One of the most important aspects of economic and social modernization of Kazakhstan’s society is the language policy. According to the cultural program Trinity of Languages in Kazakhstan, it is necessary to develop three languages: Kazakh - as the state language, Russian - as the language of international communication and English - as the language for a successful integration into the global economy [1].

Trilingualism as a strategically important issue of the development of education is also reflected in the State program of functioning and development of languages for 2011-2020 where trilingualism, Eurasian multiculturalism, communicativeness and technocracy are among the basic competencies [2, p. 248-253].

However, there are some objective risks of polylingual education in RK which need to be operated:

• Language folklorization is when a native language is not integrated into all spheres of life, turning into a language of informal conversation, short phrases, proverbs and sayings;
• Language confusion - people who speak two or more languages, sometimes mix them unwittingly. Then it becomes a usual thing;
• Language inhospitality.

For example, according to Russian polyglot, translator and teacher Dmitry Petrov, people in Kazakhstan are not really hospitable in respect of studying the Kazakh language. Having the experience in studying more than 30 languages, he has studied a certain set of Kazakh words. Then on the street, he tried to speak with passers-by in Kazakh. Seeing his difficulties, the majority of people switched to Russian: Come on, speak Russian then.

• The predominance of economic feasibility over the desire to preserve and develop the state language [3].

Alexander Bitis says of multilingual Education in Kazakhstan: "As for the trilingual policy it makes perfect sense to me as a concept.
I am tempted to say that Kazakhstan is linguistically the 'Switzerland of Asia' but this would be incorrect. It does not have three languages for three ethnic groups - it has one language for national identity, one for the region and one for globalization.

Kazakhstan’s trilingualism can also serve as a model for other post-Soviet states. It would be however unfair for me to give a conclusion on the actual progress of the trilingual project during such a short stay. My impression was that Russian is thriving, at least in the two capitals, and that the general knowledge of English is at least acceptable amongst the younger generation.

The only thing I know for sure is that the overall practical ramifications of a trilingual policy are both vast and hugely challenging. I sense that during my time in Kazakhstan I was able to glimpse only the tip of a large linguistic iceberg” [4].

The study of the readiness of universities and secondary schools to implement teaching in three languages allowed to draw the following conclusions:

– Training in three languages is supported by the public, school and universities personnel;
– However, preparatory measures are mainly aimed at retraining and advanced training of existing teachers, and re-equipping schools, pedagogical training requires more attention;
– Insufficient quality of language teaching is the main reason for the low level of readiness of schools and universities for learning in three languages;
– Outdated reproductive grammatical approach to language teaching still prevails in schools and universities;
– There is a regional imbalance in the level of Kazakh and Russian languages, the teachers have a wrong understanding of the essence of teaching in three languages;
– Stage-by-stage introduction of studying in three languages requires the performance of both specific tasks (personnel, methodological, etc.) and the solution of system-wide educational problems (low status of a teacher, bureaucratic burden, etc.) [5, 6].

The efficiency of realization of language policy in the Republic of Kazakhstan within the State program of functioning and development of languages is impossible without understanding of a real linguistic situation in the country. A clear idea of a language situation peculiarity in the Republic and its dynamics under the influence of new language policy will allow making practical offers on the creation of such formula of tolerant interethnic interaction which will allow the peoples living in multiethnic Kazakhstan to keep the language rights and cultural orientations.

References:

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