

Abstract
of the thesis of Laura Muratova on the topic «Scientific and pedagogical foundations of language teaching in the context of the national program «Rukhani zhangyru», submitted for the degree of Doctor of Philosophy (PhD) 6D011900 – Foreign language: two foreign languages

Relevance of the research topic is justified from several perspectives that define three main research steps.

Firstly, language teaching never loses its relevance due to the high dynamism of socio-economic and political transformations in the modern world. Being one of the complex aspects of language education, language teaching in Kazakhstan in recent years has been conditioned by the introduction of trilingual education. This process has been and remains challenging due to discrepancies between the official results of the trilingualism programme and the results presented by independent experts and sociological researchers in specific regions of Kazakhstan. Nevertheless, there are positive dynamics in this area, and significant progress in the implementation of the trilingualism programme is demonstrated in major cities of Kazakhstan, such as Astana, Almaty and Karaganda. Since 2007, the cultural programme «Trilingualism» has passed all the stages necessary for the adoption of innovations. And today this idea has found its solution in such official documents as the Nation's 100 Steps Plan, and has firmly taken its position in the education system. This is evidenced by the Concepts of foreign-language, polylingual and trilingual education, State Compulsory Standards of Education (all levels), Model Curricula and Model Curricula for language subjects. The most developed in this aspect is the didactic component of language teaching problems. At the same time, the range of scientific developments is very wide. Practically all of them emphasise the communicative properties of language, in other words, language in linguodidactics is considered, first of all, as a subject of study and as a means of teaching.

Secondly, the vast majority of not only applied but also fundamental research is conducted in a certain context. Our research is not an exception in this respect, and this context is the national programme of modernisation of public consciousness, known as the «Rukhani zhangyru» programme. In this aspect, the relevance of our study lies in the fact that the academic community of the country has faced the problem of fragmented, often formal implementation of the Programme within the framework of official directives. As a rule, the tasks of its implementation are put forward by the official structures at the national level, i.e. teachers are still not very active in solving these tasks and are rather passive in integrating the values of «Rukhani zhangyru» into the educational process.

Undoubtedly, these ideas were not ignored by teachers. There are studies of scientists, which are devoted to the issues of determining the possibilities of introducing the principles of «Ruhani Zhangyru» in the educational process of Kazakhstani schools, and for our study is of interest that moment, which is associated with the formation of students and teachers themselves value attitude to the ideas of the Programme, but the educational process of the school, as a rule, is based on general approaches, and does not have clear mechanisms for the

implementation of this programme, and the whole educational and upbringing process is limited to a separate one.

The International Commission on the Future of Education of UNESCO stated that certain approaches to education have largely exhausted themselves and that the education system needs transformation aimed at renewing the existing and restoring the lost values and principles of education. Universal and national values should be the core of the content of education. This concept was repeatedly stressed by the head of state Kasym-Jomart Tokayev in his speech at the meeting with representatives of domestic business on 21 January 2022, where the emphasis was placed on reformatting the standards of education, strengthening the content of the educational process aimed at introducing students to the national values of the Kazakhstani community for the education of the young generation of the new Kazakhstan. In this regard, the integration of the provisions of the Rukhani Zhangyru programme into the educational process of the school can become the implementation of this statement. The head of state in his address also emphasised the need to strengthen language teaching, as languages are a communicative value, and the formation of students' value attitude to them is one of the urgent tasks of education and upbringing, as it helps to achieve success in mastering languages.

Against the background of the crisis of moral, spiritual and cultural values, expressed in the replacement of established values with false and destructive ones, the issues of introducing children and adolescents to the system of values relevant to the modern Kazakh community are acute. In this aspect, it is important to consider the opinion expressed by Nazarbayev N.A.: «The first condition for modernisation of a new type is the preservation of one's own culture, one's own national code». Intuitively understanding the essence, we still decided to cite the interpretation of the concept of «national code» proposed by M. Ashimbayev: «The national code of any country is based on the language of this nation, its culture, traditions and religion. A unique combination of these elements creates a unique national code of any nation».

Thus, it is the notion of a national code that acts as a link between the two aspects of the problem we are studying: language teaching and the promotion of the values of the national programme «Rukhani zhangyru».

