

ABSTRACT

**of dissertation on a competition of the doctor of philosophy (PhD)
in the specialty 6D011800 – "Russian and literature".**

«SCIENTIFIC BASES OF THEORY AND TECHNOLOGY OF ASSIMILATION OF ESTIMATED LEXICON AT RUSSIAN LANGUAGE LESSONS»

Actuality of the presented dissertation research is defined by the fact that it is devoted to consideration of very important fragment of lexical system of Russian, and lexicon with an estimated component of meaning represents a separate subsystem. The appraisal marked nominations are connected first of all with a person, society, human activity, with those components of inanimate nature which are spiritualized by the person, gain for him the practical and symbolical importance.

Studying of lexicon with a component of assessment gives new information on ethnic (mental) features of perception of surrounding reality. The any sphere of life for native speakers is more significant, the bigger set of the lexemes describing it with an estimative connotation is present at system of language that allows future teacher more full to express the positive or negative emotions, to make evidential own point of view. Language means are necessary for it for implementation of the specified purpose that, in turn, assumes the high level of mastering linguistic competence. The system of estimative names is national specific in that degree in which the national cultural symbolics, religious attitude, a national value system, the principles of the organization of society and state are specific. Acquiring lexical system (in this or that its option) and getting acquainted with the texts containing an estimative component in a word meaning authoritative among native speakers, the person "inherits" the traditional ideas of the world creating its national identity.

Assimilating lexical system (in one or another version of it) and getting acquainted with texts that contain an evaluation component within the meaning of the word, authoritative among the speakers, man "inherits" traditional notions about the world, shaping its national identity.

Evaluation activity as a way of expressing their students of Kazakh group relations to the surrounding reality and the realities of the learning process in his future professional activity, is regarded in the literature as an essential aspect of human communicative activity. Evaluation is a very important pragmatic signal, which largely organizes the structure of the speech act.

Evaluation - an essential component of the cognitive processes, in many cases, it is estimated qualification completes the new realities of the knowledge of reality and incorporate it in the sphere of vital interests of the individual.

Variety estimated labeled units of language, in many cases, the "implicit" way of expressing implicit assessment in speech cause difficulties in learning this language category

There is necessity not only to the fullest description of the multi-level evaluation of the means of expression in the language system, but also in consideration of their interaction, complementarity and transformation in the speech. The problem lies in the fact that has not been sufficiently studied the main means of assessing the linguistic expression - lexical semantics. In the domestic lexicography is not yet estimated the system description language marked, estimated litters in dictionaries inconsistent, not developed a methodology to identify evaluative connotations of the word.

This dissertation research focused on lingual didactic aspect of studying the nature of the existing scientific literature, concepts of valuation lexical-semantic units of the Russian language in the student discourse.

The object of research in the dissertation makes the process of learning and self-evaluation for learning lexical-semantic units required for future teachers as a means of expression evaluation related to the educational process.

The subject of the research methodology of formation of communicative competence of students of Kazakh group developed technology mastering lexical-semantic units by students of Kazakh Philology at the lessons of Russian languages.

The hypothesis of the study.

Scientific and methodical development of communication technology integrated bilingual multicultural identity of the Kazakh language and literature teacher at the Russian language lessons will be successful,

1) if you update the content of the discipline of the Russian language evaluative lexical-semantic units and a minimum of text to activate them in the classroom;

2) If the developed target model of the bilingual person of the teacher of the Kazakh language evaluative lexical-semantic units of the Russian language, which is a frequency group, and are part of a professionally oriented words;

3) if you develop a technique and technology of language training technology of formation of discursive tasks, stimulating the use of estimates lexical-semantic units

4) if you develop a system of tasks for independent work, stimulating the development of communicative skills and use of skills in artificial situations lesson when necessary use of estimates lexical-semantic units, the process of developing a bilingual person model of the formation of professional communicative competence will be effective as development system Speech abilities, and self-learning knowledge management and linguistic, socio-cultural, discursive formation provide professional-communicative competence and functional literacy bilingual students

The purpose of this study - the formation of the communicative competence of students-Kazakhs 1 course in teaching Russian language when activated estimates lexical-semantic units.

