

ANNOTATION

on the dissertation thesis completed by Gerfanova Elmira Firatovna on the topic “Cognitive and linguocultural approaches to second language personality formation in the context of foreign language education”

The relevance of the research. Education as the main factor in the development of the intellectual potential of the state focuses on the needs of society, as well as on the needs of a person, developing his/ her individual qualities and forming the level of his/her communication skills, the breadth and depth of his/her interpersonal connections, his/her social activity. Leader of the Nation, Nursultan Nazarbayev, characterized the modern citizen of the Republic of Kazakhstan as follows: “The ideal of our society should be a Kazakhstani who knows his history, language, culture, who speaks foreign languages and has advanced and global views” [1].

At present education as the most sensitive sphere reacting to all changes and transformations in the external environment is transforming and modernizing under the influence of globalization and internationalization, which necessitate a large number of citizens who are competent in one or several foreign languages.

The main goal of foreign language education is the formation of such a language personality that will be able to carry out effective communication with representatives of other linguistic and cultural communities, and its result can be considered a secondary language personality as an indicator of a person's ability to carry out full-fledged intercultural communication. Thus, an important role is assigned to the training of foreign language teachers, who encounter new tasks: to teach a foreign language, taking into account the possibilities of intercultural communication, to have deep knowledge both of the native culture and the target one.

In the theory of foreign language education, there have emerged several approaches to a secondary language personality, within which the concept under consideration is considered as:

- a set of human abilities for intercultural communication in a foreign language (I.I. Khaleyeva, R.G. Davletbaeva, N.D. Galskova, N.I. Gez);
- a set of human characteristics, which is built up from mastery of the linguistic and conceptual pictures of the world of native speakers (V.A. Maslova, O.A. Leontovich, G.V. Yelizarova, V.V. Krasnykh).

The first interpretation of secondary language personality does not connect the concept under consideration with the national-cultural mentality, while the second approach defines this concept as a set of human characteristics, which is built up from mastering the linguistic and conceptual pictures of the world of speakers of the studied language, which allows a person to understand the “other” sociocultural reality . This approach underscores the idea that communication at the intercultural level is complicated by differences in the perception of the linguistic and conceptual pictures of the world, and the formed intercultural-

communicative competence can be treated as the main indicator of the secondary language personality.

At the same time, a number of researchers (S.S. Kunanbayeva, V.V. Gudkov, and others) believe that, to achieve the perfect result in the process of forming a secondary language personality in isolation from the linguistic environment, that is, the level of the carrier of a "different" national-specific culture, is an unattainable task. However, in our opinion, in the conditions of modern foreign language education in higher education, one can set the task of developing the main features of the secondary language personality, that is, the skills and abilities of using the vocabulary, which is determined by the sociocultural context of everyday communication of the target linguistic and cultural community. It should be noted that in the Republic of Kazakhstan, in connection with the expansion of international relations, the intensification of internationalization of higher education, characterized by the facilitating of the language environment, the in-depth teaching of foreign languages, there appear favorable conditions for the formation of a new sociocultural environment in which it becomes possible to develop student ability and readiness to realize communication on the intercultural level. In this regard, cognitive and linguocultural approaches in the theory and practice of foreign language education, which in their interconnection are called upon to ensure the qualitative formation of a secondary language personality, are becoming increasingly relevant.

The problem of integrating the cultural component into the foreign language educational process is reflected in the works of a number of domestic and foreign researchers (T.T. Ayapova, M. Byram, M. Bennet, E.M. Vereshchagin, S.A. Vishnyakov, N.D. Galskova, K. Deardorff, C. Kramersch, S.S. Kunanbayeva, D.N. Kulibayeva, A.A. Miroljubov, J.S. Narymbetova, Ye.I. Passov, P.V. Sysoyev, I.I. Khaleyeva, A.T. Chaklikova, D.B. Shayakhmetova) who unanimously highlight the idea that cultural conformity is one of the basic principles of modern foreign language education. In the scientific literature, the problem of student cognitive development is presented in the works of such researchers as N.I. Almazova, A.Zh. Dossanova, I.A. Zimnyaya, S.S. Kunanbayeva, G.Ye. Utebaliyeva, A.V. Schepilova.

However, despite the elaboration of the issues of applying cognitive and linguo-cultural approaches in teaching a foreign language [2–20], issues of their implementation in foreign language textbooks remain beyond the scope of study of modern researchers. The analysis of English language textbooks conducted as part of a dissertation research showed that they are mainly focused on the sociocultural approach to teaching a foreign language, and insignificant attention is paid to the linguocultural approach. In addition, the cognitive component is insufficiently represented in modern English textbooks. It should also be emphasized that the works of a number of scientists are devoted to the problem of a foreign language textbook (G.K. Askarova, I.L. Bim, A.A. Bulatbayeva, M.V. Vyatyutnev, D.D. Zuyev, B.A. Koyshibayev, N I. Tupalsky, M.I. Poletayeva, L.M. Orbodoyeva, M.V. Yakushev, M. Byram, M. Chen, A. Cunningsworth, F. Klickaya, K. Risager). Nevertheless, the scientific literature fails to be represented by works that would

address the problem of developing the cognitive and linguocultural components of a foreign language textbook.