Since the national code is already connected with social and ethno-social values at the first approximation to its understanding, the starting position for considering the problems of language teaching in the above context is the system of values. In other words, in our study language is considered first of all as a value, which by no means excludes the role of language as a means of communication. Therefore, when studying the problems of language teaching in the context of the «Ruhani Zhangyru» programme, our attention is focused on the issues of introducing learners to the system of socially and personally significant values. At the same time, the research discourse is determined by the promotion of «Ruhani Zhangyru» values in the educational language environment.

In this regard, the relevance of our study is confirmed by the results of our sociological survey among working teachers and future teacher students. The main conclusion of this survey is that future teachers are not sufficiently aware of the

implementation of the «Ruhani Zhangyru» Programme. Moreover, while they understand the ideological message of the Programme in general, they do not project it into their personal space and system of their own values. A slightly different picture could be observed in the answers of working teachers: they are more optimistic in assessing the implementation of the basic projects of the Programme.

It should be noted that among the basic projects «Transition of the Kazakh language to the Latin script» and «100 new faces of Kazakhstan» are the most understandable and attractive for respondents. And quite unexpected for us was the fact that the project «Tugan Zher» was the least popular especially for Kazakh-speaking respondents.

Concerning scientific developments in the researched area.

A significant contribution to the development of the theory of language, in particular, foreign language education has been made by the works of a number of domestic and foreign scientists. In this aspect, for our study the doctoral dissertations of Kunanbaeva S.S. and Zhetpisbaeva B.S. have methodological significance and in the first of which the necessity of level-based foreign language teaching was justified, in the second - approaches and principles were actualised, in particular, the principle of co-learning of languages and cultures, as well as the principle of «double entry of knowledge» in the context of multilingual education.

In the framework of foreign language education of enduring value have Galskova N.D., devoted to the theory of teaching foreign languages; Humboldt W., who introduced the concept of a systematic encyclopaedia plan of all languages; Y. V. Rozhdestvensky., Yurchenko V. S., Girutsky A. A., V. A. Zvegintsev., devoted to the issues of general linguistics, philosophy of language education and linguistic theory; the communicative aspect of language education was considered by G. V. Kolshansky, I. V. Malkovskaya, Sysoeva P. B., Ter-Minasov S. G.

At the same time, a review of the above and other sources shows that when considering different aspects of language, foreign language, and multilingual education, the issues of language teaching in the context of the system of social values remain without careful analysis and detailed study.

In this regard, scientific developments in the field of axiologicalisation of education are of particular interest for our study. A number of Kazakhstani and foreign scientists have contributed to the development of this direction of science, who studied the issues of socio-philosophical, scientific and methodological aspects of language education from the standpoint of the axiological approach in pedagogy, the unity of teaching and education, as well as the university system of language teaching.

The works of scientists devoted to the issues of formation of value orientations in schoolchildren in the process of language teaching attract special attention (Tkharakhova A.Sh., axiology of linguistic knowledge (Guzeva N.Y.), value-oriented learning in business English lessons (N.A. Martynova I.A. Modina), formation of value orientations of students in Russian language lessons (Lipina O.I., English language (Uaihanova M.A.).

Thus, the three main aspects of our study at their initial examination indicate that despite the need to solve strategically important tasks for the Kazakh community

to promote the principles of the programme «Rukhani zhangyru», the education system, as the main actor in introducing schoolchildren to personally and socially significant values, still does not have appropriate mechanisms of a systemic nature. This also applies to the problem of teaching schoolchildren languages in the context of «Rukhani zhangyru» values.

In this case, based on the study of scientific literature, we came to the firm conviction that the scientific and pedagogical foundations of language teaching in the context of values are determined, firstly, by the problem of axiologisation of language education, and secondly, by the issues of formation of learners' value orientations, in general, and value attitudes to the languages studied, in particular. In other words, the axiological context of the language teaching problem we are considering determines the necessity and relevance of studying, first of all, learners' value attitudes towards languages. Thus, in defining the methodological problem field of our study, we are convinced of the necessity of studying the issues of forming learners' value attitude to the languages they study.

