PROCESSES OF GLOBALIZATION AND GLOKALIZATION IN KAZAKH LANGUAGE TEACHING

For all the world’s languages, including Kazakh, one of the main characteristics of modern existence is a fact of the powerful cultural and linguistic contact with the English language, which has acquired the status of a "global" language. Nowadays, in the foreign theory of globalization of the English language, a number of concepts and terms have been created that are not so widely used in local linguistics. One of them is the concept of "glocalization". Glocalization evidences that we live in a small world, and what happens in one region affects other regions.

The term "glocalization" used to describe the linguistic phenomena that occur because of the divergent and dialectically contradictory, centrifugal and centripetal tendencies in the interaction of the English language with other languages, their convergence and divergence, the global spread of the English language and its creolization. According to its definition, a "glocal" English is global, but it is rooted in the local context of new users. It has an international status, but it expresses a local "identity" of the local cultures at the same time. Regional differences in the language arise primarily because of the cultural differences as each nation aims to express the characteristics of their culture and wants to tell the world about them.

Today’s language learners are confronted with the context of globalization and the questions of language instruction (specifically Kazakh language as a second language teaching) as they refer to the state of the local languages, the impact of global English on the Kazakh language and the ecology of a language. In order to address these issues, practicing a Content-Based Instruction (CBI) for language learning by language instructors helps them to raise students’ awareness and to develop students’ ecological literacy while achieving proficiency in the target language. The matching of the language and the content also broadens the students’ cross-curricular awareness and specific knowledge aimed at improving academic and practical skills. As a result, content and language integration is a valuable resource, which is becoming the established norm in language instruction.