

The Impact of Multilingual Education on the Development of Grammar Skills in School Students in Kazakhstan

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Abstract:

In the multilingual society of Kazakhstan, learning grammar is a complex process, especially for children immersed in three languages—Kazakh, Russian, and English. Each language has unique grammatical structures, which poses challenges for students as they navigate multiple linguistic frameworks simultaneously. This study explores the impact of Kazakhstan's multilingual education on grammar skill development among primary and secondary school students, highlighting both the benefits and challenges associated with this approach. Multilingual education is intended to promote cultural understanding and cognitive flexibility, but it can also lead to difficulties in acquiring grammatical accuracy across languages. The primary aim of this article is to analyze the specific grammatical difficulties faced by students and examine how language interference and cognitive load impact language learning. The study employs a mixed-methods approach, incorporating quantitative assessments of student performance and qualitative feedback from educators. Key findings reveal recurring grammatical errors, including syntax confusion and tense mismatches, as students transfer rules from one language to another. Methodological recommendations for addressing these challenges include targeted grammar exercises and adaptive teaching strategies that support cross-linguistic transfer while minimizing interference. The study concludes that while multilingual education enriches students' cognitive abilities, tailored grammatical instruction is essential to prevent the formation of persistent errors and to enhance language competence across all three languages.

Keywords:

Multilingual education, grammar skills, Kazakh, Russian, English.