Achieving this goal involves the following tasks:

1) the description of linguistic framework, based on the analysis of assessment category in linguistics, evaluative correlate with emotional (emotional) and expressiveness by identifying relationships, and evaluating values by identifying the role of axiological factor in the functioning of ELSU;

-2) For the development of classification ELSU based on pragmatic, semantic, stylistic, structural, grammatical, functional features described lexical units, which will reveal the specifics of the different part of speech ELSU accessories, to introduce it in the training of students;

- 3) on the synthesis and modeling of the methodological framework, that is, principles and approaches to learning with educational-methodical maintenance of university lessons on the Russian language, the content of which is the development of the specifics of student assessment methods of expression language means different levels.

-4) For the experimental verification of the proposed contact (CITT), communicative and integrated technology, in which the central place is given to the system of interactive methods and communication training aids

Theoretical and methodological basis of the research were classic and modern works of world-renowned scientists dedicated to the evaluation as a linguistic category, the evaluation methods for the expression of semantics, since the work Sh. Bally, E.M. Volf, N.D. Arutyunova, Y.D. Apresyan, completing V.I. Karasik. The Kazakh linguistics and didactics demand Z.K. Ahmetzhanova`s work, problem of teaching Russian language in schools and universities is presented in D.T. Tursunova`s studies G.A. Meyramova, R.A. Abuzyarova, M.R. Kondubaeva. However, the problem of studying ELSU not considered in the above-mentioned works.

Methods: 1) descriptive method, used to update the content of lessons on practical course of Russian language and will allow for the selection of words categories evaluation of the national body of the Russian language;

2) The method of analysis of the scientific and methodological literature to clarify and summarize the didactic basics: principles, methods, techniques, tools, and modern Russian language learning technologies,

3) modeling method allowed to present the target model of linguistic identity, modeling training systems with interactive tasks;

4) method of generalization teaching experience and didactic experiment in teaching practical course of Russian language;

5) method of quantitative and qualitative analysis ELSU;

6) method of pedagogical experiment to determine the correctness of the hypothesis put forward.

Sources of research material served as the vocabulary of the modern normalized Russian language (more than 2 000 000 units), which includes an evaluation component meanings, taking into account the diversity of its stylistic and functional characteristics analyzed from the National Corpus of Russian language and selected for training based on the principles of frequency and professional expediency.

Scientific novelty of the research is determined by the fact that in it the first time:

- Describes the philosophical, the linguistic, psychological basis of assimilation ELSU Kazakh students when invited selected lexical minimum;
- designed methodical system of formation of is professional-communicative competence, which includes theory and practice of self-study assignments in independent system;
- Embedded technology education (CITT) for the formation of professional communicative competence in the classroom on the course of the Russian language for future bilingual teachers with the use of modern information technologies: Internet resource software with slides, tests, models, electronic textbooks and multimedia programs

The theoretical significance of the research developed in the course of the study the principles and methods of teaching Russian as a second contribute to a better understanding of the possibilities of using language with an estimated component values for exposure to native speakers in order to create professional-communicative competence.

Practical value of the work is determined by the ability to use the research results in practice, university teaching "Practical Course of the Russian language" or "Russian language", to students studying in the official language, in teaching the course "Culture of the Russian language".

The proposed principles and methods to describe the vocabulary with an estimated component values may form the basis for the creation of various types of educational vocabularies estimated marked vocabulary of the Russian language (smart, semantic, ideographic), as well as a dictionary lexicon with an estimated component values.

