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**THE STUDY OF VARIOUS FORMS AND TYPES OF  
BILINGUALISM AND MULTILINGUALISM IN THE CONTEXT OF  
KAZAKH, RUSSIAN, AND ENGLISH**

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**Abstract.** This article explores the forms and types of bilingualism and multilingualism within the linguistic context of Kazakh, Russian, and English. The relevance of the study is determined by the increasing role of multilingual competence in modern Kazakhstan and the complex interaction between national and global languages. The aim of the research is to systematize existing classifications of bilingualism and multilingualism and to identify the stages of their development based on the degree and nature of linguistic interference.

The study is grounded in a comprehensive analysis of linguistic, psycholinguistic, and sociolinguistic theories of bilingualism proposed by L. V. Shcherba, U. Weinreich, Ch. Osgood, S. Ervin, and other scholars. The methodological framework includes descriptive analysis, comparative classification, introspection of bilingual speech, and the examination of empirical observations of Kazakh–Russian and Kazakh–Russian–English language interaction.

The article presents a staged model of bilingualism and trilingualism, ranging from superferential and polyferential types to metaferential, mesoferential, transferential, endoferential, and adaptive bilingualism. Each stage is characterized by a specific level of phonetic, grammatical, lexical-semantic, and stylistic interference. Special attention is given to the adaptive type of bilingualism, which represents the highest level of linguistic competence and is marked by the automatic use of multiple languages without communicative or structural deviations.

The results of the study demonstrate that bilingualism and multilingualism are dynamic and socially conditioned phenomena closely connected with national language development and language policy. The scientific value of the research lies in the proposed systematic classification of bilingualism stages, while its practical significance is associated with applications in language education, teacher training, and the development of effective multilingual communication strategies.

**Keywords:** bilingualism, multilingualism, superferential, polyferential, deferential, metaferential, mesoferential, ential

### **Introduction**

Such factors hinder researchers from reaching a unified on a comprehensive definition of complex phenomena like bilingualism and multilingualism. As a result, statements such as “bilingualism as a linguistic and social phenomenon cannot be defined unambiguously” [1, p. 23] have been made. If bilingualism is as a relationship between a native language (L1) and a second language (L2), the concept of trilingual or multilingualism becomes ambiguous. Research has explored interactions among three linguistic systems. However, most scholarly works use the terms “bilingual” and “multilingual” to describe situations involving more languages. This preference likely stems from the prevalence of bilingualism as a form of multilingualism, leading to system interactions.

Moreover, findings from bilingual studies have frequently informed trilingualism research. Nonetheless, an increasing number of studies suggest that the intricate process of mutual influence among multiple languages requires further investigation.

Significance of the research:

- Contextual Importance: The topic of the paper is relevant due to the rising role of multilingual skills in Kazakhstan’s sociocultural and educational realms, where the contact between Kazakh, Russian, and English speakers occurs more often than ever before.

- Theoretical and Practical Value: An examination of the extant classifications and theories concerning bilingualism offers valuable knowledge regarding language acquisition, interference, and adjustment that can be used for language teaching purposes and for developing educational and intercultural policies.

- Empirical Basis: The concentration of the study on the practical aspect of Kazakh-Russian and Kazakh-Russian-English interactions allows applying the results to actual language practices in Kazakhstan.

Novelty of the research:

- Systematic Classification: The article introduces a sophisticated classification of bilingualism and trilingualism involving eight types including superferential and adaptive bilingualism. The proposed classification distinguishes itself through interference types that are characteristic of particular stages of bilingualism/trilingualism development and makes a step forward in comparison with existing models by providing a link between interference degrees and language competence stages.

- Creation of a Hierarchical Model: The creation of a hierarchical model including clearly defined concepts such as superferential, polyferential, metaferential and other stages is innovative in terms of how bilingualism/trilingualism is perceived and measured.

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- In-depth Study of Interference Dynamics: In studying phonetic, grammatical, lexical-semantic and stylistic interference during various stages, the article creates a basis for a more thorough study of interlingual interference in different bilingual/multilingual contexts.

- Focus on Central Asia Languages: While most research work on bilingualism is general and lacks specificity, the article examines the stages of bilingual/trilingual competence in the context of Kazakh-Russian-English interaction.

### **Methods and materials**

**Design of the research.** The research methodology employed in this study encompasses a variety of techniques designed to investigate the intricate processes of bilingual and multilingual acquisition comprehensively. A descriptive approach is adopted to explore the essence of bilingualism and its diverse manifestations, while a classification method is employed to systematically organise the accumulated data.

The concept of introspection in bilinguals is closely connected to the analysis of their linguistic competencies in two languages. This involves collecting data and extracting insights from bilingual participants, the characteristics of their respective languages, and how these interact with each other.

A substantial body of recent psychological and psycholinguistic research has focused on examining the theories proposed by L.V. Shcherba concerning two varieties of bilingualism - pure and mixed - subsequently reconceptualized by American psychologists Ch. Osgood and S. Erwin as coordinated and mixed bilingualism, respectively. They classified bilingualism as “mixed” when there is an ongoing alternation between two languages, while “coordinated” bilingualism denotes the independent existence of each language within the bilingual individual [2, p. 145–146].

The concept of bilingualism can be categorized into two primary types: coordinated and mixed. Coordinated bilingualism aligns with the pure type, whereas mixed bilingualism is characterized by correlated bilingualism [3, p. 4].

Additionally, W. Wainreich introduced a third type of bilingualism known as subordinative bilingualism [5]. Like coordinated bilinguals, subordinative bilinguals possess two languages (L1 and L2). However, the distinction lies in the fact that this type involves a complex sign that elicits the corresponding word from the primary language (L1), with individuals acquiring the secondary language through translation methods [5].

Theoretical and empirical evidence indicates that psychological difficulties encountered in a second language, such as Russian, are not due to the learner’s interest or emotional disposition toward the language. Rather, these challenges stem from psycholinguistic factors, encompassing the complex interaction between linguistic systems in multilingual individuals and the endeavour to maintain balance among them.