Based on the above, it is appropriate to state **the contradiction** between the need to introduce schoolchildren to the values of «Rukhani zhangyru» and the insufficient use by teachers of the educational potential of this programme in language teaching.

This contradiction determined the main **problem** of the research, which is expressed in the search for answers to the questions: “What are the pedagogical foundations of teaching schoolchildren languages in the context of “Rukhani Zhangyru” values?”, “How can the introduction of schoolchildren to “Rukhani Zhangyru” values influence the process of language teaching?”, “How to implement “Rukhani Zhangyru” values in the process of language teaching at school?”.

The mentioned problem justifies the topic of the thesis in the following formulation: “**Scientific and pedagogical foundations of language teaching in the context of the national programme “Rukhani zhangyru”**”.

The object of the research: the process of teaching schoolchildren languages in the context of acquisition of the values of “Rukhani zhangyru”.

The subject of the research: pedagogical foundations of language teaching in the context of introducing schoolchildren to the values of “Rukhani zhangyru” (on the example of 6th and 8th grades)

The aim of the research: scientific substantiation and development of a pedagogical programme of language teaching in the context of introducing students to the values of “Rukhani zhangyru”, aimed at the formation of their value attitude to languages.

The research hypothesis: Pedagogical Programme of language teaching in the context of the programme “Rukhani zhanīngyru” will be valid *if* it is focused on the formation and development of students' value attitude to languages, because it is the value attitude to languages *that is* the main component of the scientific and pedagogical foundations of such teaching.

In order to achieve the goal and test the hypothesis, the following **research objectives** have been defined:

1) to substantiate the methodological significance of the axiological approach for the formation of value attitude of schoolchildren to languages;

2) to identify the pedagogical potential of the ideas of “Rukhani zhangyru” in teaching languages in the school environment;

3) to develop the Pedagogical Programme of language teaching in the conditions of introducing schoolchildren to the values of “Rukhani zhangyru”;

4) to test the validity of the developed Pedagogical Programme in the real practice of school education.

Methods of the research.

To solve the first task, the methods of theoretical analysis of scientific literature and scientific information from available sources are most appropriate. The expected results of such an analysis are: 1) clarification and disclosure of the essence of the key concept of the research, namely “value attitude to language”; 2) system of criteria, levels, indicators of the formation of value attitude of schoolchildren to the studied languages; 3) tools of psychological and pedagogical diagnostics of value attitude of 6th and 8th grade students to the studied languages.

To solve the second task, methods of studying official documentation and other empirical materials in the field of the problem under study, sociological survey, interviewing, questionnaires among schoolchildren, teachers and parents, as well as methods of collecting, systematising and mathematical processing of statistical data are acceptable. The expected result is the initial state of value attitude of 6th and 8th grade pupils to the languages studied in the context of trilingual education, i.e. the second language (Kazakh in schools with non-Kazakh language of instruction - T2, Russian in schools with non-Russian language of instruction - Y2) and the third language (English - L3).

The results obtained in the course of solving the first two problems ensure the validity and reliability of the third result - Pedagogical programme of language teaching in the context of introducing schoolchildren to the values of the programme “Rukhani zhangyru” in the school environment, the main methods of development of which are theoretical conceptualisation, design and extrapolation of the previously obtained conclusions related to language teaching in the context of spiritual modernisation of social consciousness.

The main method of solving the fourth task is pedagogical experiment, pedagogical longitudinal observation, comparative and correlation analyses of the obtained statistical data, approbation of the research results through practical verification in the real educational process of the school, reports at seminars and conferences, publication of scientific materials in the open press. The result of the solution of the fourth task is the assessment of the success of the developed Pedagogical Programme of language teaching in the conditions of introducing schoolchildren to the values of “Rukhani zhangyru”. The measure of the success of this programme is the dynamics of the indicators of the level of formation of pupils' value attitude to the languages they study (T2, I2, L3).

All the main four results are the basis for proposing and testing the hypothesis of the research.

The reliability and validity of the obtained results are ensured through the application of a set of scientific research methods adequate to the goal and objectives of the research, corresponding to the problem under study and the scientific direction of the dissertation work.

Scientific novelty and theoretical significance.

