

ABSTRACT

dissertation for the degree of Doctor of Philosophy (PhD)
on specialty «6D011800 - Russian language and literature»

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"Linguo-didactic bases of lingual conceptualization of reality in teaching philological disciplines"

Now the problem of language conceptualization of reality is one of the relevant in modern science about language. Lingual, cognitive, socio-psychological, cultural and other mechanisms of its perception, development and reflection are integrated in language and by means of language in acts and processes of reality verbalization. Each natural language reflects a certain way of perception and organization of the world. The values expressed in it form a single system of views, a kind of collective philosophy that is imposed as compulsory on all speakers of the language.

In linguistics, the processes of human knowledge of the world, systematization of knowledge using categories of language, verbalization of these knowledge and representations, etc. are studied. Perception, language, thinking, memory, action are inextricably connected, united by one common task that is carrying out processes of learning, processing and transformation of knowledge.

The thesis is a comprehensive linguo-methodological study of the linguistic conceptualization of reality, based on conceptual analysis, which is one of the effective methods of studying the meanings of the concept of different types. Despite the widespread concept of 'the concept' in philological science, the separate theoretical-methodological and practical aspects of its study, the ways of its representation require in-depth study. Therefore, the problem raised in this study that is analyzing language conceptualization is relevant.

The relevance of the study is justified by the necessity to expand the application of integrated conceptual analysis at classes on the disciplines of the philological cycle, including the organization and conduct, interpretation and modeling of the results of the study, in particular the free association experiment (FAE). It is intended to include a conceptual analysis methodology in the education of students and Masters and to expand the range of its use.

The novelty of the work is that for the first time an attempt has been made to develop its own algorithm of complex conceptual analysis. As the review of a vast number of research views on the methods of conceptual analysis shows, it can be argued that the development of each of them is based on the properties of the concept identified by scientists, its features, structure and ways of its representation in language. In linguo-methodological terms, the construction of models of linguistic conceptualization of reality, in our opinion, can and should be carried out by future scientists-linguists multilaterally, from various research positions. It is the use of complex conceptual analysis in the study of linguistic conceptualization of fragments of reality that will be the most productive. In the practical part of the

study, methodological recommendations were developed for conducting the FAE, interpreting and modeling its results. The results of testing the method of using graphic organizers in the education of school students are presented.

The object of the research: comprehensive conceptual analysis as a way to investigate the results of language conceptualization.

The subject of the study: language conceptualization of reality as a process of knowledge of the world around us.

The research purpose is to present the methodical system of the conceptual analysis of language conceptualization of reality on the basis of the integrated approach.

In the course of the present study, the following **hypothesis** was put forward and tested: the study of linguistic conceptualization of reality through integrated conceptual analysis, including mainly theoretical and linguo-didactic aspects of the study of this problem, will be effective under the following conditions:

- to develop the algorithm of complex conceptual analysis, including the main stages of its implementation;
- to carry out conceptual analysis based on different research approaches (linguo-culturological and linguo-cognitive);
- to use the integrated approach to the analysis of concepts, incorporating a variety of methodological tools to improve the professional competencies of future philologists.

The research objectives:

- to describe scientific-theoretical bases of language conceptualization of reality;
- to study the main methods and methods of carrying out the conceptual analysis on material of the art text;
- to define the principles of the integrated approach in carrying out the conceptual analysis;
- to develop methodical recommendations about the organization and carrying out the free associative experiment, interpretation and modeling of results of the free associative experiment (further - FAE);
- to approve results of application of graphic models in practice of teaching at school;
- to develop the educational and methodical complex on methodology and methods of teaching of linguistic disciplines within the framework of masters and doctoral educational program (syllabus, methodological recommendations).

The theoretical significance of the work is determined by the in-depth study of the complex approach to carrying out conceptual analysis and its application in the teaching of philological disciplines and in the research activities of students within the framework of the multi-level system of education (Bachelor degree, Master degree, Doctoral degree). Theoretical materials, basic provisions and conclusions of the study can be used in the course of lecture and seminar classes in the disciplines of the philological cycle at the university.

Practical significance consists in the use of materials and results in the practice of preparation Bachelor, Master and Doctoral students in conceptual analysis, organization and conduct of FAE, as well as in the creation of educational

and methodological complexes and methodological manuals: 1. "Concept Analysis: Free Associative Experiment" (co-authored with A.B. Tumanova; Almaty: KazNU, 2017), 2. "Graphic Organizers in Russian Language and Literature" (Nur-Sultan, 2019).

In addition, the work was carried out as a participant in the project for the moderation of the materials of the system-methodological complex (contract №176 / VD dated July 25, 2018. Together with the Autonomous Organization of Education "Nazarbayev Intellectual Schools", Astana).

Within the framework of the project, together with the Autonomous Organization of Education "Nazarbayev Intellectual Schools", scientific and methodological support of educational programs was carried out during their development and / or revision online (contract № 94 / VD dated August 23, 2019, Nur-Sultan).

The methodological basis of the dissertation study includes fundamental works in the field of linguistics, linguo-culturology and linguo-cognitology (S.A. Askoldova, Y.S. Stepanov E.S. Kubryova, A. Vezbitskaya, J. Lakoff and M.DZhonson, N.D. Harutyunova, N.N. Boldyrev, A.P. Chudinov, V.Z. Demyankova), as well as on carrying out the free association experiment and interpreting its results (A.A. Leontiev, A.A. Zalevsky, N.V. Ufimtseva, E.I. Goroshko, etc.). The experimental part of the work is focused on achievements in the field of teaching methodology and modern technologies of education at the university (V.P. Besalko, S.S. Kunanbayeva, I.A. Winter, A.V. Khutorsky, V.A. Slastenin, G.K. Selevko, N.V. Baryshnikov, Sh.A. Amonashvili).