By applying the principles of optimal balance between the native language and one or additional languages, distinctions can be drawn between bilingualism and trilingualism. Coordinated bilingualism refers to a level of proficiency that allows individuals to produce accurate speech in both languages simultaneously. In contrast, deviations from the linguistic system in one's speech would categorize it as subordinate bilingualism. Vereshchagin acknowledges the possibility of erroneous speech production in the dominant language.

In addition to extreme perspectives on bilingualism, some definitions contemplate the gradual development of a bilingual identity. T.A. Bertagaev distinguishes between active and passive bilingualism, where active bilingualism encompasses the ability to utilize a second language fluently in both oral and written forms. In contrast, passive bilingualism denotes the capability to comprehend a text without full production or expression [6].

R.A. Vafeev and T.A. Bertagaev assert that language significantly influences the shaping of bilingual cognition. Conversely, Avrorin identifies two forms of bilingualism: complete and partial [7]. Complete bilingualism occurs when minimal disparity between proficiency levels in both languages facilitates thinking in either language. Partial bilingualism reflects a relatively small disparity in proficiency between the two languages, with both being actively utilized, although thought processes are predominantly conducted in the native language.

B. Khasov identifies three stages in the progression of a bilingual individual: the approximative stage, in which the speaker can express isolated words in the second language; the initial stage, where the speaker forms complete sentences in the target language; and the advanced stage, representing full bilingualism. Nevertheless, it is crucial to understand that the advanced stage" should not be perceived as a fixed endpoint, as the acquisition of a second language is a continuous process that remains dynamic, evolving, and refining over time [8, p. 50-51].

The complex nature of bilingualism has attracted considerable attention in recent years, particularly following L.V Shcherba's pioneering distinctions between various forms of bilingualism. These have since been expanded into modern classifications by numerous psychologists, unveiling a rich and intricate landscape of linguistic development characterized by constant interaction and distinct language identities [9].

Recent studies in bilingualism and multilingualism provide a strong empirical and theoretical basis for understanding this field as a complex interdisciplinary phenomenon. Kazakhstani researchers, including Zh.S. Kublasheva, A.B. Ermekova, and A.B. Dauletova, emphasize the role of digital technologies and Web 2.0 tools in developing bilingual learning and communicative competence [10], while Rapisheva and Nazarova focus on the formation of multilingual linguistic identity in Kazakhstan's multicultural

context [11]. In addition, Tlepbergen, Akzhigitova, and Zabrodsckaja explore Kazakh–English bilingualism, particularly language attitudes and sociolinguistic practices in contemporary society [12]. These findings are further supported by Zhanzhigitov and Tasbulatova who highlight global trends in bilingual education, demonstrating its growing interdisciplinary scope [13]. From a psycholinguistic and cognitive perspective, Zhumatayeva shows how bilingual consciousness influences perception and interpretation [14]. Collectively, these works confirm that bilingualism should be viewed not only as a linguistic system but also as a cognitive, cultural, and educational process shaped by multiple interacting factors.

## **Results and discussion**

### *Stages of Bilingualism and Trilingualism*

1. Kazakh-Russian Bilingualism. This concept refers to the interaction between the Kazakh and Russian languages, forming a continuum where individuals vary in their proficiency and use of both. The transition from monolingual Kazakh speakers to individuals occurs, characterized by increasing and in Russian

2. National-Russian-Foreign Trilingualism: This stage acquisition of a language, as German or another foreign language. In this scenario, individuals not only navigate between Kazakh and Russian but also incorporate a third language. This proficiency can vary significantly, influencing how individuals express themselves across different linguistic contexts.

### *Variations and Impacts on Proficiency*

The discussion of interference points to the challenges faced by bilinguals and trilinguals as they navigate between language systems. Interference can manifest in several ways: Phonetic: Variations in pronunciation that may arise when a speaker transfer sounds from one language to another. Grammatical: Structural deviations where grammatical rules from one language influence how sentences are constructed in another. Lexical-Semantic: Changes in the meanings of words when used in different languages or incorrect word choice. Stylistic: Adjustments in tone, formality, or overall style based on the linguistic conventions of the languages in use.

### *Degrees of Interference*

R.I. Hashimov's identification of isoglosses provides insight into the nature of interference observed within National-Russian bilingualism [15]. Different instances of interference can be classified:

1. Communication-Significant Interference: Where significant deviations from standard language norms occur, vividly impacting communication clarity.

2. Irregular and Minor Interference: Subtle errors that may not severely hinder communication but reflect a blend of language norms.

3. Stylistic Interference: Where deviations are primarily stylistic, indicating

an individual’s unique expression while still adhering to foundational grammatical structures.

*Systematic Representation of Bilingualism*

Hashimov’s table systematizes these various forms of bilingualism, displaying the hierarchical nature of language proficiency. Within this framework, one can critically analyze:

Proficiency Levels: The advancement through distinct stages of competence, encompassing basic conversational to advanced fluency.

Language arises when linguistic norms are either adhered to deviated from influencing effective communication, analyzing the intricacies of bilingualism trilingualism within the Kazakh context provides meaningful insights into language use and the cultural of multilingual interactions Hashimov’s approach presents robust framework understanding proficiency and interference, supporting the formulation of educational strategies communication practices in bilingual environments. This framework preserves norms while acknowledging the dynamic process of language acquisition and application in multicultural settings. Such analysis fosters further exploration into the theoretical underpinnings of multilingualism and its practicality in culturally diverse contexts.

