

ANNOTATION

of the dissertation for the degree of Doctor of Philosophy (PhD), performed by
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on specialty «6D011700 - Kazakh language and literature».

Research topic: «Methods of teaching ethno-cultural units in general education schools (8-9 grades)».

The aim of the study: to substantiate scientific and methodological bases of teaching ethno-cultural units in 8-9 grades, recommend the methodology of teaching ethno-cultural units.

Research objectives:

1. Reveal the linguistic aspect of teaching ethno-cultural units;
2. Determine the social function of ethno-cultural units;
3. Reveal the cognitive essence of ethno-cultural units;
4. Determine the psychological and pedagogical foundations for teaching ethno-cultural units;
5. Recommend the methodology of teaching ethno-cultural units and experimentally prove its effectiveness.

Research methods: in order to identify the methodological foundations of the study, the following methods were used: evaluation, interpretation of ideas, synthesis, analysis, synthesis of best practices, systematization, data collection methods, as well as quantitative and qualitative analysis of experimental data.

The main provisions submitted for defense (proven scientific assumptions and other conclusions that are new knowledge)::

- language serves as the guardian of national values and ethno-lexicon is considered the basis of the national language. Names and concepts arise depending on the life and existence of the people. In the Kazakh language, it will be effective to divide ethno-cultural units by meaning into the following categories: the name of the subject culture (the name of clothing, weapons, furniture, dishes, jewelry, dishes, household products); the name of spiritual culture (traditions, customs, foundations, ceremonial festivals, names of games, superstitions, taboos, beliefs, words of blessing, gratitude, curses, greetings, farewells); depending on the function: ethno-dialectisms, ethno-phraseological units, ethnonyms; depending on the type: mythological ethno-lexicon, symbolic ethno-lexicon, numerative ethno-lexicon, metric ethno-lexicon, sacral ethno-lexicon. The activity of ethno-cultural units in the formation of a national language fund is a mechanism for preserving the nation. Therefore, if the national culture and national values are deeply stored in the image of the ethnic world of the nation, the status of the national language will also grow;

- the national language is formed in the ethno-society. That is, a name or concept formed in an ethical social group arises from a need in accordance with the life and way of life of this people. Ethnocultural units express the relationship of the nation in the social environment, being, mood, speech ethics, etc. Ethno-stereotypes perform the function of preserving cognitive, communicative and ethnic identity. Ethno-regional dialect, ethno-cultural units formed by the tendency of the population to express the same concept in different ways depending on a certain territorial border. Ethno-pragmatonyms are a revived form of ethno-lexicon for pragmatic purposes, in a

new nominative sense. Knowledge of the social function of ethno-stereotypes, ethno-regional dialect, ethno-pragmatonyms, obtaining information about the ethno-style allows instilling national cultural values of people. Consideration of ethno-cultural units in the sociolinguistic aspect contributes to the creation of a system of ethno-cultural education;

- the cognitive essence of ethno-cultural units is determined by ethno-concepts. The image of the ethnic world is determined by analyzing the image of the world used as an interdisciplinary meta-language in the paradigm of human knowledge. The image of the world develops and expands as society, time, and human life change. All mental actions of a person participate in its formation. In the study of the image of the ethnic world, socio-philosophical, cultural methods are effective. The information constituting an ethnic image is unique for the ethnic group itself and is absent in other cultures. The study of the phenomenon of ethno-markerization in the minds of mythological, stereotypical, zoomorphic, phytonymic, precedent ethno-marked names and material culture contributes to the disclosure of the cultural code of ethno-cultural names;

- for adolescent students, learning of the Kazakh language in integrity, unity, mutual continuity with the peculiarities of the inner world of a representative of the nation who speaks this language improves the quality of education. Teaching the characteristic behavior of the Kazakh people (brotherhood, hospitality, respect for the elders, care for the younger, etc.) based on ethno-cultural units is the basis for mastering national psychology. At present, the syncretic language unit within the triad of language-nation-culture is of particular importance. This is the most important indicator as one of the ways to introduce the problem of national values, national consciousness, national code in the field of education. Because the mastery of ethno-cultural units that reflect the Kazakh national identity, convey culture and way of life, determine the image of the truth of the Kazakh tradition, means the continuation of the national value. The principles of learning are an important aspect of the learning process. The principles of education are guided by the study of ethno-cultural units, the mastery of the main features and their types. The integration of an extra-linguistic position with society, the outside world in language and speech contributes to the full assimilation of topics;

