

ANNOTATION

**Dissertations on the topic “Language learning as a linguistic cultural phenomenon in the multilingual space of Kazakhstan: psycholinguistics aspects” for the degree Doctors of Philosophy (PhD) in the Educational program 8D01702 – Teacher training of Russian language and literature
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Research topic: Language learning as a linguistic cultural phenomenon in the multilingual space of Kazakhstan: psycholinguistics aspects.

Aim of the study: the formation of linguistic and cultural competencies in the process of teaching the Russian language and literature of high school students with the Kazakh language on the development of a scientifically based integrative methodology, including a set of innovative psycholinguistic and cultural methods and teaching methods.

Objectives of the study:

1) study the scientific and theoretical literature that forms the methodological basis of the dissertation research;

2) describe the stages of mastering a native and non-native language and, based on their comparative analysis, build an analytical model of the stages of the mental-cognitive processes occurring during this process, conventionally designated as an “inverted” or “reverse” sequence;

3) to develop a comprehensive methodology that takes into account interdisciplinary and intradisciplinary connections in teaching the Russian language, using modern innovative (digital) technologies and connecting all channels of influence on the linguistic consciousness of students - audiovisual, mental, cognitive, mnemonic, emotive, associative, incentive and others that contribute formation of linguocultural competence of students;

4) develop and test a working model of the formation of linguocultural competencies of students: conduct a set of consistent formative educational and experimental studies through teaching polycode perception skills and consolidation of knowledge to achieve positive dynamics in learning the Russian language and culture, which is measured by the level of formation not only of language/speech abilities, but also mastery certain cultural competencies (as an experimental site - grades 9-10 of school-lyceum No. 23 in Shymkent).

Methods of the study: *descriptive method* (when reviewing scientific and theoretical literature), *experimental methods* (when conducting psycholinguistic experiments to compile sociograms, associative portraits of characters; questionnaires, testing); language analysis, interpretation and generalization (when drawing up portrait characteristics of heroes), classification and categorization (when studying the grammatical system of a language: types of complex sentences); *linguocultural commentary* of a literary text (when working with linguocultures - gaps, non-equivalent and background vocabulary, phraseological units, proverbs and other linguistic units that reflect the national and cultural specifics of the Russian picture of the world); method of semantic intralingual and

interlingual comparative analysis; statistical method with scaling elements (when determining the level of cultural competence according to Bloom's taxonomy); method of observing the educational process.

The main provisions to be defended (scientific hypotheses and other conclusions that make up the novelty are proved):

1) an analytical model of stages, consisting of three stages and six stages of mastering a native and non-native language with a fundamentally different (reverse) sequence of these stages (1 natural communication - imitative, spontaneous speech activity, 2 artificial communication - teaching the language system (school course) and language analysis, 3 natural communication - the final stage: fluency in language; the formation of language/speech competencies illustrates different mental-cognitive processes during the acquisition of native and non-native languages, conventionally designated by us as an “inverted” or “reverse” sequence;

2) a comprehensive methodology that takes into account interdisciplinary and intrasubject interdependent connections between the psychodynamic (emotive) and communicative aspects of speech, its cognitive side (perception, memory, thinking, etc.), which is ultimately intended to form the linguocultural competence of the student;

3) the basis of the model for the formation of linguocultural competencies of students is: a complex of consistent educational and experimental research through teaching multi-code perception skills and consolidation of knowledge to achieve positive dynamics in learning the Russian language and culture, which is measured by the level of formation of not only language/speech abilities, but also the mastery of certain cultural competencies (as an experimental site - grades 9-10 of school-lyceum No. 23 in Shymkent).

Justification of the novelty and significance of the results and compliance with areas of scientific development or state programs:

In our dissertation, we were guided by the main state policy documents and educational standards, which are designed to guide our research and subordinate its goals and objectives to the language policy of the civil multinational society of the Republic of Kazakhstan: the Constitution of the Republic of Kazakhstan [1], the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020–2025 [2], “Law on Languages in the Republic of Kazakhstan” [3], “Law on Education of the Republic of Kazakhstan” [4], “On approval of state compulsory education standards at all levels of education” [5], Instructional and methodological letter “On features of the educational process in secondary education organizations of the Republic of Kazakhstan” [6], “On approval of the list of textbooks, educational and methodological complexes, manuals and other additional literature, including on electronic media” [7], etc.