Thus, we can state an objective **contradiction** between the new goal of modern foreign language education - the formation of a secondary language personality and its educational and methodological support. It should be emphasized that Kazakhstani scientific literature is represented by an **insufficient** number of works considering the elaboration of educational materials for the higher education institution of the Republic of Kazakhstan in the context of interculturally oriented education. The training of future teachers of a foreign language is often conducted on the basis of material from foreign textbooks and teaching aids that no longer satisfy the didactic needs of teachers and do not take into account the realities of Kazakhstani society. Moreover, as noted above, modern English textbooks are more focused on the sociocultural aspect of foreign language teaching, and little attention is paid to the **cognitive** and **linguocultural** components of the foreign language educational process. In such a situation, it becomes obvious that the formation of a secondary language personality as a person capable of and ready for intercultural communication at a qualitative level will not occur in full, with a larger focus on the knowledge of sociocultural realities, while the knowledge and assimilation of linguocultural units in the process of learning a foreign language and foreign language culture are no less significant.

The theoretical and practical underdevelopment of this problem, the lack of special studies in which the theory of the formation of a “secondary” language personality would correlate with the problems of educational and methodological support, put forward the problem of linguistic and methodological substantiation of the formation of a secondary language personality on the basis of a foreign language textbook. In this regard, at present there is an urgent need for a didactically modern foreign language textbook for higher education. A modern foreign language textbook should be aimed at providing a graduate of a higher education institution with a complex of linguocultural knowledge and skills, which is necessary for adequate intercultural communication, as well as at developing cognitive skills related to the conceptualization of the studied foreign language culture.

Solution of the abovementioned issues constitutes the problem of our research, the theme of which we formulate as follows: “Cognitive and linguocultural approaches to the formation of a secondary language personality in the context of foreign language education.”

The aim of the research is to elaborate a methodological model for the formation of a secondary language personality of future foreign language teachers based on cognitive and linguocultural approaches.

The object of the research is the process of formation of a secondary language personality of future foreign language teachers in the context of foreign language education.

The subject of the research is the methodology of the formation of a secondary language personality on the basis of a foreign language textbook in the context of foreign language education.

The research hypothesis is that the effectiveness of the formation of a secondary language personality in the process of training future teachers of a foreign language can be significantly increased **if**:

–cognitive and linguocultural approaches in teaching a foreign language will be considered as a methodological basis for the formation of a secondary language personality which will define the conceptual basis of the modern theory of intercultural communication, will be consistent and will represent methodological principles;

– the result of the formation of a secondary language personality will be intercultural-communicative competence, presented in the interconnection of three components: affective, cognitive and procedural;

– a foreign language textbook, the central link of which will be a cognitive-linguocultural module developed on the basis of a cognitive-linguocultural analysis, will act as a means of forming a secondary language personality;

-- a methodological model of the formation of a secondary language personality will consist of interrelated and interdependent components aimed at increasing the efficiency of the process of forming a secondary language personality;

– **then** there are provided the conditions for the formation of a secondary language personality through the cognitive-linguocultural module of a foreign language textbook, which ensures student cognitive and linguocultural development;

–**since** there are implemented the methodological principles that underlie the construction of a modern intercultural foreign language textbook and provide an intercultural foreign language education, among there can be distinguished: the principle of considering the cognitive component of intercultural communication, the principle of the communicative orientation of the process of teaching a foreign language and culture, the principle of dialogue of cultures, the principle of dominance of cultural knowledge, the principle of cultural opposition and the principle of cultural variability.

The aim and hypothesis of the research set forth the following tasks:

1) to substantiate the cognitive and linguocultural approaches as a conceptual basis of the secondary language personality in the context of foreign language education;

2) to determine the descriptors of intercultural-communicative competence as an indicator of the formation of a secondary language personality;

3) to analyze English language textbooks and develop a cognitive-linguocultural module as a unit of the subject content of training: cognitive and linguocultural components;

4) to elaborate a methodological model of the formation of a secondary language personality on the basis of a cognitive-linguocultural module, which is

the central link of a foreign language textbook, and to prove its effectiveness on the basis of experimental work.

