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FUNCTIONS OF POLITICAL TEXTS IN THE FORMATION OF POLITICAL CULTURE OF STUDENTS

Annotation. *This research is devoted to the consideration of political texts' functions in the formation of political culture of students. The article considers the way students' political culture formation is being achieved by means of political texts' functions namely informative, persuasive and ideological.*

The proper evolution of students' political culture is vital due to the importance of general cultural training alongside with the professional skills of the future specialists. Each function of political text and its ways of affecting as socio-political educational range, values, skills and responsibilities have been analyzed. The informative function was examined first and revealed the growth of political culture components as political consciousness and accumulative knowledge. The next investigations based on persuasive function showed up the progress of their problem-solving skills, values, political correctness and right ideology.

The informative and persuasive functions of political texts have been emphasized to a greater extent since the information and persuasion are the leading aims of any political text. It was concluded that informative and persuasive functions of political text contribute mostly to the growth of students' political culture which turn to prompt the mobilization function.

Keywords: *political texts; functions of political texts; political culture of students.*

Introduction

Nowadays higher education system focuses on the development of the professional skills as well as general cultural training of the future specialists. In other words, the formation of the human and citizen who is integrated in national and world culture. Such civil qualities are determined by legal, moral and political levels of the development of the country.

Political education is one of the ways of developing civic consciousness, political culture of youth and their modern socialization. Political knowledge and culture are needed for every young mind no matter what his vocational training is as it helps them navigate themselves through difficult political problems, competently align relationship with the government and to exercise effective control over it. The future of our society will largely rely on the authority which will be chosen by this young generation, how deliberately and responsibly they will be making choices, how they would defend and uphold their rights and realize their interests with the help of representative institutes.

Modern society is interested in the high political culture of the young citizens as it shields from political radicalism and extremism, serves as premise for stability, has an impact on democracy's nature and its degree of development and civil society.

As stated by T.E. Klimova, S.N. Chernov and D.A. Saveliyev the political culture of students can be considered as integrative character which reflects students' political education degree and acquisition of political participation and civic engagement experience. Such civic behavior tends to appear within students' conscious and present interest to socio-political processes and events as well as their need for political knowledge renewal, self-analysis of socio-political affairs and individual decision making. In addition, students' commitment in solving efficiently the existing political problems, conscious and active involvement in socio-political life of society are also viewed to be political culture of youth [1, p. 68].

Political culture as integrative character has complicated substantive structure which includes cognitive, motivational and conative components in accordance with Chernov's statement. He believes that through development of mentioned components is clearly visible the result and process of students' political



culture formation. For instance, cognitive component which implements informative and orientational functions consists of political education range. The evolution of motivational component which performs meaning-making and stimulating functions represents students' socio-political focus, their integrating system of value orientations, motives, interests and need which adjusts their socio-political behavior and performance. Conative component which carries out translational, regulative and creative functions encompasses a set of qualities as political responsibility, civic behavioral tolerance and more [2, p. 10]. Consequently, the integrative character of political culture of students let us assume that political texts' functions have corresponding characteristics in forging and actualization of political culture.

According to A.G. Altunyan political texts are "texts that cover political problems and addressed to the mass audience" [3, p. 11]. The topic of political texts includes the structure of the state and society, the relationship between citizens and government, relations of other nations between themselves and more. Researchers of political discourse indicate that substantive sign of this discourse is that it has reflection of one or another political unions' activities as political parties, public institutions, public authorities, party leaders and political militants. Such effort is focused on influencing political situation through promotion of any specific ideas [4, p. 89]. Generally, political texts are written to affect the certain political issues, distribution of power, the public opinion regarding certain issues, events, people.

A.G. Altunyan concludes that: "the main functions of political texts are persuasion and mobilization" [3, p. 20]. We totally agree with the statement of the scientist and wish to mention informative function of political text. We believe that these three main functions of political texts contribute to the development of learners' political culture components as cognitive, motivational and conative.

Research materials and methods

The theoretical basis for this study was the general theoretical and methodological provisions of political texts, discourse, linguistics and language which were reflected in the scientific works of A.G. Altunyan, A.P. Chudinov, T.A. Van Dijk, C.A. Craesser, A.M. Gernsbacher, S.G. Ter-Minasova et al. The certain ways of students' political culture formation were studied in the works of S.N. Chernov, T.E. Klimova and D.A. Saveliev. Research methods applied in the given article had been comprehensive, interdependent and adapted. Theoretical methods as general and methodological analysis helped us to focus deeply on the main functions of political texts. Provided examples were taken from the magazines "The Nation" and "Foreign Affairs" as well as from the news and historical websites.