Table 1. Types of Bilingualism and Degrees of Linguistic Interference

A form of bilingualism	Interference						
	communicatively significant			communicatively insignificant			Stylistic
	Phonetical	Grammatical	Lexico-semantic	Phonetical	Grammatical	Lexico-semantic	
Superferential	+	+	+	+	+	+	+
Polyferential	-	+	+	+	+	+	+
Deferential	-	-	+	+	+	+	+
Metaferential	-	-	-	+	+	+	+
Mesoferential	-	-	-	-	+	+	+
Transferential	-	-	-	-	-	+	+
Endoferential	-	-	-	-	-	-	+
Adaptive	-	-	-	-	-	-	-

*Stage I: Superferential Bilingualism*

The concept of “superferential bilingualism” highlights the significance of language acquisition, especially in contexts dominant language exerts an influence on the utilization of second or third. This phenomenon demonstrates that proficiency extends beyond mere communication skills, encompassing a complex interplay of linguistic systems that involve both processes.

*Understanding Superferential Bilingualism*

1. Definition and Characteristics: Superfluent bilingualism is characterized by significant persistent interference from the dominant language during. This interference impacts various aspects of linguistic expression, including phonetics, grammar, and semantics, resulting in deviations that may alter the intended meaning.

2. Stage of Acquisition: As individuals progress in learning a second language, they begin utilizing it for a broader range of communicative purposes. Initially, the second language may primarily serve interethnic interactions. However, as proficiency increases, its use expands into educational settings, reading activities, signifying a shift toward more integrated language usage.

3. Role of the Native Language: The native language plays a crucial role in daily communication, frequently causing bilingual or trilingual individuals to depend heavily on it for immediate needs. Such may restrict their exposure to and mastery of the more structured vocabulary of their second or third language.

#### *Interference and Its Manifestations*

1. Lexico-Phonetic Level: Interference may present itself through anomalies in the pronunciation of words. Common issues include: Omissions or substitutions of specific sounds. Positioning errors where sounds are misplaced within words, as evidenced in examples like “ystol” instead of “стол” (table), or “Moskyva” for “Москва” (Moscow).

2. Grammatical Level: Interference at the grammatical level is particularly pronounced in superferential bilingualism. Notable issues include: Errors in verb tense usage, incorrect prepositions, or gender agreement for nouns and adjectives. Misalignment in case marking and structural errors in complex sentences, undermining the clarity of the intended message.

3. Lexical-Semantic Level: Deviations in the meanings and uses of words are common, such as: Substitution of generic terms for specific ones, leading to communicative ambiguity. Shifts in cognate word meanings, a problem exacerbated by expansive or restrictive semantic scopes that affect collocation and appropriateness.

#### *Specific Challenges in Kazakh-Russian Bilingual*

Kazakh-Russian bilingualism presents distinct challenges due to the structural differences between the two. Key includes: Gender Case Forms: The Kazakh language lacks certain grammatical categories, such as gender. As a result, Kazakh speakers may have difficulties with the Russian gender system, leading to frequent and possible misunderstandings. Communicative Goals vs. Communication Failures: Although Kazakh speakers often effectively convey their intended messages, linguistic interference can cause significant misunderstandings, particularly in nuanced or complex contexts.

#### *Implications for Language Learning*

The implications of superferential bilingualism are vast, particularly in educational settings where learners must navigate multiple languages. Recognizing the systematic nature of interference can inform teaching methods through the following:

1. Awareness of Language interference: Educators should assist students in identifying common areas of, helping them anticipate and address potential errors.

2. Focused Language: Customized exercises highlighting structural and grammatical distinctions in languages can help second-language learners achieve efficiency and effectiveness more easily.

3. Integration of Cultural Contexts: Incorporating cultural and contextual components into lessons provides bilingual students with the crucial skills needed to navigate intercultural communication effectively

Superfential bilingualism highlights the intricate connection between language acquisition and linguistic influence. Exploring its multifaceted aspects across diverse linguistic contexts provides valuable insights into challenges encountered by, such as in cases like Kazakh-Russian bilinguals. Understanding these dynamics not only advances linguistic theory but also improves practical language education, ultimately enhancing communication skills in multilingual settings. Tackling systemic interference is essential for developing bilinguals and trilinguals in an increasingly interconnected world.

#### Stage II — Polyferential Bilingualism

Polyferential bilingualism refers to an advanced level of proficiency in a second language characterized by considerable communicative interference across various linguistic domains, including vocabulary, semantics and aesthetics. This stage represents the interaction between the first and second languages, resulting in a unique linguistic experience influenced by the structural and contextual features of both languages.

#### Key Characteristics of Polyferential Bilingualism:

##### 1. High Level of Competence:

Individuals at this stage demonstrate a high proficiency in a second language. They participate in meaningful discussions and effectively navigate various communicative contexts, although they may still bear traces of influence from their native language.

2. Significant Grammatical Interference: Polyferential bilinguals frequently encounter grammatical challenges arising from the integration of grammatical structures from both languages. This interference manifests in: Misapplication of verb tenses. Incorrect case usage or agreement in nouns and adjectives. Distortions in sentence structure, especially when trying to express complex grammatical concepts that don't directly translate between languages.

3. Lexical Diversity and Interference: The vocabulary employed by polyferential bilinguals becomes richer, both in terms of the number of words used and the complexity of the vocabulary applied. However, this increase in lexical variety may also lead to confusion and semantic distortions. Specific issues include: Codifying similar but distinct terms from multiple languages that may not have direct equivalents. Substitution errors or shifts in meaning, particularly when relying on cognates that diverge significantly in usage across languages.

4. Phonetic Distortions: While interference at the phonetic level is also observed, it tends to manifest in significant alterations to the phonetic structure of

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words, including: Altered pronunciation leading to misunderstandings. Intonation patterns and speech rhythms that reflect interference from the dominant language, potentially obscure the clarity of expression in the second language.

5. Impact on Native Language: Significant deviations from the norms of the literary forms of the native language occur due to the influence of the acquired language. This might include grammatical errors that seep into usage and a general reduction in adherence to standard language structures in everyday speech.

6. Divergence in Multilingual Contexts: In multilingual environments, the phenomenon of semantic interference becomes increasingly evident. This primarily arises in situations of “artificial multilingualism,” where individuals frequently switch between multiple languages or encounter a broad vocabulary range lacking adequate context or nuance, resulting in semantic distortions that hinder overall comprehension.