Generalisation and conclusions on the results of the analysis of theoretical and empirical materials on the investigated problem allow to assert about scientific novelty of the received results, as in pedagogical science of Kazakhstan the problems of language teaching are considered for the first time in a context of acquaintance of schoolchildren to values of “Rukhani zhangyru”, therefore the Pedagogical programme offered by us pretends on sufficient degree of novelty. Theoretical significance of the conducted research lies in the fact that the work focuses not so much on didactic, but rather on the axiological (educational) component of the process of language teaching. As a result, it substantiates the urgent necessity of forming pupils’ value attitude to the studied languages, in other words, actualizes the axiological approach to language teaching while preserving and optimally combining the grammatical and communicative approaches.

The practical significance of the work lies in the fact that the developed Pedagogical Programme can be useful and interesting to a wide pedagogical and parental community, as well as applied in the real practice of education both in a complex and in separate fragments in accordance with the professional needs of teachers.

The main points put forward for defence

1. In the axiological dimension, the general and key measure of the success of schoolchildren's language learning is the formation of their value attitude to the languages studied. The value attitude to language is the basis of the national code, on which the imperative of behaviour is built, manifested in the interest to the history and culture of this or that community, in the understanding of the importance of preserving and developing language as a national treasure and as the only source of interaction between generational subcultures, in the awareness of the personal and social meaning of the historical interrelations of language and culture, which, in the end, acts as a guarantor of the formation of positive national identity and self-consciousness of the individual. This interpretation of this concept is based on the theories and provisions of axiological science. At the same time, in the projection on pedagogical axiology the essence of values is that they cover not only the content and goals of education, but also methods, means and technologies of their implementation, thus actualising the educational potential of the whole educational process. But, first of all, it is important to know and understand the moral action of values. On this basis, the main components of the value attitude to languages have been established: emotional-motivational, including the value orientation of the personality, interest in language learning and motivation in language learning; cognitive-linguistic, reflecting goal-setting in language learning; activity-pragmatic, manifested in the ethical language position and respect for the language and its speakers.

2. The pedagogical potential of the programme “Rukhani zhangyru” for language teaching in the school environment, which lies in its compliance with such principles as continuity, systematicity, comprehensiveness, i.e. a kind of prerequisite for it was the patriotic act “Mangilik El”, and the post-requisite was the programme “Seven Facets of the Great Steppe” (Nazarbayev, 2018). This is, firstly. Secondly, the structure of the Rukhani zhangyru Programme has theoretical (six principles of modernisation of social consciousness) and practical (six basic projects) parts. The third principle is manifested in the fact that the Programme combines 4 subprogrammes and 12 special projects. Interpretation of the Programme from the pedagogical point of view actualises the need to introduce schoolchildren to the system of high social values not only in the national but also in the global context.

In general, the idea of “Rukhani zhangyru” acts today as a real ideological mechanism for educating the young generation of Kazakhstanis.

3. The pedagogical programme of language teaching in the conditions of schoolchildren's exposure to the values of “Rukhani zhangyru” contains: 1) a conceptual part explaining its focus on the formation of value attitude of schoolchildren to the languages under study and reflecting a set of actual goals, tasks and principles; 2) measures to implement the goals and tasks of the formation of value attitude to languages in the context of the values of “Rukhani zhangyru”; 3) a programme of scientific and methodological seminar for teachers "Features of language teaching in the context of the values of “Rukhani zhangyru”; 4) a system of didactic units, including: a) a cycle of graded exercises based on the principles of bilingual learning (Kazakh - English, Russian - English); b) quizzes, online quizzes, including those compiled with the help of the didactic games constructor Baamboozle, using the learning platform and mobile applications Kahoot, etc.; c) route games; g) online quizzes, including those compiled with the help of the didactic games constructor Baamboozle, using the learning platform and mobile applications Kahoot, etc. c) route games; d) extracurricular hours in three languages; e) projects (extracurricular communicative and project activities), etc.

4. The results of the practical verification of the Pedagogical Programme developed by us confirm our hypothetical assumption that its validity is conditioned by the indicators of the formation of pupils' value attitude to the languages they study (second and third languages in terms of trilingual education).