Research results

To begin with, informative function of political texts aims to inform readers about actual political life. The writer usually introduces a problem, shares points of view regarding controversial issues and offers solutions to the problems. Information is essential for political texts, since information is the aim of any political text. This is due to the fact that people in the majority cases do not come directly into contact with the world of politics. Their knowledge base about politics is based not on their own political experience but predominantly on the "verbal" images given by political writers. These reports can consist of information dissemination, agenda setting or projection to future and past and appear in different forms like description, view, comparison, generalization and conclusion.

Authors of political texts can't just limit the political text to a simple narration. Report about any incident in the form of information will not be assimilated by readers. They will not know how to get near to it. That is why readers are needed not only in narration of the occasion but also in explanation of its context and what kind of place takes the reader in it. In particular, how the reader can address themselves towards the new matter. Then, and only then the readers can match the appraisal of the writer with the occurrence and their own experience in order to be able to comprehend the latest happening. So political texts in this regard will give better insights into social life and legitimacy of political life that will be keeping in mind of students the more they read political texts.

To give a clear example of informative function of political texts, let us take a look at an article excerpt that appeared in the "The Nation" magazine. The article is called "Diplomacy First?" written by William D. Hartung. "*Biden's most encouraging specific announcement was his pledge to end "all American support for offensive operations in the war in Yemen, including relevant arms sales."* Biden also announced the appointment of a special envoy, Timothy Lenderking, to lead US efforts in pressing for an end to that war. Such efforts are long overdue: Nearly 250,000 people have died in Yemen since the war began, according to a December 2020 United Nations report. Millions of Yemenis are on the brink of famine, and the country is uniquely vulnerable to diseases like cholera and Covid-19 because of the destruction of much



of its health care infrastructure and the lack of access to clean water and life-saving medicines” [5, p. 5]. In the article the writer informs its readers about Joe Biden’s first foreign policy address of his presidency. The first sentence of the excerpt particularly contains the main news. As a result, readers can learn that Joe Biden asserted that USA would close down their backing operations in Yemen. The further sentences of excerpt constitute a gradual disclosure of the news as messages of its details, opinions and estimation. Thus, readers can find out about the series of steps Joe Biden has taken to implement his pledge as his meeting with Timothy Lenderking and more. Moreover, the writer supports his article with some old and new data, severe outcomes of this occurrence and some suggestions for improvement in order to give readers a whole picture of this situation in Yemen and USA’s militarized approach to foreign affairs.

Nevertheless, without theoretical knowledge the current information can’t provide us with credible and insightful picture of political life, processes and events. On the other hand, theoretical knowledge without current information is useless too. These processes are interconnected and develop political consciousness and thinking. Consequently, the first step in the formation of political culture needs to be on the base of deep political knowledge, since the political science is an achievement of the world civilization. History books and encyclopedia of political science, political science textbooks and lectures comprises substantive knowledge, history and structure of the state and society, gained experience from previous years and more. Moreover, data and facts that reflect the essence of political reality, its tendencies to change and main features support the growth of cumulative knowledge. Such layers of theoretical knowledge need to be assimilated and accumulated in the conscious of young generation. This kind of layered learning would help in developing useful aggregations and abstractions as well as new basement which are greatly favorable for further intellectual development of learners.

Mentioned by I. Kant, the human being is not a passive recipient of information. Moreover, a person actively perceives the given information, attaches it to the previous awareness and transforms it by creating the new knowledge [6, p. 74]. According to this statement it can be concluded that by reading frequently political texts young people will accumulate knowledge and abilities as they act as building blocks for subsequent cognitive development. In other words, reading political texts would contribute in the gradual development of youth’s knowledge and skills that would be improving over time. The key benefit of cumulative learning is that it unites the obtained knowledge and experience and helps to reproduce them in certain situations by exchange of preceding and new information.

A. Craesser, M.A. Gernsbacher and S.R. Goldman also described how mental processes build cognitive representations. Such cognitive processes involve as accessing words, activating ideas in long-term memory, comparing the existing notions that are available in memory and construct structures by rebuilding, combining, adding and erasing the information [7, p. 293].