### *Implications for Language Acquisition*

Understanding the characteristics and challenges of polyferential bilingualism has important implications for education and language acquisition:

**Awareness and Training:** Educators should foster an awareness of how interference arises and equip learners with strategies to minimize its effects. This involves explicit instruction in grammar, vocabulary usage, and phonetics.

**Multilingual Exposure:** Navigating multiple languages can enhance cognitive flexibility but may also increase interference. Therefore, designing environments where learners can actively engage with all their languages while highlighting the unique features of each can help alleviate confusion.

**Supportive Structures:** Educational programs aimed at polyferential bilinguals should incorporate mechanisms for feedback and correction that consider the interplay of their languages. This structured support can assist learners in developing clearer and more distinct language profiles.

Polyferential bilingualism represents an advanced level of language proficiency marked by communicative interference that highlights the complexities and richness of multilingual interactions. Understanding the nuances of how languages influence individuals and the cognitive of these interactions is highly significant. Examining the nature of polyferential bilingualism can improve pedagogical strategies, foster effective bilingual and multilingual practices, and empower individuals to navigate linguistic environments with precision and confidence

### Stage III - Deferential Bilingualism

Deferential bilingualism, derived from the Latin “de,” pertains to a phenomenon in language characterized by the decline in proficiency when mastering a third language. Occurrence is marked by communicative interference, primarily at the lexical and semantic levels, with occasional deviations in phonetics and grammatical structures.

### Key Characteristics of Deferential Bilingualism

#### 1. Communicative Interference:

The key feature of differential bilingualism is the occurrence of substantial interference in language usage, impacting both meaning and comprehension. This interference primarily arises from lexical and semantic distortions. The phrasing may indicate shifts in meaning or misuse of terms; however, such issues generally do not significantly hinder communication, especially in informal or familiar settings.

2. Lexical and Semantic Distortion: Lexical interference can lead to crucial misunderstandings in the intended meaning of sentences. This becomes particularly apparent when utilizing words with extensive syntactic connections, as they can significantly alter the implications of statements. Semantic interference arises when cognate words are used incorrectly, confusing the message. For instance, a misinterpretation of nuances within similar lexical terms distorts the context and communication.

3. Phonetic and Grammatical Irregularities: Although variations in syntactic and grammatical structures may arise, they typically have little effect on overall communication. Speakers might mispronounce words or use incorrect grammatical forms; however, communication remains effective as long as the core ideas are clearly. In the context of Kazakh-Russianism and Kazakh-Russian-English multilingualism, such issues are generally not perceived as obstacles, particularly among speakers accustomed to each other's linguistic subtlet.

Variation Across Age and Educational Levels: The linguistic output of younger, multilingual individuals often displays greater diversity and complexity in vocabulary. Their discourse tends to include a broad range of words across various semantic and thematic categories, reflecting their exposure to multiple languages and cultural influences. In contrast, older generations with lower education may demonstrate more limited vocabulary and simpler syntactic structures. This generational divide underscores how educational opportunities and language contact shape language proficiency and expressive richness.

#### Implications of Deferential Bilingualism

1. Pedagogical Considerations: Understanding differential bilingualism is vital for educators with students who utilize this form of language use. Tailored teaching strategies that consider linguistic diversity and address potential semantic challenges can significantly enhance communication skills. Emphasizing contextual and practical applications, strict adherence to linguistic norms enables educators to better support learners in the complexities of multilingual.

2. Generational Language Change: Variations in language usage between younger and older speakers highlight the natural evolution of linguistic practices. While younger generations introduce innovative and diverse influences, older generations tend to uphold more traditional structures. Initiatives fostering intergenerational dialogue can bridge these differences, enabling younger

speakers to appreciate the foundational aspects of their language while providing older speakers with opportunities to engage with contemporary linguistic developments.

3. Future Directions for Research: This aims to investigate the effects of differential bilingualism, focusing on lexical-semantic interference across various contexts. It examines how culture, identity, and environment influence language preferences and usage among bilingual individuals, offering valuable insights into the intricacy's multilingual communication.

Differential bilingualism represents a distinctive convergence of language proficiency, characterized by communication predominantly impacted by lexical and semantic interference. While phonetic and grammatical variations may occasionally arise, they generally do not impede overall comprehension. Understanding this phenomenon is essential in educational social domains, where language interaction shapes communication. By acknowledging both the benefits and challenges, differential bilingualism can promote more effective pedagogical, improved policies, and deeper intercultural understanding in increasingly multilingual.

Stage IV – Metaferential Bilingualism or Multilingualism. Metaferential bilingualism (or multilingualism) denotes an advanced level of proficiency in a second or subsequent language, marked by minimal and infrequent interference from the native language across all linguistic domains. The term “metaferential” originates from the prefix “meta-” (indicating “after,” “for,” “change of state,” or “transformation”) combined with the Latin root “fer,” implying a transformation in the language user’s ability and performance.

#### *Key Features of Metaferential Bilingualism*

1. Minimal Interference from the Native Tongue: Individuals at this stage demonstrate exceptional competency in their second language—in this case, Russian—while showing few traces of interference from their native language. For example, Kazakh speakers of Russian may produce variations in their Russian speech, but such deviations do not hinder communication effectively. Bilingual speakers can establish direct, meaningful connections between the elements and categories of both languages, allowing for clear expression and understanding.

#### 2. Intra-Lingual Interference:

As native language interference diminishes, “intra-lingual interference” – deviations caused by the influence of the target language itself—comes increasingly evident. is reflected in the standardization of speech patterns among non-native speakers. Non-native constructions often illustrate overgeneralizations of specific grammatical forms, leading to errors like “Отдых у меня прошел хорошо” (“My vacation went well”) or “На третьем этаже мне увидел мама” (“My mother saw me on the third floor”). Such phrases highlight common linguistic in accurately conveying in Russian.

