Trilingual Policy and Objectives of Possession of These Three Languages Simultaneously

Asipat Almetova¹, Altynai Tymbolova², Aygul Murzinova³, Saltanat Ymankulova⁴, Gaziza Imanaliyeva⁵

Abstract

The development of trilingualism in Kazakhstan is the basis of a tolerant society. This opinion was shared in one of the interviews by the director of the Public Foundation "The Consent of the People" Zaybek Kabuldinov. In 2006, the program "Trinity of Languages" was announced in Kazakhstan and at presents it is being actively introduced in the form of secondary and higher educational institutions of a new level "Nazarbayev Intellectual Schools" and "Nazarbayev University". The basic principles of language policy are constantly being improved, supplemented and modified depending on the economic and political situation in the world. In the last goal-setting document "The Nation Plan - 100 Steps to Implement Five Institutional Reforms" of Nazarbayev proposes radical reforms in the field of education, which to some extent relate to the large-scale introduction of trilingualism (Tukusheva A., 2014).

This year Kazakh schoolchildren will switch to trilingual education. This means that Kazakh, Russian and English from the first class will be taught according to the new level programs. It is expected that this will be a gradual transition of pupils, which is stipulated by the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019, which was approved on March 1, 2016 (Philipenko E., 2016).

Keywords: Linguistics, trilingual policy, teaching in trilingual, teaching technology, teaching methodology, research methodology.

Introduction

The threat of social instability that arises in any state due to the unpreparedness of the young generation for living in a multicultural environment has in many cases served as an incentive to build a polylanguage education as a state policy.

Modern research shows that the spread of multilingualism in the world is a natural process, caused by radical changes in the economy, politics, culture and education (Lanson T.A., 2002). A purposeful, systematic understanding of the phenomenon of multilingual education began relatively recently, except for the search for effective methods of teaching foreign languages.
Indeed, the efforts of researchers have so far focused mainly on the problems of bilingual education (studying the native language and foreign) as the most common form of multilingual learning. The processes connected with the development of the third language and, especially, of even more languages, have been least studied and became the subject of research only recently - in connection with the plans of the European Commission to legitimize trilingual education.

According to the concept of UNESCO, the concept of "multilingual education" implies the use of at least three languages in the education: native, regional or national and international language. The use of these languages is "an important factor in the inclusiveness and quality of education" (Education in the Multilingual World: UNESCO Outline Document, 2003).

"We favorably differ from other states, including CIS countries, because we have adopted the most verified policy of languages – trilingualism. This is the idea of our President, the policy of the trinity, when our diverse field, the ethnic society voluntarily learns three languages, and no ethnos is offended, as they are given the opportunity to learn their language in the "Friendship Houses", Zabaybek Kabuldinov said. "Kazakh, Russian and English are taught in schools, colleges and universities. We need to know the Kazakh language, because it is state language, and its roots, history, culture. Knowledge of Russian gives us access to a large amount of knowledge. And if we know English, then the doors of the whole world are open to us. The head of state has chosen the right policy, and the development of trilingualism is the main policy and the foundation of our tolerant society. I can say with confidence that trilingual society is the people’s tolerance", the fund's director summed up (Tukusheva A., 2014).

The main goal of the education reform is to increase the competitiveness of the graduates and increase the export potential of the education sector. In accordance with this, a gradual transition to 12-year education, the updating of school education standards for the development of functional literacy, and a phased transition to English in the education system - in high school and universities (The Nation Plan - 100 Steps to Implement Five Institutional Reforms, 2015).

Kazakhstan has its own direction for giving educational assignments, from theoretical part, and rooted deeply from practical part too, founded self-educational discipline on its own. However, it is common known that teaching as another discipline in life, and giving knowledge always refreshes, renews. As well as it is widely in known that the most difficult discipline in educational sphere is changing according to the time. Even though, nowadays the exploring of language paradigm is specifically altered and it should be mentioned. Because from lingua pedagogical paradigm of socio-cultural and changing into to socio-relativity direction for multinational Kazakhstan situation makes in demand for beneficial socio-cultural foundation. In this connection, for teaching language cases in higher institution requires some knowledge from culture and awareness, fluent in some languages, also preparing capable figure for competing (student, candidate for master degree) is the main demand of the timetable discipline which takes first place nowadays. As well as, it is common known that developing Kazakh language and widen the usage is the situation of our nation’s fame resistance and that is why so called cases arises. Apart from Kazakh language, Russian language are the official that cannot be hidden and still living. But the importance of English language is to improve the economy conditions and making them close between it, as a labor communicational role is in known and connectedly.