The most efficient means of continuity and broadcasting of political knowledge is the political consciousness which serve as information system. This information system integrates, systemizes and models within itself code of conduct, values and criteria of socio-political relationships. Correspondingly political consciousness of the rising generation would help them to be fully involved in the life of society, seek for the awareness of their own political rights, political and control system. The more they read political texts the higher will be their level of interest to political events. For instance, they will know well political party of our country, essence of their programs and build a positive evaluation of them.

Followed by informative function let us consider the persuasive function of the political texts. In some literatures we can encounter terms as “vocative”, “voluntative”, “invocational and incentive” and all of them express the same idea of the implementation of will, intentions of the authors and their impact to addressee. There might be different intentions of the author that can cause the following actions: the urge to an action or answer to the question, prohibiting an action or information that is intended to modify addressee’s thoughts and purpose. Thus, authors of political texts define political occasions, note its positive and negative sides, describe what kind of place takes the common people in it and usually offer possible solutions. We understand that while reading political texts students will become more knowledgeable about their rights, responsibilities and potential resolutions of certain occasions. Moreover, they would profoundly understand the roots of these social happenings and think more broadly. We can clearly see that persuasive function of political texts could lead to the growth of *problem-solving skills of learners*. Authors of political text do research sometimes and can describe similar occasions that have been resolved in the past as well. Appropriately, students will grasp given information, have a better understanding of certain cases, the nature of it and how to tackle them. It will lead learners to identify and define some political cases, brainstorm



viable solutions of it, create some contingency plans and implement chosen solutions in a deliberate way in the future. Then observe the results of the decision and think if further actions need to be taken.

“Still, given the blood-drenched course of politics since the start of the modern international system in the sixteenth century, the absence of war among great powers since 1945 is striking. That does not mean, however, that these kinds of conflicts are of the table. In fact, despite attempts by academics and politicians to write off great-power war as a real threat, the conditions that make it possible still exist. Tensions persist among today’s great powers—above all the United States and China—and any number of flash points could trigger a conflict between them. These two countries are on a collision course fueled by the dynamics of a power transition and their competition for status and prestige, and without a change in direction, war between them in the coming decades is not only possible but probable” [8, p. 42].

The provided illustration is taken from the “Foreign Affairs” magazine which is one of the leading magazines dedicated for in-depth analysis and debate of foreign policy, geopolitics and global affairs of USA. The article is named “The Return of the Great-Power War” which was written by Christopher Layne. The article highlights foreign political affairs and is oriented towards ordinary readers. In the given passage above the features of persuasive function of political texts are expressed vividly. The writer pays readers’ attention to the high possibility of war in the future despite the absence of a great war since 1945 and friendly humane relations among many world countries. What is more, the author insists in particular that war can happen between two great powers of present days, namely the USA and China and he also provides clear grounds for the existing threat. Thus, many similar political texts represent a complex of functional-pragmatical structure which consists of communicative, informative and persuasive instrumental aspects. It is not only a conduit for information but also a dialogue which is aimed at the human exposure. As a consequence, considering the given passage as the whole system, we need to note its self-sufficiency and openness. These features allow political texts to adjust to the worldview of the addressees, particularly while taking into account their background knowledge, the level of competence, erudition and much more. The illustrated passage reflects the dialogue of the author with readers purpose of which is the reassurance of power war risk.

Political texts of a large volume maintain details and other related data as we have observed. That is why, Van Dijk Teun A. affirms not coincidentally that provision of the significant information at the beginning of the report and its further revelation are the indispensable conditions of creating news text [9, p. 17], which is the text of a political character in our case.

N. Mechkovskaya called the persuasive function as regulative function and wished to highlight the role of the language towards addressee’s behavioral regulation [10, p. 207]. V. Borbotko segregates inspiration among other functions of speech regulations. He notes that inspiration creates favorable conditions for speech route in relation to addressee’s performance. In this case the activities of the addressees are not intruded but achieved by reporting them the corresponding disposition which later on creates the base of motive and course of action development [11, p. 39]. We assume that the inspiration is particularly efficient in the purpose of ideological and value-oriented impact. For instance, an inspiration for positive attitude to Kazakhstani state authorities as public center of rule and subordination. It is therefore very important to raise in young generation the overall positive appraisal of national government and the sense of pride for political institutes of our own nation. As a result, such positive inspiration and political awareness can elevate the level of integrity and organization of the society.