Novelty and significance of the results:

The theoretical significance of the dissertation research is that the research results significantly expand our understanding of teaching a non-native language as a linguocultural phenomenon and make a certain contribution to the formation of linguocultural competencies of students.

The practical significance of the study lies in the creation of a comprehensive methodology for teaching the Russian language in the context of Russian culture and in the development of methodological recommendations for school teachers in order to develop the linguistic and cultural competencies of students. The research materials can be used in teaching practice, as well as in the preparation of textbooks on linguodidactics and linguoculturology.

Description of the doctor's contribution to the preparation of each publication (the share of the author of the dissertation is indicated as a percentage of the general text)

15 scientific articles and 1 educational- methodological manual have been published on the topic of the dissertation. Of these, 1 article was published in a journal included in the Scopus scientometric database, 1 article was published in scientific publications recommended by the Committee for Quality Assurance in Education and Science, 3 articles in scientific journals of the Republic of Kazakhstan and abroad, 3 articles in scientific publications and collections of international materials scientific conferences near and far abroad: Moscow (Russia, 2020, 2022), Pokrov (Russia, 2021), 6 articles in collections of materials of the International Scientific and Practical Conference of the Republic of Kazakhstan: Astana (2022), Almaty (2022), Turkestan (2022), Shymkent (2022);

All publications are prepared during the study.

1. The linguocultural phenomenon of internet resources: the effectiveness of using podcasting in the Russian language learning // Journal "Education and information technologies", DOI: <https://doi.org/10.1007/s10639-023-11820-7>; Publisher: Springer Nature. ISSN 1573-7608, 1360-2357. Scopus Q1 (Education; Library and Information Sciences). Percentile – 95, CiteScore – 6,6, WOS: Social Sciences Citation Index, IF-3.666, JCR Q1. New York, US, 2023. (Zh. Makhanova 90%; co-authored by: R. Arynbayeva, O. Pavlovskaya 10%);

2. Славяно-тюркские сопоставления в диахроническом аспекте // Journal "Multilinguality and transcultural practices". Moscow, (Higher Attestation Commission of the Russian Federation), indexing: RSCI (NEB), ISSN 2618- 8988 (online), 2023 г. V. 20. № 1. Pp. 110-123. DOI: 10.22363/2618-897X- 2023-20-1-110-123 <https://journals.rudn.ru/polylinguality/article/view/34396> (Zh. Makhanova – 70%, co-authored by: N.V. Dmitryuk, R. Arynbayeva, – 30%);

3. Дидактические аспекты исследования гендерных стереотипов (на материале экспериментов в образовательных учреждениях Казахстана) // Bulletin of the Kazakh Ablai Khan University of International Relations and World Languages, series: "Pedagogical sciences". – Almaty, No. 3(66), 2022 – Pp. 144-155. ISSN 2412-2149 (Print). ISSN 2710-3269 (Online). UDC 81'23. <https://doi.org/10.48371/PEDS.2022.66.3.012> (Zh.K. Makhanova – 80%, co-authored by: N.V. Dmitryuk, G.B. Makhanova – 20%);

4. Взаимовлияние языков и культур в полиэтническом пространстве Казахстана: дидактические аспекты // Bulletin of Abai KazNPU, series: "Philological Sciences". Almaty, № 3(80), 2022. – Pp. 5-12, ISSN 1728-7804. MRNTI 14.15:01. <https://doi.org/10.51889/6576.2022.11.47.001> (Zh.K. Makhanova – 90%, co – authored by: N.V. Dmitryuk, G.B. Makhanova – 10%);