Therefore, today in our country Trilingual policy cases takes important place. Trilingual policy is actively pursued by authorities in Kazakhstan in response not only to sociolinguistic and political factors but also economic factors. The main site for implementing the policy is educational institutions (with an initial focus on the first stage of secondary schools). The overarching purpose of this qualitative study is to examine the debate on the issue of trilingual education in Kazakhstan, to place that debate in a meaningful and useful
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context based on the international literature related to educational language policy and to contribute to policy, research, and practice in this area within the context of Kazakhstan. In addition, President N.A. Nazarbayev paid an attention to it in 2004 year, Kazakhstan situation of multinational policy’s place is the sufficient and grids the attention up to know. For the sake of this goal «trilingual language policy» hacks through the cultural project work, proposes to be in process turn by turn. Furthermore, the current period that proposes the social assignments in Kazakhstan’s language policy is the equality of nowadays socio-cultural condition as well as getting accustomed to above called trend. In society one of the main way of saving peace and friendship is the policy of language and we all aware of it. About this case President N.A. Nazarbayev in Kazakh Nation Assembly on XX convention by his speaking says so: «In our country not any ethnos have lost its language. We do all so that to provide them with the language comfort to their ethnic groups, for the developing the culture we do the all possible things. In Kazakh earth there is more than 100 nations that united hold together. It is obvious, so that to turn into good one must found solid cement these ethnical multitudes. That is- state language- Kazakh language». To accomplish the above-mentioned goals exploiting only the country’s richest natural resources - vast land areas, arable lands and natural resources of enormous wealth – is not enough as it cannot promote development of the country’s economy without good human resources. The President remarked that “we may be proud of a highly educated population with a pretty high standard of scientific and creative potential. This indeed is a tremendous achievement of our people... and of the former system for that matter. We must do our utmost to further develop this invaluable asset of ours and grant it ever new, ever civilized opportunities of development”. From this it is resulted that our president aware perfectly about the root task of Kazakh language, its significance for Kazakh society and does the best for setting the timetable also always put under control, feels, and understands as important as an air, in addition endeavors to develop of its direction and tries to solve it at all.

Materials and Methods
As part of the study, the views of different researchers, heads of State and State documents aimed at introducing a trilingual system in Kazakhstan were studied.

Discussion and Results
Languages have always been studied in schools. We have our approach to this system of education. The first approach is the teaching of the subjects themselves: Kazakh language, Kazakh literature, Russian language, Russian literature and English. The purpose of these subjects is to develop four types of speech activity in children: speech, writing, listening and reading. The methodology and technology of teaching the subject is changing, so the level programs for the study of three languages were prepared. The second approach is that children already in practice will be able to apply knowledge of languages. But all these innovations will begin in stages. That is why the first step to the implementation of this program will be the preparation of children to a certain level of languages, and then the teaching of subjects in Russian, Kazakh or English will begin.

The introduction of the system of trilingual education is a complex process, the great importance of which is attached not only to educational programs, but also to the educational process. After all, it is important not only to form a picture of the world of the future mathematician, physicist or historian, it is important to educate a person, a citizen, a patriot.

The introduction of trilingual learning is the imperative of time. The twenty-first century demands accelerated pace in all spheres of life. Globalization processes affected primarily the information system. To knowledge there is one way - to move swiftly and to master what the world knows and then to introduce. Three languages are at least today, not to be left behind forever. You
need to know three languages already within the walls of the school. This is an axiom, "said Aidar Abuov, head of the State Strategy of the State Department at the National School of Public Policy of the ASU under the President of the RK, Doctor of Political Sciences. - How to implement this system is a matter of methodology, technology, and training system. Many subjects in textbooks are overloaded. In my opinion, mathematics, physics, chemistry, biology and others need to be simplified to 50%. Lessons of work, physical culture, self-knowledge, and singing should be moved to the afternoon elective. It's been said for 20 years already. There was an opportunity to quickly reform the entire education system. The complexity of the system is in English-speaking mathematicians, physicists, besides, English itself is very problematic to introduce. By the way, parents and schoolchildren should quickly reorient. Even in kindergartens there is already a trilingual method, it has been introduced in schools and universities since 2016. The civil service is also beginning to introduce three languages, for example, in the Ministry for Civil Service Affairs.