As the theoretical and methodological basis of the research served:

– socio-philosophical concepts and theories on the development of culture, man and society (M. M. Bakhtin, V. S. Bibler, V. P. Kaznachejev, A. N. Nysanbayev, Z. K. Shaukenova);

– the main concepts of the theory of interaction of languages and cultures, as well as the concepts of the cognitive approach to the definition of culture (N.I. Almazova, V.V. Vorobyov, E.M. Vereshchagin, V.T. Klovov, E.Sapir, B.L.Whorf);

– researches in the field of cognitive linguistics (I.A. Zimnyaya, Ye.S. Kubryakova, S.S. Kunanbayeva, A.A. Mirolyubov, S.F. Shatilov);

– cognitive approach as a theory of teaching a foreign language (N.D. Galskova, N.I. Gez, D.B. Gudkov, T.A.Kulgildinova, S.S.Kunanbayeva, A.V. Shchepilova);

– researches in the field of linguoculturology (N.F. Alefirenko, Z.K. Akhmetzhanova, V.V. Vorobyov, V.A. Maslova);

– linguocultural approach as a theory of teaching a foreign language (M.K. Denisov, G.V. Yelizarova, Ye.I. Passov, V.V.Safonova, N.V. Sasina);

– theory of language personality (G.P. Baigarina, G.I. Bogin, V.V. Vinogradov, A.A. Zalevskaya, Yu.N. Karaulov, M.M. Kopylenko, Kh.Kh. Makhmudov, E.D. Suleimenova, N.Zh. Shaimerdenova);

– theory of a secondary language personality (N.D. Galskova, N.D. Gez, I.I. Khaleeva);

– studies on the problems of a foreign language textbook (A.R. Arutyunov, G.K. Askarova, I.L. Bim, M.N. Vyatutnev, D.D. Zuyev, M.I. Poletayeva, M.V. Yakushev);

– psychological and pedagogical concepts of the phased formation of mental actions (L.S. Vygotsky, P.Ya. Galperin);

– the concept of the linguocultural essence of language units (Z.K. Akhmetzhanova, V.V. Vorobyov, Sh.K. Zharkynbekova, M.M. Kopylenko, V.A. Maslova, M.V. Pimenova);

–theory of intercultural communication and interculturally oriented teaching of foreign languages (T.T. Ayapova, N.D. Galskova, T.G. Grushevitskaya, Zh.M. Doskhozina, P.K. Yelubayeva, S.S. Kunanbayeva, A. R. Massalimova, R.P. Milrud, Zh.S. Narymbetova, A.P. Sadokhin, V.V. Safonova, A.T. Chaklikova, D. B. Shayakhmetova, A. Fantini, K. Krashen, K. Nemtchinova);

–theories of competence (L.D. Davydov, I.A. Zimnyaya, S.S. Kunanbayeva, G.M. Rakisheva, N.M. Stukalenko, A.V. Khutorskoy, W. Hutmaher, J. Raven).

To solve the tasks, the following **research methods** have been employed:

–*theoretical*: theoretical analysis of domestic and foreign philosophical, psychological and pedagogical, methodological, linguocultural literature; generalization and study of pedagogical experience in domestic and foreign practice; comparative analysis of foreign language textbooks;

–*empirical*: purposeful observation and analysis of the educational process, questionnaire, testing, experimental training, method of mathematical processing of statistical data.

The scientific novelty is defined by the following:

- there has been presented the structure of the analysis and elaboration of foreign language textbooks from the perspective of cognitive and linguocultural approaches;
- there has been determined the structural composition of the cognitive-linguocultural module as a unit of the subject content of the teaching;
- there has been elaborated a methodological model for the phased formation of a secondary language personality on the basis of the cognitive-linguocultural module.

The theoretical significance of the research is that:

- there has been presented the scientific substantiation of cognitive and linguocultural approaches as a methodological basis for the formation of a secondary language personality in the context of foreign language education;
- there has been defined descriptors of intercultural and communicative competence, which is considered as the result of the formation of a secondary language personality;
- there has been introduced the definition of “cognitive-linguocultural module”.

The practical significance of the research is determined by the fact that:

- there has been proposed a new complex of cognitive-linguocultural tasks, as well as interactive technologies of situational analysis aimed at the formation of a secondary language personality;
- there has been elaborated the textbook “Speak the culture” for bachelors – future teachers of the English language and culture, the materials of which were tested in the course of experimental work.

The obtained results of the research can be employed in the organization of the process of interconnected teaching of a foreign language and foreign language culture; in theoretical courses of undergraduate, graduate and doctoral studies on the problems of modern foreign language education; in the courses “Culture of the country of the studied language”, “Cognitive linguistics”, “Linguoculturology”; in elaboration of foreign language textbooks and teaching aids.

The main **findings** of the dissertation to be defended:

1 The methodological basis for the formation of a secondary language personality is the unity of cognitive and linguocultural approaches, in the interconnection of which there is formed a conceptual picture of the world of the target linguocultural society through a foreign language and culture.