In line with A. Altunyan’s formulation, political texts that formulate and resolve political problems always contain some form of understanding of reality and its comprehension. Underlining some kind of problem as significant, suggesting ways of solving them, as well as any attempt of estimation and purposeful endeavor in political and social reality imply the awareness of how this world is organized and what kind of patterns operates in it. It is feasible only within the range of the structured world, in other words in the world which is meaningful and conceived [3, p. 63-65]. Consequently, any description and ways of addressing political problems potentially carry with itself norms, stereotypes and patterns of political values of that society. The personality is formed by embracing a certain part of the experience which was accumulated within the political culture of the society and group. In other words, political texts carry with itself historical, national and social content patterned political values. Consequently, young people’s evaluation and performance need to be based on the political experience of the previous generation and reproduction of those in the current course of life.



Experience of the previous generation holds within itself spiritual culture details of that nation like values and guidelines. Kazakhstan is well known for being hospitable country that became a home for more than 130 nationalities. People in Kazakhstan had been practicing friendliness and willingness to help other nationalities, respect of other people's opinion, tolerance, empathy, willingness to engage in a dialogue and readiness to compromise for centuries. Tolerance is an active moral and ethical position which manifests itself as respect, acceptance and proper understanding of the rich diversity culture of our country, forms of expression and manners of expressing people's own identity. Tolerance is the harmony in diversity, which provides the ability of social development for every citizen of Kazakhstan without any discrimination. Tolerance is nowadays the moral duty as well as political and legal need. In this manner while educating young minds we have to show the diversity of existing opinions, views, standpoints, theories about critical issues of social life. We assume that this is the only way to form youth's tolerance, respect one's opinion, readiness to compromise and willingness to engage in a dialogue.

Tolerance can be implemented through cultural and behavioral tendency named political correctness. As determined by S.G. Ter-Minasova political correctness of a language is expressed through aspiration of finding new means of linguistic expression as a substitute for the ones that injure feelings and damage dignity of an individual, infringe his/her human rights by tactlessness or straightness in regard to their race and gender, age, state of health, social status, appearance and so on [12, p. 216]. Political correctness is an instrument of intercultural communication which allows to prevent a conflict and to cooperate effectively within that society. Thereby, students are needed in the learning and training of skills and competences of adequate use of language in particular situations.

Positive aspiration of respecting other people's feelings and dignity, diligence to save them from unpleasant feelings and resentment expressed by speech lie at the heart of political correctness. Considerate attitude towards people who experience difficulties has resulted in the following word transformations that have negative connotation:

invalid – person with disability (мүгедек – мүмкіндігі шектеулі адам);

retarded children – children with intellectual disability (ақыл-есі кем балалар – оқу қиындықтары бар балалар, ерекше білім алуға қажеттілігі бар балалар).

The examples given above are applied not only for English and Kazakh language but for many other languages as well. Terminology changes from time to time and downgrading of some terms happens occasionally. Words as “*invalid*” and “*retarded*” are proof of this phenomenon and they can no longer be used to reflect respect. Being referred to as “*invalid*” or “*retarded*” is likely to make those people feel that they have challenges that cannot be overcome and implicit that they are in need of repair. Reading political texts, noticing the use of written terms and referrals and learning its proper meanings behind it will let students become aware of tolerant and proper use of speech. As we can learn from given examples is that referring to people by their impairment isn't bearable anymore. Appropriate terminology emphasizes the person first, then their impairment if it is relevant in that situation. Nowadays not labeling but describing people is welcomed. It is tolerable to say “*person with disability*” as opposed to “*invalid*” or “*disabled person*”. It is tolerable to say “*children with intellectual disability*” as opposed to “*retarded children*” [13].

Let us consider words that has been coined in Kazakh language as a matter of political correctness as well. For instance, the word “*оралман*” has been substituted by the word “*қандас*”. This change was due to the fact that the word “*оралман*” makes ethnic Kazakh people who moved to Kazakhstan feel themselves as foreigners even though they mostly speak Kazakh and share one culture and history. Besides, some people assume that the word “*оралман*” might be interpreted as “*оралма*” which means “*do not come back*” and they identify it as a bad luck. As a result, to avoid this kind of misunderstanding the president of Kazakhstan Kasym-Zhomart Tokayev made an order for replacement of the term “*оралман*” by “*қандас*” [14]. Precisely, the word “*қандас*” means relatives who share the same blood and same ancestors. This word conveys close family ties and was positively welcomed by public.