English is distributed in 106 countries, Russian - in 17. The total knowledge of these two languages allows understanding the inhabitants of 113 countries; this is already more than half of all countries in the world (Philipenko E., 2016).

During the round table of the analytical group CYPRUS, on which the reforms of school education in Kazakhstan were discussed on September 30, experts discussed the introduction of trilingual education in schools in Kazakh, Russian and English languages. Supporters of the transition note that multilingual education will open up more information and technologies for schoolchildren. The announced plans encourage the expert community to think about the possible consequences of the reform. According to Zhuldyz Smagulova, the director of the Language Center and the professor of KIMEP, the idea of introducing a trilingual education are somewhat premature. Teaching in different languages, she said, cannot be effective if teachers do not know them at the proper level, are not familiar with the theory and practice of such teaching, and also do not have high-quality teaching materials. Smagulova believes that the speed of mastering of languages and the final result depend on many individual properties of the child, and these features should be taken into consideration when implementing the standard (Experts on the transfer of schools in the Republic of Kazakhstan to trilingual education, 2015).

Domestic methodologists offer the concept of interconnected teaching in Kazakh and Russian languages, which presupposes, firstly, the development of a methodological system for teaching languages on the basis of contrastive analysis of contacting languages, the identification of similarities (universals) and differences in languages, which will prevent difficulties in mastering the language by Kazakh students; Secondly, the use of dictionaries of all types, which serve as a means of assimilating and fixing words and constructions of both languages; Thirdly, comparison and identification of features of the structure of dictionary entries, which prevents interference at the lexicographic level; Fourthly, conducting integrated lessons of Kazakh and Russian languages and literature using dictionaries; Fifth, the organization of extracurricular activities that contribute to the improvement of bilingual speech" (Yerkibayeva G.G., Nyyazbekova K.S., 2013). In the light of new requirements, this concept needs a substantial addition, as for modern Kazakhstan it is necessary to have interconnected instruction in three languages at both the school and the university levels.

The state program for the development of languages is carried out in three stages. At the first stage (2011-2013), a set of measures aimed at improving the legal and methodological basis for the further functioning and development of languages was carried out. Within the framework of the second stage (2014-2016), it is planned to implement a set of practical measures to introduce new technologies and methods in the study and application of the state language, as well as the preservation of linguistic diversity. In the third stage (2017-2020), the result will be consolidated.
through system monitoring of the degree of demand for the state language in all spheres of public life, the quality of its proper application and the level of ownership with further preservation of the positions of other languages. As a result of the program, the percentage of the adult population who owns the state language will be 20% by 2014, by 2017 - 80%, by 2020 - 95%. The proportion of Kazakhs who know the Russian language by 2020 will be at least 90%. The share of the population of the republic that speaks English: 2014 - is 10%, 2017 - 15%, 2020 - 20%. The share of the population that owns three languages (state, Russian and English) is by 2014 10%, by 2017 – 12%, by 2020 – up to 15%.

This Concept, considering polyglot education as an effective tool for preparing the young generation for life in an interconnected and interdependent world, focuses on in-depth study of the state Kazakh language in harmonious interaction with teaching Russian and English. Particular attention is paid to professionally oriented teaching of languages for the purpose of training specialists who are fluent in three languages, which corresponds to the Law on Languages of the Republic of Kazakhstan (Law of the Republic of Kazakhstan "On Languages", 1997) and, undoubtedly, will increase the competitiveness of specialists.