2 The formation of a secondary language personality is measured through descriptors of intercultural communicative competence such as affective-motivational, cognitive and procedural components. The affective-motivational component reflects the motivation and interest in the study of the target linguoculture, the cognitive component is associated with the system of knowledge

about the studied linguoculture, the procedural component is determined by the student readiness for communication in a foreign culture.

3 The cognitive-linguocultural module elaborated on the basis of the cognitive-linguocultural analysis of foreign language textbooks is a unit of the subject content of instruction, the structure of which reflects the cohesion of cognitive and linguocultural components. The cognitive component involves the development of cognitive skills when working with linguocultural information through performing cognitive-linguocultural exercises, through the inclusion of a variety of cognitive-visual ways of presenting information, as well as through the development of purposeful reflection. The linguocultural component presupposes the inclusion of information about the "deep" and "surface" cultures in the learning material as well as the inclusion of cognitive-linguocultural exercises in the cognitive-linguocultural module of a foreign language textbook which will be aimed at the understanding of various linguocultural elements specific for the target language culture.

4 The methodological model of the formation of the secondary language personality of future teachers of a foreign language is a stage-by-stage, holistic structure, consisting of four components: target, content, productive and evaluative.

The experimental base of the research is Sh.Ualikhanov Kokshetau State University, Faculty of Philology and Pedagogy, Department of the English Language and Teaching Methods.

Stages of the research.

At the first stage (2016-2017), the state of the problem under consideration was analyzed, the foundations of the research were developed. There were determined initial theoretical issues for the development and concretization of the conceptual and cognitive apparatus of the research: the research hypothesis, the aim and objectives of the study, research methods, positions to be defended, etc.

At the second stage (2017-2018), there was conducted a comparative analysis of English textbooks employed in the training of bachelors of the educational program 5B011900 "Foreign Language: Two Foreign Languages" from the perspective of cognitive and linguocultural approaches to teaching. A proprietary structure is proposed for the analysis and compilation of textbooks in a foreign language from the perspective of cognitive and linguocultural approaches.

A methodological model for the phased formation of a secondary language personality based on cognitive and linguocultural approaches has been developed, complexes of methodological, general didactic and proper methodological principles have been determined, a system of cognitive linguocultural exercises developed and a nomenclature of skills for the phased formation of a secondary language personality has been developed.

At the second stage (2017-2018), a comparative analysis of English textbooks employed in the training of bachelors –future teachers of the English language and culture was conducted from the perspective of cognitive and linguocultural approaches. There has been proposed a proprietary structure for the analysis and compilation of foreign language textbooks. A methodological model for the phased

formation of a secondary language personality based on cognitive and linguocultural approaches has been developed. Furthermore, there have been identified complexes of methodological, general didactic and proper methodological principles, as well as there have been developed a system of cognitive linguocultural exercises and a nomenclature of skills for the phased formation of a secondary language personality.

The third stage (2018-2019) included the conduct of ascertaining and formative experiments, analysis, interpretation and presentation of the research results and formulation of conclusions.

Approbation of work. The main theoretical provisions and the results of the research were discussed at international and national scientific-practical conferences, symposia and seminars: International Scientific Symposium “Third Modernization of Kazakhstan: Woman. Society. Education and Science”(Almaty, April 21-22, 2017), Scientific and methodological seminar “Prospects for the development of the policy of the trinity of languages in the Akmola region” (Kokshetau, December 14, 2017), International scientific-practical conference “Philology and pedagogy in the context of modern realities” (Kaskelen, November 29-30, 2017), 8th international conference on teaching methods and applied linguistics “Transitions and Transformations - Intercultural Education at the Crossroad of Foreign Language Learning” (Almaty, May 10-11, 2018), International Conference and Forum “Language Education Today - Routes of Development” (Yekaterinburg, June 14, 2018), 3rd ICRTTEL-2018 - International Conference on Research in Teaching, Education & Learning" (Dubai, October 1-2, 2018), V International Scientific and Practical Conference “Foreign language education: experience, innovations and prospects”(Almaty, November 12-13, 2018).

The content of the dissertation thesis was reflected in 17 publications, among which: scientific publications included in the Scopus database- 1, publications in journals recommended by the Committee for control in the sphere of education and science - 7, publications in materials of international scientific conferences - 7, other publications - 2.

The scientific reliability of the research is provided by the methodological and theoretical validity of the approaches to the problem under study, the results of the experimental work of the author, a combination of methods adequate to the tasks of each stage of the research, and the use of qualitative and quantitative analysis of the research results.

The structure of the dissertation is determined by the set tasks, the logic of the study and consists of an introduction, two sections, a conclusion, a list of sources and appendices. The dissertation is illustrated by figures and tables.