#### 3. Extensive Lexical and Grammatical Proficiency - A metaferential bilingual

demonstrates a comprehensive a robust command of structures, facilitating effective communication across diverse domains, including professional, social, and informal settings. This expertise transcends conversational interactions, encompassing formal registers, business terminology technical language, and industrial vocabulary. It also enables engagement with journalistic and literary texts, enhancing their comprehension and appreciation of the language.

4. Preferred Use of Native Language for Certain Contexts: Despite their proficiency in the second language, these individuals often prefer their native tongue for personal correspondence and public speaking. This may reflect comfort, ease of expression, or emotional resonance connected to their native language.

*Linguistic Interferences and Deviations.* As bilinguals move into metaferential bilingualism, certain patterns emerge in their speech that highlight the ongoing influence of their native language, especially concerning case forms and prepositions.

1. Intermingling of Case Forms and Prepositions: Bilingual speakers frequently intermingle case forms and prepositions when constructing sentences. For instance: “Иду на институт” (“I’m going to the institute”) and “Иду в базар” (“I’m going to the market”) exemplify a blending of cases that might not align with standard usage. Additionally, deviations in prepositional use can be observed in phrases like “Из Алматы до Астана длинная дорога” (“There is a long journey from Almaty to Astana”) and “Встретились в стадионе” (“We met at the stadium”).

2. Prepositional System Correspondence: The prepositional system of Russian often aligns with simpler constructions in Kazakh, leading to unjustified prepositions in Russian utterances. Examples include: “с троллейбусом приехал” (“I came with a trolleybus”) and “радуюсь с подарком” (“I’m happy with a gift”), indicating a direct yet incorrect application of prepositional logic influenced by their native language’s structure.

3. Variation in Grammatical Structures: Bilingual speakers may convey meanings associated with the instrumental case using a mix of accurate and inaccurate constructions. For example: “put a builder” and “appointed a constructor” serve to illustrate how bilingual individuals navigate the complexities of case usage. The capacity to utilize diverse grammatical structures—such as nominative, accusative, and instrumental—enables more refined and intricate expression.

Metacent bilingualism signifies an advanced degree of second language acquisition distinguished by minimal influence from the native language and heightened competence in the second language. Individuals at this level can adeptly handle complex linguistic situations in diverse contexts while displaying distinct language patterns shaped by their primary. Recognising these characteristics illuminates the complexities of bilingual communication

and highlights the importance of consistent language exposure and practice in achieving advanced linguistic proficiency. This insight is particularly valuable in educational settings, where tailored language instruction can foster metaferential competence in bilingual learners.

Stage V – Mesoferent Bilingualism or Mesoferent Trilingualism. The concept of mesoferent bilingualism represents a stage in language proficiency characterized by minimal lexical and semantic inaccuracies, along with the absence of communication barriers. Originating from the Greek word “mesos,” meaning “intermediate,” the term “mesoferent highlights this phase as a critical milestone in the linguistic progression of bilingual or trilingual individuals.

*Key characteristics of mesoferent bilingualism*

1. Minimal interference: This signifies the near absence of significant interference between the languages being learned. Such interference often arises when similarities between languages cause confusion and communication errors. In mesoferent bilinguals, interference is absent, allowing for more accurate and fluent communication. At this stage, some influence from the speaker’s native language may still occur, though it typically has little effect on overall message comprehension. Errors may emerge; however, they tend to be and do not to hinder communication. For example, a speaker makes slight grammatical mistakes or choices, such as “appoint a builder” instead of “hire a builder,” yet does not impair the listener’s understanding of the intended message.

2. Absence of Metaphorical Use: In contrast to stages of bilingualism, individuals in the mesoferent stage refrain from employing metaphorical expressions in their or a third language. communication is typically direct and literal, devoid of the nuanced figurative language that distinguishes more proficiency. This stage emphasizes practical language skills over poetic applications characteristic of higher levels of fluency, where metaphorical reasoning and idiomatic usage are prevalent.

3. Neutralization of Deviations: Mesoferent proficiency is marked by a neutralization of certain deviations from the norms of word usage in the second or third language. This means that while bilinguals may still make minor errors or utilize less common expressions, these do not significantly detract from communication or understanding. The communicative intent remains clear, and any deviations from grammatical or lexical norms are understood within the context of conversation, making the overall discourse functional and effective.

4. Grammatical and Lexical Interference: Research, particularly by scholars such as Vafeev (2007), Uspensky (1968), and Uman (1983), suggests that linguistic deviations at this stage are often rooted in the deep structure of the native language (e., Russian) rather than solely in surface-level language interference. This deep structure shapes the speaker’s capacity to utilize various grammatical forms and synonyms within their linguistic repertoire, thereby improving communicative precision. The ability to switch between forms allows

speakers to express meanings using available grammatical structures, paving the way for more accurate expression despite occasional inaccuracies.

5. Examples of Non-Native Speech: In practice, Kazakh-Russian bilinguals (and those engaging in Kazakh-Russian-Foreign Trilingualism) may display specific speech patterns reflective of their proficiency level. For instance, the use of different grammatical forms might look like: “I went to the store”—fully correct compared to “I went to the store”. Expressions of the instrumental case may include both correct usages, such as “I went with a friend,” alongside less accurate forms like “I went friend,” showing variations that may arise from their foundational knowledge of the Russian grammatical system. Such examples underscore the importance of mastering various grammatical forms and synonyms to convey ideas clearly and accurately.

Mesoferent bilingualism or trilingualism marks a significant milestone in linguistic development, reflecting a level of proficiency where communicative competence is intact despite minimal and irrelevant interference from the native language. This stage highlights the ability of speakers to navigate their language use effectively, employing straightforward and functional communication without delving into metaphorical territory. As bilinguals progress through these stages, they increasingly refine their linguistic capabilities, enabling more nuanced expressions while adapting to both grammatical and lexical considerations. Understanding and recognizing these stages informs educational approaches and language learning strategies, helping individuals transition towards greater proficiency in their target languages.