The research methods. The study used methods of both empirical, general and general philological types: description, observation, comparison and comparison, analysis and synthesis, generalization, systematization and classification, modeling, questionnaire, experiment, linguistic analysis of text, contextual analysis, etc. For collection of actual material and its processing, as well as for analysis of FAE results, the method of sampling from artistic text and methods of computer processing of language units were used.

The research materials and sources: art works of contemporary Kazakh writers (B. Kanapyanova, N. Chernova, B. Kairbekov, I. Odegov, M. Zemskov etc.), questionnaire data, language units selected as a result of FAE.

The structure of the dissertation work: Introduction; Main part: 1. Scientific and theoretical foundations of the reality conceptualization; 2. Conceptual analysis: modern methods of teaching at high school; 3. Models of conceptual analysis in the practice of teaching the disciplines of the philological cycle in higher education; Conclusion, List of Literature, Contents, List of Symbols and Abbreviations, Annexes.

Chapter 1. "Scientific and Theoretical Foundations of Reality Conceptualization" describes the theoretical and methodological basis of the study, defines the terminology apparatus, and presents material on basic approaches, concepts and principles of conceptual analysis.

Chapter 2. "Conceptual Analysis: Methods of Conducting in Higher Education," summarizes and systematizes the scientific information available in

modern philological science on the method of conducting conceptual analysis from the perspective of linguo-culturological and linguo-cognitive approaches. An attempt to present the own interpretation of the results of the conceptual analysis on the material of the artistic text of modern Kazakh writers N. Chernova, B. Kanapyanova and others is presented, as well as the algorithm for the study of the artistic text is proposed.

Chapter 3. "Modeling the results of conceptual analysis in the practice of teaching the disciplines of the philological cycle," describes the main methods of carrying out FAE: questionnaire, simulation as ways of processing the results of the study. Methodological recommendations for FAE implementation, processing of results and their interpretation in the format of pilot and control type have been developed; Algorithm of FAE performance is proposed. The results of testing of graphic models in school are presented, as well as information on the compilation of EMC on methodology and methods of teaching of disciplines of philological type in masters and doctoral studies is given.

Tables, graphs and diagrams are provided for clarity and validity of the results of the study. The work presents materials on interpretation of FAE results, as well as methodological recommendations on their use in practical activities of the future philologist.

Basic provisions for defence:

– in the context of key paradigms of modern linguistic science (anthropocentric, communicative-discourse, cognitive) language conceptualization of reality as the way of development of the world by means of language is the most demanded area for scientific research. The analysis of the concept (and conceptual structures), defined as a complex ambiguous linguistic concept, led to the emergence of different research approaches, which required consideration of the problem and further development of methodologically explained specificity of the analysis of language conceptualization;

– in the context of the integration of scientific directions in linguistics, there are different points of view on the definition of concepts and conceptual analysis, as a result of which there is no single understanding of them in science. The integrated approach to conceptual analysis is therefore appropriate and productive;

– the methodological system of integrated conceptual analysis as one of the effective means of organizing the activities of students, aimed at assimilating new knowledge, representing it, updating and transforming existing knowledge, is carried out using modern pedagogical technologies and achievements in methodology, which contributes to the improvement of the professional competencies of future philologists;

– the algorithm of carrying out the complex conceptual analysis, the method of interpretation and modeling of its results give a chance to present them visually, to categorize information taking into account research objectives, to intensify intellectual processes of the subject, to focus attention both on knowledge and on processes of its assimilation;

– the free associative experiment as one of effective stages of the conceptual analysis gives ample research opportunities in studying of the ordinary regional

language consciousness revealing features of common cultural knowledge, the valuable and associative potential of a concept, its ethno-specific uniqueness. Work on FAE methodology contributes to: 1) development of analytical abilities, 2) formation of creative thinking, 3) development of skills of interpretation and modeling of research results, 4) improvement of research competence of philologists.

Testing the work. The main content and results of the study were reflected in 18 publications, including 16 scientific articles, including those recommended by CCES and included in the Scopus database, 2 methodological manuals; in reports and presentations at international scientific and practical conferences, summer schools, including in the far abroad (in the international conference "Expanding Humanitarian Knowledge: Analysis of Problems", held as part of the summer school "Social Humanitarian knowledge in the Epoch of Innovations", July 8-22, 2018, Slovakia, Piestany).

In addition, the testing of the methodological system of conceptual analysis of linguistic conceptualization of reality on the basis of the integrated approach took place during the course of the author's experimental practice and teaching of the elective discipline "Methodology and methods of linguistic research."

The author of the thesis took a scientific internship at the Warmian-Masurian University (Olsztyn, Poland).

Prospects for further study

The integrated conceptual analysis methodology proposed and tested by us in this study can form the basis for further regional studies of language consciousness and its reflection of objective reality.

The methodological system for the study of conceptual analysis presented and justified in this study may well be adapted for study in the school curriculum of Russian language teaching in accordance with the updated educational programme in Kazakhstan.