- the personality model, which has absorbed the national value, makes it possible to assimilate national values and culture, national education in a comprehensive school, develop cognitive thinking, and improve the quality of education; contributes to the deepening of students' understanding of the rich vocabulary of their native language, improves their intellectual potential. The ability of a student to find and analyze the socio-linguistic activity of ethno-cultural units in tasks, to know the ethnic style of the speech culture of the Kazakh people increases the possibility of using it in accordance with social demands. The application of the results of research work carried out within the framework of anthropocentric sciences in Kazakh linguistics complements the student's ethno-cultural knowledge; stimulates the student's interest in the lessons of the Kazakh language, leads to an independent search for information about the image of the world in Kazakh knowledge, self-development, improvement of cognitive thinking; promotes the use of language in accordance with its participatory, cognitive, cumulative, expressive functions in the classroom. Completing tasks related

to the socio-linguistic activities of ethno-cultural units (ethno-stereotypes, ethno-regiolects, ethno-pragmatonyms) allows students to comprehensively express, explain and preserve in memory the culture of the Kazakh people. The system of methods and complex work on the study of ethno-cultural units complements the knowledge of students about their native language; contributes to the deep assimilation of national values and culture, customs, traditions of their people; tasks for teaching ethno-cultural unity improve the communication skills of students in ethnic style and lead to the correct use of sounds and intonations characteristic of the speech of the Kazakh people. The results of the research work made it possible to establish the importance of teaching the subject “Kazakh language” for grades 8-9 of a general education school based on the anthropocentric paradigm. Therefore, a clear indication of the types of ethno-cultural units and the inclusion of an educational program in the educational goals opens the way to deepening the ethno-cultural knowledge of the students.

Characteristics of the main innovations and research results:

1. Ethno-cultural units differed in genre (national mentality, folk worldview, universal spiritual knowledge) and form (linguistic (verbal) expression, non-verbal expression, mental (belief) expression, symbolic expression) and were supported by linguistic facts.
2. The formation and functioning of ethno-cultural units in the social environment were classified as ethno-stereotypes, ethno-regiolects, ethno-pragmatonyms; their social function has been proven by linguistic facts.
3. The examples prove that ethno-cultural units are the most important tool in representing the historical identity of the nation. The cognitive significance of ethno-cultural units was determined on the basis of the concepts “Steppe”, “Zhetyata” (“Seven tribes”), “Earth”. The image of the Kazakh ethnic world was revealed by analyzing the content of the names of mythological, precedent, zoomorphic, phytomorphic, ornithonymic, material and spiritual culture.
4. It has been established that the formation of ethno-cultural units is based on ethno-psychic knowledge and ethno-separating features in the ethnocentric system. Special principles for teaching ethno-cultural units (extralinguistic, functional) are proposed.
5. A personality model has been created that has assimilated the national value, the methodology of teaching ethno-cultural units is recommended. The rationality of assimilation of ethno-cultural units with the help of exercises, texts, information and communication, gaming technologies is proved.

Substantiation of the significance of the results obtained:

The results of the study allow improving the theories of pedagogical sciences, as well as provide a scientific rationale for the methodology of teaching ethno-cultural units. In addition, it has a direct impact on the development and improvement of the theory and methodology of teaching the Kazakh language in general education schools. The conclusions obtained in the course of the study can be used in the preparation of educational-methodical complexes on the Kazakh language.

The results of the research work assist in improving the quality of teaching the subject "Kazakh language" in secondary schools and effective organization of the lesson. The main materials of the dissertation as an auxiliary aid can be used by teachers of schools, applicants.

The accuracy and validity of the results of the study is confirmed by the analysis of the theoretical conclusions taken as the basis of the study. The validity of the applied research methods in accordance with the purpose, objectives of the work and the indicated results in the lessons conducted in grades 8-9 of a general education school guarantees the reliability of the study.

Compliance with the directions of development of science or government programs.