Stage VI – Transferential Bilingualism or Trilingualism. Transferentialism describes a developmental stage characterized by minimal and occasional interference at the lexical and phonological levels of speech. The prefix “trans,” signifying “through” or “across,” emphasizes that this form of bilingualism involves cross-linguistic influences, manifesting primarily as subtle, non-disparant deviations during language use.

#### Key Features of Transferential Bilingualism

1. Sporadic Interference: At this stage, bilingual or trilingual individuals may demonstrate and occasional linguistic interference when using Russian or another language. Such interference might involve the incorrect use of synonyms, insufficient use of polysemantic, and deviations from orthoepic norms. While these deviations occur, they are significant enough to impede understanding communication. For example, a speaker might say, “Я не могу незаметно поставить книгу” (“I couldn’t put down the book without noticing”), which represents a direct translation that does not fully convey the intended nuance of Russian.

2. Lexical and Semantic Deviations: Individuals may occasionally choose synonyms that do not fully align with the context. For example: “Он пошел на отчаянный поступок” (“He did a desperate thing”), where the speaker might have

used a more contextually appropriate synonym. “Летом на больших каникулах я поеду к бабушке в деревню” (“In the summer, during a big vacation, I will visit my grandmother in the countryside.”) could be simplified for clarity. “Мама сварила обед” (“Mom cooked lunch”) may reflect a straightforward construction that lacks idiomatic flair. Such phrases demonstrate that while the language used remains comprehensible, it may lack fluidity or native-like elegance.

3. Deep Structural Deviations: Research into transferential bilingualism among native Kazakh speakers using Russian indicates that deviations from normative Russian language usage occur at a more profound level than in earlier stages of bilingualism. These issues arise not from categorical differences between Russian and Kazakh but from established patterns of spoken communication. When native Kazakh speakers attempt to express ideas in Russian, they may transfer structures from their native language that do not completely align with Russian norms.

4. Specific Lexical Interference Examples: A notable instance of transferential interference might be the use of the Kazakh word “koidy” instead of the Russian “положить” (to put), or mistakenly substituting “поставит” (to set) since both Russian verbs correspond to a single Kazakh verb “saldy.”

This illustrates how language-specific meanings and usages can influence another linguistic context, resulting in non-native constructions shaped by the speaker’s primary language framework. Transferential bilingualism refers to a stage where an individual has attained functional proficiency in a second or third language but still encounters occasional mainly at the lexical and semantic levels. While these individuals can convey meanings effectively, minor deviations persist, stemming from their linguistic background and established patterns of communication rather than basic structural differences between languages. Understanding these phenomena in transferential bilinguals offers profound insights into the language acquisition process and underscores the sophisticated strategies employed to navigate varied linguistic environments, thus promoting the development of more effective teaching and learning that proficiency.

Stage VII – Endoferential Bilingualism or Trilingualism. Endoferential bilingualism (or trilingualism) represents an advanced stage of language proficiency where stylistic interference is prevalent without any violations of the grammatical or syntactic systems of the second language. This stage signifies a high level of internalized language use, particularly evident in individuals who communicate in both Kazakh and Russian, and possibly a foreign language.

#### Key Features of Endoferential Bilingualism

##### 1. Stylistic Interference:

At this stage, speakers exhibit stylistic interference, seamlessly blending and transitioning between various linguistic styles, ranging from informal formal. This proficiency enhances their communicative effectiveness while maintaining the clarity and structure of the languages they employ. For example, a Russian

bilingual might say: “Когда я подошел к костру, то увидел, что у костра три рыбака сидели.” (Translation: “When I approached the campfire, I saw that three fishermen were sitting by the campfire”). This sentence reflects a typical conversational structure, demonstrating the speaker’s comfort with both the language and the context.

2. Proficiency Across Language Systems: At this level, individuals are capable of demonstrating proficiency in Kazakh, Russian, and a foreign language, an advanced level of linguistic competence. This enables them utilize a range of speech styles, adapting their style to audiences and contexts, from casual conversations to formal. Their seamless adaptation of styles a deep comprehension of the context audience, which is essential for effectiveness.

3. Minimal Interference: In endoferential bilingual discourse, any interference is stylistically marked and minimally impactful. It does not significantly compromise the semantic or grammatical integrity of utterances, allowing for clear communication. These contrasts sharply with earlier stages of bilingualism, where interference might have led to misunderstandings or significant errors in language use.

4. Orthoepic Interference: A notable of endoferential bilingualism is orthoepic interference, which relates to pronunciation. Russian bilinguals may deviations in pronouncing certain phonetic combinations typical of colloquial Russian speech, such as: “-его -ого” (e.g., “синего” or “blue”) . “-что, -чн” (e.g., “что” or “what”, “конечно” or “of course”).

These pronunciation irregularities may arise from the influence of Kazakh phonetics or the merging of language patterns among younger speakers still developing their linguistic identities. Such orthoepic nuances highlight the bilingual speaker’s linguistic experience and the interaction of their language backgrounds.

5. Influence of Native Language Elements: The influence of the native is particularly evident in the oral language of younger-speaking students, who exhibit characteristics of both Kazakh and Russian in their speech. This highlights bilingual individuals’ internalize and integrate elements from their linguistic repertoire, creating a rich tapestry of communication that reflects their cultural and linguistic experiences.

Endoferentialism or trilingualism represents an advanced stage of language mastery, where individuals exhibit proficiency in stylistically rich communication while maintaining adherence to the structural norms of their languages. Speakers at this level skillfully integrate various styles with stylistic elements from their bilingual repertoire. Bilingualism is of particular importance to educators and linguists, as it reveals the complexities of language use and acquisition, revealing the dynamic relationship between language and multilingual settings. This phenomenon not only reflects linguistic proficiency but also the cultural and social aspects of bilingualism, fostering the development of more effective teaching methodologies and strategies for diverse groups.