Political correctness for sure would help learners to construct more tolerant society that lives in accordance with its democratic principles and values. It should be noted too that political correctness is a constituent component of communicative aspect of socio-cultural competence. The language change is the first and substantive stage of societal transformation on account of the language being the essential instrument of communication and means of expressing humane attitude to one or another individual and group of individuals.



Alongside with national values and guidelines, we wanted to mention and highlight the role of ideological function of political text in the process of teaching young generation. As it is characterized above, political texts that picture political problems and its course of action contain within itself the ideology of the author as well. Scientist Van Dijk Teun A. defines that ideologies are system of beliefs shared by members of a social group. These members of a social group share beliefs, attitudes, knowledge [15, p. 209]. Additionally, this set of beliefs usually influence the way people behave. There are many ideologies or system of ideas that attempt to explain the course of the world. For instance, religious, educative, humanistic, marketable ideologies and more. Every ideology aspires to explain the whole world, judge any socio-political phenomenon from rights and morality to politics and entrepreneurship as reported by A. Altunyan. On the basis of certain valuation and logical procedures the author responds to the following questions: is the phenomenon good or bad, how should it be understood and how it is connected with social, political and other phenomenon as well as rules and standards [3, p. 64].

However, not all ideologies could fit to the life of our society and lead to better changes. Regarding to this point we can refer to the ideologies given by remarkable people. For instance, the ideologies presented by 32nd president of the USA Franklin Roosevelt is the national treasure full of wisdom and knowledge. The multifaceted genius Franklin Roosevelt has made considerable progress in the social, economic, political, spiritual and military areas of the life of society in the USA. His presidency, which lasted for more than a decade can be rightfully considered as indication of an individual presenting attributes of creative dedication, political commitment and statesman's talent who was able to radically change a desperate situation [16, p. 63]. While reading political texts including his address, students can absorb his wisdom ideas and develop actively their mindset. He distinguished himself as a great executive and set an example of a sincere patriot. Franklin was keenly aware of his colossal responsibility to country which was in a critical condition. It's worth noting that he chose properly the strategic performance objectives and effectively commanded his enormous authority. These strategic objectives as indicated in the outcomes may be regarded as an enduring source of guidance for youth on the grounds that there is still work to be done in this modern age to provide equal rights to the world citizens to our mind. His clear sense of reality enabled him to make politically responsible decisions that led him to create an international security system which provided a peace on a global scale for decades to come. "Four Freedoms" speech of Franklin Roosevelt can be considered as a great example of this contribution. His speech about "Four Freedoms" comprises the following text:

"In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression-everywhere in the world.

The second is freedom of every person to worship God in his own way-everywhere in the world.

The third is freedom from want-which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants-everywhere in the world.

The fourth is freedom from fear-which, translated into world terms, means a worldwide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor-anywhere in the world"[17].

Roosevelt pursued the right ideologies and insisted that the world prevailed by peace, safety and world democracy where every single person has the fundamental human rights would become a blessing not only for American people, but people all over the world. He sincerely hoped that these freedoms are worth fighting for. Such fundamental heritage and his personality not only can, but ought to be scrutinized by students. This heritage is essential to study since we live in an unstable and contradictory world. Despite the fact that Franklin wasn't alive at the time of signing the Universal Declaration of Human Rights and Freedom, we don't doubt that people recalled his principles outlined in his "Four Freedoms" speech while they were working on declaration. Consequently, students can learn a lot from Fr. Roosevelt's writings and adopt his moral and ethical attitude to themselves. There is no doubt, while reading and learning Franklin's discourse, students can espouse his ideology, views and ideas which can bring great and fruitful changes to the well-being of our country and world in general.

The third main function of political text is mobilization is manifested through political behavior of learners. We suppose that this function of political text can be accomplished successfully when students improve competently their political awareness, consciousness, information-analytical and problem-solving skills, gained national values, norms, guidelines to arrange clearly their political responsibility for successful implementation in definite occasions. In our humble opinion, political culture doesn't include within itself



the political behavior but is being implemented by it. Political behavior of students can be carried out for example by being them tolerant, ready to compromise and engage in a dialogue for the prosperity of our country. In addition to this, we would like to mention that political behavior's formation isn't determined by the criteria of regular participation in the politics but by the opportunity and willingness to participate in politics in a civilized manner as needed.

