bulletin. Series: Philological sciences» of the Joint Stock Company «KazUIR&WL named after Ablai Khan. – 2025. – № 2 (77). – B. 168-183. [in Kaz.].

ҚАЗАҚ ТІЛІ ЖӘНЕ БРИТИЗМ

* Кәрібекова А.¹, Тұрарова А.²

^{*1}Абай Атындағы Қазақ Ұлттық Педагогикалық Университеті
Алматы, Қазақстан

² М.Х.Дулати Атындағы Тараз Өңірлік Университеті, Тараз, Қазақстан

Аңдатпа. Бұл зерттеудің негізгі мақсаты қазіргі кездегі қазақ тіліне ағылшын тілінен енген лексикалық бірліктерді, сондай-ақ олардың таралу

әдістері мен тілде қолданылатын контексттерді зерттеу болып табылады. Зерттеудің міндеттері болып қазақ тіліндегі бритизм қолданыс аясын айқындау, олардың семантикалық және құрылымдық ерекшеліктерін талдау, сондай-ақ қазақ тілінің лексикалық жүйесіне бейімделу деңгейін бағалау болып саналады. Зерттеудің маңыздылығы ағылшын тілінен енген сөздер жайлы зерттеулердің дамуына, әсіресе олардың мазмұнына, ауқымына және олардың қазақ тіліне бейімделуінің немесе ассимиляциясының ерекшеліктеріне байланысты талдаулардың жолға қойылуына ықпал етеді. Бұл құбылыстар американдық және британдық мәдениеттердің әсерінен көптеген тілдерде лексикалық деңгейде байқалатын жаһандану процестерімен, яғни ағылшын сөздерінің қазақ тілінің лексикалық базасына енуінің артуымен тығыз байланысты. Бұл бағыттағы қазақ тіліндегі социоллингвистикалық факторлар мұқият зерттелмегені байқалады. Демек, бритизмдерді жүйелеу, біріздендіру және стандарттау қазақ тілінің әдеби нормаларының қалыптасуы бағытында зерттеу жасаудың маңыздылығы жоғары. Бұл зерттеудің теориялық құндылығын, оның нәтижелерін қазақ тілі корпусына басқа тілдерден (ағылшын) алынған сөздерді алдағы уақытта зерттеу үшін негіз ретінде алуға болады. Сонымен қатар зерттеудің практикалық маңыздылығы гуманитарлық бағытта білім беретін университеттердің оқытушылары мен студенттері лингвистикалық пәндерді оқыту барысында, әсіресе лексикология немесе терминологияны оқытуда қолдана алады. Бұл мақала сандық және сапалық талдаудан тұрады. Зерттеуде Абай атындағы Қазақстан ұлттық педагогикалық университетінің (ҚазҰПУ) студенттері арасында (1-4 курс, жалпы саны 215 адамнан тұратын) онлайн-платформада сауалнама алынып, талдау жасалынды. Талдау көрсеткендей, бүгінгі таңда бритизм қазақ тілінде соңғы жиырма жыл ішінде кеңінен тарай бастағаны анықталды.

Тірек сөздер: қазақ тілі, ағылшын, бритизм, лексикология, терминология, тілдік империализм, жаһандану, дүниетаным

КАЗАХСКИЙ ЯЗЫК И БРИТИЗМ

* Карибекова А.¹, Турарова А.²

^{*1} Казахский национальный педагогический университет имени Абая
Алматы, Казахстан

² Таразский региональный университет им.М.Х. Дулати, Тараз, Казахстан

Аннотация. Основной целью данного исследования является изучение новейших лексических единиц в современном казахском языке, которые были заимствованы из английского, а также методов их распространения и контекстов, в которых они используются в языке. Задачами исследования являются определение сферы употребления бритизмов в казахском языке,

анализ их семантических и структурных особенностей, а также оценка степени адаптации в лексической системе казахского языка. Важность этой темы обусловлена ограниченным количеством исследований, посвященных лексическим заимствованиям из английского языка, особенно в отношении их количества, содержания, сферы охвата и специфических особенностей их адаптации или ассимиляции в казахском языке. Эти явления тесно связаны с процессами глобализации, наблюдаемыми на лексическом уровне во многих языках, под влиянием американской и британской культур, и, в частности, с растущим внедрением англо-американских терминов в лексическую базу казахского языка. Социолингвистические факторы, лежащие в основе этих тенденций, не были тщательно изучены. Следовательно, систематизация, унификация и стандартизация бритизмов имеют первостепенное значение для надлежащего функционирования литературных норм казахского языка. Теоретическая ценность данного исследования заключается в том, что его результаты могут быть взяты за основу для последующего детального рассмотрения в корпусе казахского языка заимствований из других языков (английского). Практическая значимость настоящего исследования заключается в том, что как преподаватели, так и студенты университетов, где существуют гуманитарные факультеты, могут использовать это исследование на факультете лингвистики, особенно при преподавании лексикологии или терминологии. Это как количественный, так и качественный анализ. Для завершения работы мы провели опрос среди студентов Казахстанского национального педагогического университета (КазНПУ) имени Абая (1-4 курс) на онлайн-платформе, общим количеством 215 человек. Анализ показывает, что на сегодняшний день бритизм укоренился в казахском языке уже на протяжении двадцати лет.

Ключевые слова: казахский язык, английский, бритизм, лексикология, терминология, языковой империализм, глобализация, мировоззрение

Мақала түсті / Стаття поступила / Received: 03.04.2025.

Жариялауға қабылданды / Принята к публикации / Accepted: 25.09.2025.

Авторлар туралы мәлімет:

Кәрібекова Акторғын Жамаубайқызы – филология ғылымдарының кандидаты, Абай атындағы Қазақ ұлттық педагогикалық университеті, e-mail: ak_torgyn-karibek@mail.ru, <https://orcid.org/0009-0008-7269-42477>

Турарова Айсулу Нурдуновна – филология ғылымдарының кандидаты, қауымдастырылған профессор, М.Х.Дулати атындағы Тараз өңірлік университеті, e-mail: aisulu.turarova@mail.ru, <https://orcid.org/0000-0002-4712-54200>

Информация об авторах:

Карибекова Акторгын Жамаубаевна – кандидат филологических наук, Казахский национальный педагогический университет имени Абая, e-mail: ak_torgyn-karibek@mail.ru, <https://orcid.org/0009-0008-7269-42477>

Турарова Айсулу Нурдуновна – кандидат филологических наук, ассоциированный профессор, Таразский региональный университет им.М.Х.Дулати, e-mail: aisulu.turarova@mail.ru, <https://orcid.org/0000-0002-4712-54200>

Information about the authors:

Karibekova Aktorgyn – Candidate of Philological Sciences, Kazakh National Pedagogical University named after Abay, e-mail: ak_torgyn-karibek@mail.ru, <https://orcid.org/0009-0008-7269-42477>

Turarova Aisulu – Candidate of Philological Sciences, Associate Professor, Taraz Regional University named after M.H.Dulati, e-mail: aisulu.turarova@mail.ru, <https://orcid.org/0000-0002-4712-54200>