It should be noted that the introduction of multilingual education has caused a number of problems. The need for knowledge of several languages in the modern world and the demand for a multicultural person in society are obvious and in themselves are a motivation for learning. However, the professional orientation of schoolchildren suggests their trilingual training in the basic subjects of the future specialty. Thus, future chemists from the school bench must master three languages within a certain thematic minimum in the discipline "Chemistry", future economists must master knowledge of economics, economic theory in three languages, etc. However, Kazakhstan, in comparison with European countries, because of its geographical location, does not have the conditions for the natural development of mass polyglotism with knowledge of an actively functioning world language. Therefore, in secondary education it is necessary to organize the educational process in such a way that graduates have a sufficient level of multilingual competence for the subsequent continuous increase of speech and communicative competence in three languages. This requires a special design of the learning process for non-linguistic disciplines, which would facilitate, without increasing the hours in the curriculum, the pursuit of both a standard for mastering the content of the academic discipline and mastering the three languages within the chosen discipline. This problem has not yet been solved in the educational institutions of Kazakhstan.

However, there are successful solutions to the above-mentioned problems in the implementation of a multilingual education, as evidenced by the diagnosis of future graduates. Language development occurs in conditions of qualitative strengthening of the process of both linguistic and cultural interaction. For example, knowledge of languages introduces the cultural heritage of the peoples of the languages being studied, and a rethinking of one's own individuality based on the commonality of human values takes place. The introduction of such a model of education and upbringing in the Kazakh school makes it possible to form a comprehensively harmoniously developed personality, able to freely navigate in the international space, owning Kazakh, English and Russian languages at a fairly good level. Practice shows that the majority of entrants connect the choice of their future profession with the knowledge of the English language, considers the knowledge of a foreign language necessary to obtain prestigious work and advance through the career ladder in the future and believes that mastering several languages will help them to strengthen their social status and take a worthy position in the modern Multilingual society, in other words, to be communicatively adapted in any environment. All these factors testify to the joint functioning of the Kazakh, Russian and English languages in a single communicative and sociocultural space.
On the other hand, there are difficulties of a psychological and linguistic-pedagogical nature, related to the individual characteristics of the student's personality, their ability to switch from one language to another, the level of training and the amount of knowledge in the field of languages.

In the entire system, the requirements for the conditions and resource support for the implementation of programs in a multilingual education are the main requirements for human resources. It is worth emphasizing that the preparation of English-language teaching staff for secondary, technical and professional higher education became possible within the framework of the international scholarship of the President of the Republic of Kazakhstan "Bolashak". At the present stage of the scholarship, the emphasis is on masters and doctoral training programs, as well as training of technical and medical specialists, which are the most popular for our country. In addition, currently scholarship holders have the opportunity to study in 630 leading universities in 32 countries.

As is known, multilingual education is inextricably linked with the fulfillment of the main parameters of the Bologna process, the correlation and unification of curricula with the European standards of education. The main mechanism for practical implementation should be the principle of "double entry of knowledge": language education through the study of linguistic disciplines and the teaching of separate, for example, mathematical and natural science disciplines in a foreign language, social and humanitarian disciplines in Kazakh or Russian (Zhetpisbaeva B.A., 2009).

The higher the interest in new professional, personal, cultural, and scientific contact skills with native speakers, with the achievements of science, technology, culture of different countries, the higher the status of multilingualism as a tool for establishing professional communication for effective exchange of experience and, as a result, personal professional Becoming a specialist (Zhetpisbaeva B.A., Ayazbaeva S.S., 2011).

As you know, in Kazakhstan large-scale financing of programs of external academic mobility of students of Kazakh universities has been launched. During the academic period, they will be trained abroad at the expense of the state. In world practice, Kazakhstan is the only state that provides funding for academic mobility. Undoubtedly, the training programs within the academic mobility of students should be built into the system of polyglot training. This is an effective way of preparing a multilingual staff, since students of all specialties, of all regional universities of the country are involved in the program of academic mobility. Training in three languages and, as a result, their mastery in almost perfect will contribute to the academic mobility of trainees, their ability to freely navigate in the international space, in culture and in the traditions of different peoples (Nurpeisova S.K., Azimbayeva Zh.A., 2015).