The provisions for the defense:

1. Describe the theoretical basis of mastering of lexical-semantic minimum evaluation units as a result of the selection of didactic material content as a result of the analysis of the relevant linguistic literature became the basis of updating the content of training to Russian of students-Kazakhs, intended for an adequate perception and normalized use them both in professional and pedagogical training needs Kazakh philology students to work in the Russian-speaking audience.
2. The main condition for the effectiveness of professionally-oriented theory and practical technology training to Russian in high school is the integrated use of its components, content (text and terminological minima), the guidelines (professional communicative, cognitive, linguistic and cultural, and information technology) mastering evaluation of words using the interactive second language teaching methods .
3. The implementation of cognitive-communicative approach provided on concentric principle presentation word category estimation and linguistic knowledge as a single complex in a methodical system that promotes memorization, assimilation and use them on presentation of exercises in style and culture of Russian speech of bilingual teacher of the Kazakh language.
4. The effectiveness of learning technology provided by developed methodical system and used in the process of learning software programs, information resources with interactive methods of teaching Russian as a second language and

the development of communicative and discursive competence in the process of self-education of students of Kazakh Philology .

The regulations submitted for defence:

1. The described theoretical bases of assimilation of a lexico-semantic minimum of estimative units as result of selection of content of didactic material in an analysis result of the corresponding linguistic literature became base of updating of content of the teaching Russian of Kazakh students intended for adequate perception and their rated use as the needs for professional and pedagogical teaching students of the Kazakh philology for work for Russian-speaking audience.

2. The main condition of efficiency of the professional oriented theory and technology of training in practical Russian in higher education institution is complex use of its components contents (terminological and text minima), the principles (communicative and professional, cognitive, linguoculturological and information and technological) assimilation of estimative words with use of interactive training methods to the second language.

3. Implementation of cognitive and communicative approach is provided on the concentric principle of the presentation of words of category of assessment and linguistic knowledge as single complex in the methodical system promoting storing, assimilation and their use in case of presentation of exercises on stylistics and culture of the Russian speech of the bilingual teacher of Kazakh.

4. Efficiency of technology of training is provided with developed methodical system and computer programs used in training process, information resources with interactive training methods to Russian as to the second and development of communicative and discourse competence of process of self-training of students of the Kazakh philology.

Testing of the study is that the content and the results presented in two monographs, 9 scientific publications, 3 of them - in the journals recommended by HAC, the publication of a non-zero impact factor. The total volume of publications - 3.35 pp The text of the thesis was discussed at the Department of Languages methods of its teaching Kaz NPU named after Abay

Some fragments of the study were presented in the form of scientific papers at various conferences:

1. Learner-centered three language teaching methodology realization in the Republic of Kazakhstan educational system. Journal of Language and Literature, №4,2015. co-authorship with professor Kondubaeva M.R.,Smanov B.U., Sebeпова R.M., Karimova G.S.

In conclusion, highlights the results

As Appendix A to the attached questionnaire form and frame measurement category used in conducting the survey.

Appendix B - Glossary of terms of evaluation, selected from the corpus

Appendix C - table analysis of the use of evaluation terms

Appendix D - Texts National housing with evaluation terms.

In conclusion summarizes the theoretical and practical results of the study, confirming all the provisions put forward by our hypothesis, the main findings and

the basic tendencies of development of the education system and study of the problems of updating the content of language education.

The study leads to the following conclusions: The analysis is selected from at least 450 units for the study of Kazakh students on the basis of professional orientation and frequency in a speech teacher.

3. has continued to develop communicative and integrated technology. Imagine briefly the results in this study: selected lexical-semantic least ELSU.

For use in the classroom for practical course of Russian language selected principles and teaching methods of which are leading communicative cognitive principle of training to Russian of students-Kazakhs. A target model of linguistic identity. Presented CITT technology. Spent a pedagogical experiment, testifying to the authenticity on communicative integrated technology assimilation ELSU for formation of communicative and discursive competence. Developed and produced a teaching aid, which was awarded the DOI.