Stage VIII — *Adaptive Bilingualism or Trilingualism*. Adaptive bilingualism or trilingualism represents an ideal linguistic state characterized by comprehensive mastery of both native and non-native language varieties. This stage reflects the pinnacle of language proficiency, where individuals demonstrate fluency, accuracy, and nuanced understanding in both spoken and written forms across all functional styles.

*Key Features of Adaptive Bilingualism and Trilingualism*

1. Full Mastery of Language Varieties: Individuals achieve complete fluency in their native language as well as in one or more non-native languages. This includes the ability to communicate effectively in various contexts, whether casual or formal, technical or creative. Mastery encompasses all linguistic aspects, including vocabulary, grammar, syntax, and pragmatics, allowing for sophisticated expression and comprehension.

2. Functional Style Versatility: At this stage, individuals can adapt their language use according to different functional styles. They can seamlessly engage in: Informal Conversations: Casual discussions with friends or family. Formal Presentations: Delivering structured speeches or presentations in professional settings. Technical Writing: Crafting precise documents for academic or professional purposes. Creative Expression: Engaging in artistic endeavours such as storytelling, poetry, or other forms of creative writing.

3. No Deviations in Language Use: Individuals in this stage uphold strict adherence to grammatical and syntactical norms of all languages they are proficient in. There is no allowance for deviations, ensuring that communication remains clear and effective. This level of precision aids in maintaining a high standard of communication, conveying exact meanings without ambiguity.

4. Equilibrium Bilingualism: As defined by the linguist M.A.K. Halliday, this exceptional proficiency is referred to as equilibrium bilingualism. In this state, individuals feel equally at home in all their languages, allowing for complete fluidity and comfort across linguistic contexts. The balance achieved in language use eliminates the dominance of one language over another, fostering an integrated linguistic identity.

5. Ambilingualism and Ambitriilingualism: For those proficient in two languages, this state may be referred to as ambilingualism, while for individuals skilled in three languages, the term ambitriilingualism applies. These terms emphasize the capacity to operate equally well in multiple languages, showcasing an individual's versatility and adaptability. Ambilingual and ambitriilingual speakers not only demonstrate technical language skills but also embody cultural fluency, allowing them to navigate and negotiate meaning in diverse contexts.

6. Cultural and Contextual Nuance: Individuals achieve linguistic fluency and a deep understanding of the cultural contexts that inform language use. This enables them to respond appropriately to sociolinguistic cues, engage in nuanced communication, and foster interpersonal connections across cultures. Their

mastery includes awareness of idiomatic expressions and cultural references, enriching their ability to convey and receive meaning effectively.

#### Stage VIII – *Adaptive bilingualism or trilingualism*

It represents the pinnacle of linguistic ability, enabling individuals to transition between multiple languages with precision, fluency, and. True mastery of language extends beyond vocabulary and grammar; it includes the capacity to to diverse contexts, audiences, and cultural environments. Attaining this level of language proficiency typically involves several key elements:

1. Master diverse contexts: Individuals demonstrate proficiency speaking and writing across various languages, effortlessly transitioning between formal and informal registers, using idiomatic expressions with precision, and adapting style to meet the different situations and audiences.

2. Linguistic and speech competence: This entails a deep comprehension of the cultural contexts in which languages are utilized, including customs, traditions, and. Such culture enables effective communication, fostering connections that bridge cultural divides.

3. Deep awareness of language structures: Multilingualists possess an in-depth comprehension of the lexical and grammatical distinctions between languages. This knowledge enables them to leverage the unique features of each while avoiding common pitfalls such as direct translation errors

4. Integration of identity: Language is intricately tied to identity, and adaptive bilingual or trilinguals often find to harmonize their multiple linguistic identities. They utilize the strengths of each language to express facets of their personality, a nuanced sense of self.

5. A high level of language and speech competence allows reflect on language, identify differences, and comprehend their significance.

#### *Recommendations*

It is important to administer proper diagnostic tests to determine at what stage of bilingual or multilingual development the respective individual is at (superferential, polyferential, metaferential, and so forth). The right strategy would be to customize teaching techniques and materials depending on students' level of proficiency.

In the case of learners at superfunctional and multifunctional stages, it would be crucial to give special attention to vocabulary enrichment, pronunciation, and basic grammar differences. In the case of learners at meta-subject, endosubject, and adaptive stages, stylistics and language use in a particular context should get priority.

The introduction of culture-related material into the curriculum will help to explain to students how the language can be used in a number of circumstances. The usage of materials demonstrating real linguistic communication situations in Kazakhstan (Russian, Kazakh, English) will be highly beneficial.

The need for the implementation of continuous formative assessments for

the tracking of the development of bilingual stages of each learner is critical. Personalized feedback and tailored interventions would help learners reach higher levels of bilingual stages, especially adaptive bilingualism.

It is crucial that we make sure that we continue advocating for the development of an attitude that values multilingualism, especially when it comes to the numerous advantages that one gets from having such an attitude. Through developing such an attitude, we shall be able to create a learning environment where we not only teach the different languages but also their culture. The development of a positive attitude towards multilingualism would assist in developing the requisite skills for the learners in the new language and cultural environment.

### **Conclusion**

Adaptive bilingualism epitomizes the highest level of coordinated bilingualism, wherein individuals effortlessly integrate multiple languages, showcasing remarkable proficiency adaptability in communication. This advanced form of bilingualism includes both transferential and endoferential aspects of language, with Russian often functioning as the dominant language for cognitive processing. Dialectical Unity of Internal and External Speech: Adaptive bilinguals exhibit a strong connection between internal thought processes and external speech, enabling effortless language switching based on context or audience, requiring translation. This dynamic ensures a natural flow in communication, allowing for the efficient articulation of ideas in any language with minimal cognitive effort.