In terms of language the famous politician and socio-activities all the time say different points from different place. For example, according to the socio-activity figure A. Toiganbayev: «For the Kazakhs the Kazakh culture of XXI century is in need. And this is creative only in Kazakh language». It is true that it demands much time. In our times we will absolutely consider Kazakh language renews from the side of spiritual state which needed so called thin king. In this connection the teaching method of Kazakh language is diverse from nowadays language cases, in order to teach it with technology, innovative methods and methodology should be completed. Additionally, in Kazakhstan there is Russian language which saves its place with Kazakh language up to now. The significance of saving Russian language in many parts of Kazakhstan the language is widely in use which is common in known. From this occasion in the case of teaching Russian the up to date training manuals, Russian providence as a subject of intellectual side and the competitive teaching stuff also the professional level is always developing, achieving necessity is all the time in demand of our society that had not never been taken into account.

In our country when the trilingual policy case arises between the language of culture the culture interview occasion is also in high attention. This is the most important key for living in peace and
friendship that demands high interrelation. In this situation, in the last time sociologists and psychologists, linguists and methodologists are talking often about interrelation of culture. Linguists and methodologists become to pay attention to the connection of the definite language to the language that they are teaching. Therefore, in linguistics and culture appeared new science likelinguo-culture. The importance of this science is not only the learning the words by leaners by heart, but also understanding it. The significance – the another culture representative’s that word and meaning, the deep meaning of the artefact of the language layers, the relation of language and defects understanding is on the first place, with the help of them to comprehend the description of the student, feeling it, and it may be the significance of its worth. From this for teaching any language the competence of language is the priority. In this connection, someone who knows perfectly certain languages in every level, to form the young person at any age is providing and this is culture and language mutual influence is the base of learning that can be noticed.

Today in our country it is widely spoken about trilingual language policy case, many scientists paid behind the scene the cases of language, despite the special discussion makes, about this matter it is obscure how to solve and handle this occasion. Exactly about this occasion- the methodological-science to teach the three languages at the same level with perception, the professor S.S. Kunanbayev works everything is systematically showed. From the scientist’s "Concept to ensure the implementation of the national program" Trinity of languages "in the Republic of Kazakhstan" so called article the equal learning of three languages, the scientific basics of teaching another language is written there. In this work, author prepare the specialist who is capable for competing, and shows the language giving knowledge standard that is the position. Furthermore, in our society and state according to the multilingualism policy the Kazakh language takes the main role of state within all languages, also owing to the state education standard Kazakh language should be provided by different cases which are divided in below. For instance, the technology of teaching of Kazakh language and putting to the way of in need of methodology of interactive-relation; socio-functional, entrepreneur-trend of all above called division the Kazakh language must be provided in wide way; and trilingual function relation should be in ask for and equal of social need. In addition to that author in relation of teaching three languages and learning at the same level proposes plan for teaching Kazakh language. Author puts Kazakh language role as a main language of state language, so that to develop the way of language in high level he considers of teaching useful of foreign languages trying, pointing trends like: to use leading technology and method-methodology. Today the Russian language is the tool for communication with other nations and so that to develop above named language the teaching level of it has left only the most important, with the new teaching equipments, manual tutorials, teaching-methodology ways of providing is supposed to propose. In terms of teaching and developing English language is used, also for the cases of economics and business communication, in this connection to learn of foreign language there are six level teaching are supposed. This-made of general competence, according to the standard of Europe, to the nation education system levels had made. Author in which level and how old children are teach it, technical and the faculty of business learners have already chosen to study which of the level disjunctively divided, and shown the made out of the levels. In article to prepare capable specialist for competing the distance study using of beneficial ways are took in, the results are shown too. In the named article author stops individually on three language business terminology and form the competence for future specialists. For this goal the level of learning language formation subject-lecture is proposed minimum. Methodology-scientist S.S. Kunanbayev work for learning trend of three languages at the same level is shown in different way. With the acceptance of scientist there is issue like «Language education in the conditions of-level
acquisition of trinity languages: theory and practice» is shown the monography of how to study it with certain level of scientific-methodology ways and multilingual also multicultural ways of forming language figures that has been discussed as well. In work the sample of teaching education process of cognitive-linguocultural method shown as a base of conclusion.