The leading idea of the research fully allows using it in the process of teaching the subject of the Kazakh language and is aimed at implementing the Law of the Republic of Kazakhstan dated July 27, 2007 No. 319 “On Education”, “Model curriculum of updated content in the subject “Kazakh language” for 5-9 classes of basic secondary education”, The State program for the implementation of language policy in the Republic of Kazakhstan for 2020 – 2025 approved by the Decree of the Government of the Republic of Kazakhstan dated December 31 , 2019 No. 1045, The national project "Quality Education "Educated Nation" was approved by the Decree of the Government of the Republic of Kazakhstan dated October 12, 2021 No. 726, The concept of education development of the Republic of Kazakhstan for 2022-2026 approved by the Decree of the Government of the Republic of Kazakhstan dated November 24, 2022 No. 941 and annual Messages of the President of the Republic of Kazakhstan Qasym-Jomart Toqayev to the people of Kazakhstan.

Description of the doctoral student's contribution to the preparation of each publication.

On the topic of the dissertation 11 scientific articles were published, among which 3 articles were published in the journals indexed by the international scientometric database Scopus, 3 articles - in scientific journals recommended by the Committee on Control in Education and Science of the MHSE, 1 article - in the proceedings of an international scientific conference, 2 articles - in the proceedings of international scientific conferences in Kazakhstan, and also 2 articles were published in other publications. All publications were prepared in the process of research.

1. Reflection Of The Kazakh Traditional Culture In Language // Opcion, Ano 35.- № 88. Venezuela,2019. – pp. 977-994.(A.Nazarbekova 60%), (Co-authors: M.Atabayeva, A.Bogenbayeva, G.Yerkegaliyeva, M.Bissenova- 40%).
2. Pedagogical foundations of teaching ethnocultural units in the education system // Cypriot Journal of Educational Sciences - Volume 17, Issue 3, Turkey, 2022. pp. 691-701. (A. Nazarbekova - 80%) (R.Rakhmetova, G.Abdrahman, G.Issabekova, T.Abdykadyrova-20%).
3. Technology of teaching ethno-cultural subjects in secondary schools // World Journal on Educational Technology. Turkey. -2022.-Current Issues Volume 14, Issue 6. - pp.1901-1914. (A. Nazarbekova 75 %) (A.Smanova, E.Aitenova, D.Sadirbekova, S.Nishanbayeva, A.Akzholova. -25%).
4. Competencies of language development through creative thinking// «Science of Kazakhstan» - Astana, 2019. - №6/2, pp. - 202-207 (A. Nazarbekova 80%, co-author A. Bogenbaeva 20%).
5. Effective methods used in the education of ethno-cultural units // VestnikKaznUnamed after Al-Farabi. Philological series. – Almaty: 2021. - #2(182). - pp. 162-170. (A. Nazarbekova 100%).

6. Effectiveness of ethno-psycho-linguistic methods in the education of ethnocultural units // Herald of KazNPU named after Abay. Series «Psychology». - Almaty: 2022. - No. 1(70), 2022. –pp. 41-46. (A. Nazarbekova 90%), (Co-authors: A. Smanova, A. Koschygulova 10%).
7. Linguistic direction in the modern education system // Materials of the international scientific-practical conference «Communicative Linguistics and Vocabulary», dedicated to the 70th anniversary of the corresponding member of the National Academy of Sciences, doctor of pedagogical sciences, professor F.Sh. Orazbayeva. - Almaty: 2019. - Volume I, - pp. 218-222. (A. Nazarbekova 100%).
8. The importance of teaching ethnocultural units // Materials of the international video conference «Actual problems of science and education». Caspian University, April 28-30, Almaty: 2021. - pp.92-95. (A. Nazarbekova 100%).
9. The role and importance of language communication in mastering the subject of high school students // Proceedings of the XIII International Scientific and Practical Conference Social and Economic Aspects of Education in Modern Society. Warsaw, Poland : May 25, 2019 Vol.3. pp. 29-37. (A. Nazarbekova 70%), (Co-authors: F. Orazbaeva, A. Bogenbaeva 30%).
10. Language expression of Kazakh ethnic world view // Science. Woman. Society. - No. 4, Almaty, 2021. - pp. 35-40. (A. Nazarbekova 100%).
11. The importance of the method of semantic differentiation in the teaching of ethnocultural units// Scientific works of the Institute of Radio Electronics and Military Engineering Communications, Military Scientific and Technical Journal. - Almaty, 2021. - No. 2 (48), (June) - pp. 239-248 (A. Nazarbekova 90%), (Co-authors: A. Smanova, A. Akzholova 10%).