Automatic and Robust Linguistic Skills: Adaptive bilinguals linguistic automaticity, allowing them to instinctively utilize an extensive range of lexical, grammatical, and stylistic resources in both languages. Automaticity implies that language use demands no conscious effort but becomes an ingrained ability, allowing speakers to utilize their linguistic skills seamlessly across various situations. Context plays a critical role in determining language choice. Adaptive bilinguals evaluate the situation, audience, and purpose of communication to select the appropriate language, tone, style, and formality accordingly. This adds to their linguistic capabilities.

Their choices reflect a profound understanding of sociolinguistic nuances, showcasing their ability to adapt language use to diverse communication needs. In contrast, other forms of bilingualism, such as subordinative bilingualism, may vary depending on the individual.

In the Kazakhstani context, where Kazakh, Russian, and English intersect in dynamic ways, understanding these stages supports more effective teaching, assessment, and language policy planning. As multilingualism continues to grow globally, frameworks like this help educators and researchers understand the lived experience of bilinguals and support learners on their journey toward linguistic and cultural fluency.

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## **ҚАЗАҚ, ОРЫС ЖӘНЕ АҒЫЛШЫН ТІЛДЕРІ КОНТЕКСТІНДЕ ҚОС ТІЛДІЛІК ПЕН КӨПТІЛДІЛІКТІҢ ФОРМАЛАРЫ МЕН ТҮРЛЕРІН ЗЕРТТЕУ**

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**Аңдатпа.** Бұл мақала қазақ, орыс және ағылшын тілдерінің лингвистикалық контекстіндегі екі және көптілділіктің түрлері мен типтерін зерттейді. Зерттеудің өзектілігі қазіргі Қазақстанда көптілді құзыреттіліктің артуымен және ұлттық және жаһандық тілдердің күрделі өзара әрекеттесуімен анықталады. Зерттеудің мақсаты — екі және көптілділіктің бар классификацияларын жүйелеу және тілдік интерференцияның дәрежесі мен сипатына негізделген даму кезеңдерін анықтау.

Зерттеу Л. В. Щерба, У. Вайнрайх, Ч. Осгуд, С. Эрвин және басқа да ғалымдар ұсынған екі тілдік лингвистика, психолінгвистика және социолінгвистика теорияларын кешенді талдауға негізделген. Методологиялық негізге сипаттамалық талдау, салыстырмалы классификация, екі тілдік сөйлеуді интроспекциялау және қазақ–орыс және қазақ–орыс–ағылшын тілдерінің өзара әрекетін зерттеу кіреді.

Мақалада екі және үштілділіктің кезеңдік моделі ұсынылған, ол суперференциялық және полиференциялық типтерден басталып, метаференциялық, мессоференциялық, трансференциялық, эндоференциялық және адаптивті екі тілдік типтерді қамтиды. Әр кезең фонетикалық, грамматикалық, лексико-семантикалық және стильдік интерференцияның белгілі бір деңгейімен сипатталады. Арнайы назар адаптивті екі тілдік типке аударылған, ол ең жоғары тілдік құзыреттілікті білдіреді және бірнеше тілді коммуникативтік немесе құрылымдық ауытқуларсыз автоматты түрде қолданумен ерекшеленеді.

Зерттеу нәтижелері екі және көптілділіктің динамикалық және элеуметтік шартталған құбылыстар екенін, олар ұлттық тілдің дамуы мен тіл саясатына тығыз байланысты екенін көрсетеді. Ғылыми маңызы – екі тілдік кезеңдерді жүйелі түрде классификациялау ұсынысында, ал практикалық

мәні – тіл білімінде, мұғалімдерді даярлауда және тиімді көптілді коммуникациялық стратегияларды дамытуда қолданылу мүмкіндігінде.

**Тірек сөздер:** көптілділік, көптілділік, суперентті, полиферентті, диферентті, метаферентті, мезоферентті, энденциалды

## **ИЗУЧЕНИЕ ФОРМ И ВИДОВ ДВУЯЗЫЧИЯ И МНОГОЯЗЫЧИЯ В КОНТЕКСТЕ КАЗАХСКОГО, РУССКОГО И АНГЛИЙСКОГО ЯЗЫКОВ**

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**Аннотация.** Эта статья рассматривает формы и типы билингвизма и многоязычия в лингвистическом контексте казахского, русского и английского языков. Актуальность исследования определяется возрастающей ролью многоязычной компетенции в современном Казахстане и сложным взаимодействием национальных и глобальных языков. Цель исследования — систематизировать существующие классификации билингвизма и многоязычия и выявить стадии их развития на основе степени и характера языкового интерференции.

Исследование опирается на комплексный анализ лингвистических, психолингвистических и социолингвистических теорий билингвизма, предложенных Л. В. Щербой, У. Вайнрайхом, Ч. Осгудом, С. Эрвином и другими учеными. Методологическая основа включает описательный анализ, сравнительную классификацию, интроспекцию билингвальной речи и изучение эмпирических наблюдений за взаимодействием казахского и русского языков, а также казахского, русского и английского языков.

В статье представлена ступенчатая модель билингвизма и трёхязычия, включающая суперференциальный и полиференциальный типы, а также метаференциальный, мессоференциальный, трансференциальный, эндоференциальный и адаптивный билингвизм. Каждая стадия характеризуется определённым уровнем фонетической, грамматической, лексико-семантической и стилистической интерференции. Особое внимание уделяется адаптивному типу билингвизма, который представляет собой наивысший уровень языковой компетенции и характеризуется автоматическим использованием нескольких языков без коммуникативных или структурных отклонений.

Результаты исследования показывают, что билингвизм и многоязычие – это динамичные и социально обусловленные явления, тесно связанные с развитием национального языка и языковой политикой. Научная ценность

## The study of various forms and types of bilingualism and multilingualism in ...

исследования заключается в предложенной систематической классификации стадий билингвизма, а практическая значимость – в возможностях применения результатов в языковом образовании, подготовке педагогов и разработке эффективных стратегий многоязычной коммуникации.

**Ключевые слова:** билингвизм, мультлингвизм, суперференциальный, полиференциальный, дифференциальный, метаференциальный, мезоференциальный, энденциальный

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