Conclusion

To conclude, political culture is an integral part of general culture of humankind. As described above, we can clearly see that functions of political texts can comprehensively develop political culture of students. The main functions of political texts, namely informative and persuasive functions develop political consciousness and help students absorb in themselves the elements of spiritual culture of their country which reflects the combination of political orientations, ideologies, values and norms. Informative function of political texts is reflected in the formation of cognitive elements as political awareness, consciousness, cumulative knowledge, considerable interest to the life of society and more. Persuasive function carries with itself political authors' views, ideologies, language use and helps to construct youth's own points of view, problem solving and analytical skills. In this regard, we wish to highlight that it is crucial to choose appropriate authors works to familiarize students with. The last but not least, the third main function of political texts mobilization is a great tool for implementing political behavior in our humble opinion.

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СТУДЕНТТЕРДІҢ САЯСИ МӘДИНИЕТІН ҚАЛЫПТАСТЫРУДАҒЫ САЯСИ МӘТІНДЕРДІҢ ФУНКЦИЯЛАРЫ

Аңдатпа. Мақалада студенттердің саяси мәдениетін саяси мәтіндердің функциялары негізінде қалыптастыру мәселелері қарастырылды. Зерттеу жұмысында студенттердің саяси мәдениетін қалыптастыру саяси мәтіннің ақпараттық, персуазивті (көндіру) және идеологиялық қызметтер арқылы жүзеге асатыны қарастырылды.

Студенттердің саяси мәдениетінің дұрыс қалыптасуы аса маңызды болып табылады. Себебі, жастардың кәсіби құзыреттіліктерінің дамуы олардың жалпы мәдени білім алуларымен қатарлас жүреді. Мақалада саяси мәтіннің әрбір функциясы жеке талданып, білім алушылардың білім деңгейі, шеберліктері, құндылықтары, жауапкершіліктері сияқты қасиеттеріне әсер ету жолдары қарастырылды. Ақпараттандыру функциясы бірінші талданып, саяси мәдениеттің саяси ойлау және білімнің кумулятивті үдерісінің дамуына ықпалы анықталды. Персуазивті (көндіру) функциясына тоқтала отырып, білім алушылардың дұрыс құндылықтар мен идеологияны ұстану, мәселелерге өзіндік шешімін ұсынуы және саяси сауыттылық секілді дағдыларының артуына алып келеді.

Саяси мәтіннің басты мақсаттарының бірі хабарландыру мен сендіру болғандықтан, зерттеуде ақпараттандыру және персуазивті (көндіру) функцияларына баса назар аударылған. Саяси мәтіндердің аталған екі функциясы дұрыс мөлшерде жүзеге асса, оның үшінші функциясы, жастардың өздігінен әрекет ету функциясының жүзеге асырылуын қамтамасыз ете алады.

Кілт сөздер: саяси мәтіндер; саяси мәтіндердің функциялары; студенттердің саяси мәдениеті.

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ФУНКЦИИ ПОЛИТИЧЕСКИХ ТЕКСТОВ В ФОРМИРОВАНИИ ПОЛИТИЧЕСКОЙ КУЛЬТУРЫ СТУДЕНТОВ

Аннотация. В статье рассмотрены пути формирования политической культуры студентов на основе политических текстов. В исследовании внимание уделяется развитию политической культуры молодежи на основе политических текстов которые выполняют следующие функции: информирование, убеждение и идеология.

Формирование политической культуры молодежи играет особую роль, так как развитие профессиональной компетенции должно развиваться наряду с культурной подготовкой будущих специалистов. Каждая функция политических текстов были проанализированы, а также их влияние на развитие у студентов знаний, умений, навыков и на формирование культурных ценностей и чувства ответственности. Анализ информативной функции политических текстов позволило обнаружить развитие политического сознания и кумулятивного процесса накопления знаний. А последующее рассмотрение функции убеждения раскрыло то, как могут улучшиться навыки решения проблем, а также соблюдения политкорректности и правильной идеологии у обучающихся.

Особое внимание было уделено функциям информирования и убеждения, так как ведущей целью политического текста является осведомление и убеждение. Достаточное развитие двух упомянутых функций могут побудить студентов к третьей функции (мобилизация), к самостоятельным действиям и поступкам.

Ключевые слова: политические тексты; функции политических текстов; политическая культура студентов.