In terms of giving educational project of study at three language base across the Kazakh language that we all aware. Knowing three languages are defined in the proverb of «Know seven nations language, seven types of knowledge», the enhance of possibility of society of intellectualism, the capable specialist for competition, makes to be feasible. In education process the possibility of learning and knowing three languages by heart and coming reason to three language policy to the timetable of routine to develop for the sake of worldwide information, and to be capable for competing in business, for socializing the cultural benefit are provided, in order the educational system will be at the same level of standard, so that learning languages from distance it is explained in a useful method. If to come to the occasion from this side, for example, in high education institution it is obliged to pay attention to this system for teaching Russian for which demands deep knowledge and aim. The specialists of Russian language say that for the communicating in Russian there are conducted sources that are not translated into Kazakh language. If to enumerate, newspaper-journal articles, monographies, prospects etc. And this type of learning the Russian language in another country used as for business conversation, and for partners is so important to communicate.

For teaching any language there should be useful methods, also easy ways to teach. For this reason teaching three languages at the same time and systemize them in relation of the methodology is deeply in need. In our country the educational systems service specialists for teaching three languages at the same level and here the goal is to achieve special results, for aiming that to use leading innovative-technologies and useful methods are still in research. Such kind of special research results are useful with the the method and methodology also innovative technology types that were issued in the last years that is why it is in use of new books and in the process of developing. For example, at the University of International relations and World languages after Abylay Khan conducting at three language project is so major works which scientific-educations are passing. Kazakh, Russian, English consider to be as a second language, as teaching foreign language in linguistics, culturalism, psychology, the sides of methods are researched, some researching results are in use of teaching process.

Nowadays printed or in use new materials of books or tutorial manuals aim are- to establish the learners’ language-relativity and competence, and to form multilingual, multicultural private figure. In this connection, to the into of cognitive-linguocultural technology the certain clear of level, the exact teaching observation, and to unfold that called observation subject and topics, cases and tasks, exercises, case-occasions are grouped. If to tell about current research paradigm changes, relative paradigm, relativity-paradigm the speaking process of student to recognize the capability of his ability specifics, in other words, it is said that language discloses during speaking. However cognitive paradigm language with perception, comprehension, with recognition takes chance of showing itself also we all understand like that. The philosophical theory of cognition the language and culture connection study word or meaning description explained in a wide sense. As well as that meaning takes out with the help of language. That is why nowadays basic methods and methodologies are directed to speak with the aim of thinking. Therefore, rather than old times cultural methodology to teaching process the using of terminology or key terminology, about three languages contents of method connection of didactic materials, the understanding of didactic materials from the side of hypertext methodology, the methods will be used like scientific meaning acceptance of frame side.
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Conclusion

If we pay attention to nowadays foreign language teaching methods, the close sciences to methodology (cognitive psychology, linguistics, philosophy, sociology, culture study, pedagogics etc.) believe to methodology and it is not hard to spot. According to these sciences specialists takes into account the relativity method as a main method. In teaching process coming from the relativity meaning- to close the teaching process to communication of situation or make a sample of it. When making a sample of it in communication the most important and meaningful is the personality of people, the interviewers relationship and the influence of their, the important cases for communication, the basic relation process occasions must be taken into account. If to come to the teaching progress from cognitive aspect the person’s understanding and feeling of definite terminology, to percept it to certain level, recognition, go it through the opinion, to saving it to the conscious from which we can define. Nowadays methodology these above named two unites and outlines of that assumption. In teaching language cognitive-relativity method develops and specifies with the help of thinking and speaking. During thinking and speaking student with the help of language fulfills many types of responsibility and relativity tasks. With that base about world description knowledge, about another culture information, and many other specifics have so that to define the degree of intellectuality. Generally speaking, cognitive-relativity competence composition consists of such kinds of cases: language, able to speak, socio-cultural, strategy, discourse, pragmatic and cognitive. The student can to go up who memorized all above called things cognitive-relativity competence formed, language figure degree. Because the person who knows perfectly the foreign language or linguo-cultural study figure forming is the main goal of teaching the language by degree as far as it is understood.

In the country, in relation of conducting trilingual policy Kazakh, Russian, English languages teaching and making them to be at the same level, and trying to teach them between so called languages it not arguable that can appear the language misunderstanding. This is, especially, noticed in the sphere of education. It can be seen from each figure’s language knowledge, the using of language specifics, in relation of learning nature of language stylistics are differently alters. It is obvious, with so called language misunderstanding cases demand to research. In the relation of this to the current language teaching technology and theory demand the choosing also it is considered to be the main case.

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