5. Языковое и коммуникативное сознание русской, казахской и английской культуры. // Collection of scientific articles by young scientists of the MMA – Moscow International Academy (students, undergraduates and graduate students), Volume 1. М.: MMA, 2022 – Pp. 183–187. (Zh.K. Makhanova – 100%);

6. Лингвокультурология в аспекте обучения русскому языку в казахской аудитории как средству межкультурной коммуникации // Collection of articles of the ISPC “Modern pedagogical education: globalization trends and national code” dedicated to the 85th anniversary of SKSPU, Shymkent, 2022. Pp. 119–123. (Zh.K. Makhanova – 90%, co-authored by: G.B. Makhanova – 10%);

7. Идиоматический корпус языка как отражение национального менталитета этноса: сопоставительные исследования // Bullentin of the Moscow International Academy, М., No. 1 2022 – Pp. 94–102.

8. Взаимосвязь языка, мышления и культуры: дидактические аспекты // Collection of articles of the ISPC “Theoretical and methodological problems of modern literary studies, linguistics and linguodidactics”, dedicated to the 75th anniversary of Doctor of Philosophy prof. Kulumbetova A.E.– Shymkent, 2022– Pp. 83–86. (Zh.K. Makhanova – 90%, co-authored by: L.B. Ibraeva – 10%);

9. Функционирование языка в аспекте лакуарности в различных языковых культурах // Collection of materials of the ISPC dedicated to the 70th anniversary of Doctor of pedagogical sciences, prof.G. G. Erkibaeva on the topic: “Current problems of training future teachers: innovation, communication, competence, critical thinking”. – Turkestan, 2022. – Pp. 105–109. (Zh.K. Makhanova – 100%);

10. Проблемы художественного перевода: взаимовлияние языков, культур в полиэтническом пространстве Казахстана // Collection of materials from the III RSPC of Young scientists and students “Spiritual leader, scientist A. Baitursynov: scientific heritage and social and political activities”. – А., 2022 – Pp. 343–346. (Zh.K. Makhanova – 80%, co-authored by: G.B. Makhanova – 20%);

11. Национальный характер в идиоматических выражениях казахского, русского и английского языков // Collection of materials of the ISPC dedicated to the 60th anniversary of the department of “Pedagogy” on the topic: “Modern society and pedagogical education”. – Nursultan, 2022 – Pp. 715–721.

12. Трехязычие в Казахстане: лингвокультурологические аспекты обучения русскому и английскому языку в казахской аудитории // Collection of materials from the XVIII Autumn school of Russian studies “Text and methods of studying it in modern school”. Issue 8. Nursultan, 2021. – Pp. 198. (Zh.K. Makhanova – 90%, co – authored by: G.B. Makhanova – 10%);

13. Язык как лингвокультурный феномен: дидактические аспекты // Collection of abstracts of the ISPC dedicated to the memory of the Russian philosopher A.A. Gageeva, Pokrov / under the gen. ed. A.V. Puzyreva. – Moscow: MPSU, 2021. – Pp. 48–49. (Zh.K. Makhanova – 90%, co – authored by: A.K. Kalzhanova – 10%);

14. Лингвокультурный аспект взаимосвязи языка и культуры в полилингвальном пространстве Казахстана // Collection of articles of the ISPC “Philological Sciences in the Context of Innovative Research”. Baku, 2020. Pp. 410–412. (Zh.K. Makhanova – 100%);

15. Лингвокультурные исследования языка и речи: гендерные аспекты // Collection of articles by master’s students of the Moscow International Academy. Volume 1. M.: MMA, 2020. Pp. 131–135. (Zh.K. Makhanova – 100%);

16. Educational – methodological manual «Русский язык как зеркало русской культуры (лингвокультурологический аспект)» (Shymkent: SKSPU, 2023. – 156 Pp.) is intended for classroom and independent work of students in secondary schools with Kazakh language of instruction (put in print).

The approbation of the results of the study was carried out during the educational process on the basis of the school-lyceum No. 23 named after. Z. Kosmodemyanskaya (implementation act No. 1 dated November 13, 2023).