ABSTRACT

of the dissertation for the degree of Doctor of Philosophy (PhD) in the educational program "8D01720 – Russian Language and Literature"

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"Linguocultural Commentary as a Method of Mastering Cultural Concepts"

Dissertation Topic: Thesis topic: Linguistic and cultural commentary as a method of mastering cultural concepts

Aim of the study: to develop and provide a theoretical basis for a linguistic-methodological system for the acquisition of cultural concepts, based on the integration of linguistic-cultural, linguistic-conceptual and cultural studies approaches, and implemented through the author's model of linguistic-cultural commentary.

Research objectives:

1) to analyse the theoretical foundations of the acquisition of cultural concepts in linguistic and pedagogical literature and to establish the theoretical and pedagogical basis for the study;

2) to reveal the essence and didactic potential of the linguocultural commentary as a tool for mastering cultural meanings and, on this basis, to justify its implementation in the form of an author's model;

3) to identify the conditions for the acquisition of concepts and to develop a linguistic-methodological system integrating linguistic-cultural, linguistic-conceptual and cultural studies approaches;

4) to design an author's model of the linguocultural commentary based on the hermeneutic cycle, and to create a system of tasks for its implementation;

5) to develop criteria for assessing the levels of competence development, to test the methodology, and to analyse the dynamics of students' skill development.

Research methods:

– general scientific methods: analysis and synthesis of the scientific literature, theoretical analysis of regulatory documents, systemic and classificatory approaches, observation;

– linguistic methods: descriptive, conceptual and component analysis, linguocultural interpretation, contextual and comparative analysis, work with lexicographical sources;

– methods of analysing pupils' speech activity, aimed at diagnosing the development of discursive competence;

– pedagogical methods: questionnaires, pedagogical experiments (diagnostic and formative stages), methods of pedagogical diagnosis;

– methods of quantitative and statistical data processing, ensuring the reliability of the research results.

Object of the research: The process of acquisition cultural concepts in Russian language lessons.

Subject of the Research: Linguocultural commentary as a method for the acquisition of cultural concepts by students.

Key Provisions for the Defense:

1. Cultural concepts, which accumulate conceptual, figurative, and value-based meanings, serve as the fundamental units in the formation of students' linguistic worldview. Their effective acquisition is ensured by systematic pedagogical support aimed at identifying the national-cultural specificity of the language and integrating it into speech activities.
2. The author's model of linguocultural commentary is a systematic algorithm of educational and interpretative activity that implements the hermeneutic spiral of "understanding – interpretation – application." This model ensures the stage-by-stage reconstruction of the concept's structure and the creation of a personally significant commentary-text.
3. The linguo-methodological system for concept acquisition is implemented as a five-stage process integrating diagnostics, analytical decomposition of conceptual levels, methodological processing, productive application, and reflection. This sequence ensures the progressive development of discursive competence and the ability to adapt cultural meanings to genre norms.
4. The author's model of linguocultural commentary is implemented through a complex of tasks based on working with precedent texts and cultural codes. This complex ensures a synthesis of semantic analysis and creative reflection, facilitating the acquisition of conceptual content and forming the ability to substantiate conclusions based on cultural and historical contexts.
5. The system of criteria and indicators, integrated with Bloom’s Taxonomy and Celce-Murcia’s components, serves as an objective tool for learning quality management. It allows for the tracking of the transition dynamics from a reproductive level to productive mastery of linguocultural content within the context of mainstream secondary education.

Description of the Main Research Results

In accordance with the set goal and objectives, the following results were obtained:
1. It was established that cultural concepts, which accumulate conceptual, figurative, and value-based meanings, serve as the fundamental units in the formation of students' linguistic worldview. Their acquisition is ensured by a purposefully organized educational system based on the linguocultural approach. This is confirmed by the expansion of students' understanding of concept structures and the development of their ability to identify and interpret cultural meanings within linguistic units.
2. It has been proven that linguocultural commentary is an effective tool for the acquisition of cultural meanings, ensuring the development of skills in semantic analysis, interpretation, and argumentation. Its application fosters the formation of cultural reflection and the ability to integrate cultural knowledge into both oral and written speech.
3. It has been revealed that the implementation of the linguo-methodological system for cultural concept acquisition as a stage-by-stage process ensures the progressive development of students' discursive competence. During the experiment, a measurable increase was recorded in students' abilities to structure text, maintain cohesion, account for the genre and sociocultural parameters of an utterance, and perform independent interpretation of cultural meanings.

4. The effectiveness of the developed didactic materials has been confirmed. These materials, which include a system of tasks based on precedent texts and cultural codes, facilitate the development of interpretative, argumentative, and creative skills, as well as the formation of sustainable semantic analysis skills.
5. The efficacy of the assessment system, comprising criteria and indicators integrated with Bloom's Taxonomy and the Celce-Murcia model, has been substantiated as a tool for comprehensive diagnostics. Its application made it possible to record the dynamics of the transition from a reproductive to a productive level of mastery of linguocultural content and to provide targeted correction of the educational process.

Substantiation of the Novelty and Significance of the Research Results

1. For the first time, an original methodological model for studying cultural concepts in Russian language lessons has been developed and scientifically substantiated. This model integrates linguocultural, cognitive, and discursive approaches, providing a holistic organization of both the learning and diagnostic processes.
2. Within the framework of the proposed model, an original three-level structure for cultural concept acquisition was developed (integrative, literary, and research levels). This structure ensures a stage-by-stage deepening of semantic work and the progressive formation of discursive competence. The practical implementation of the research results is presented in the teaching aid "From Concept to Text," developed and tested by the author. This manual includes a system of exercises and tasks for the acquisition of cultural concepts and the development of discursive competence. The manual has undergone testing in educational practice, received positive expert evaluations, and earned recognition in pedagogical competitions. It is recommended for use at the regional level, confirming its adaptability to the conditions of mainstream school education. The effectiveness of the implementation of the author's methodological model is confirmed by expert reviews and certificates of implementation (*acts of implementation*) in the educational process of several educational organizations.
3. A complex of methodological conditions has been identified that facilitates the successful formation of discursive competence during the process of working with cultural concepts. These conditions include the integration of semantic analysis, cultural reflection, and the genre-stylistic adaptation of the utterance.
4. A system of criteria and indicators for assessing the level of cultural concept acquisition has been developed and validated. This system is integrated with the Celce-Murcia component model and Bloom's Taxonomy, ensuring a comprehensive approach to the diagnostics of written utterances.

Alignment with Research Development Trends and State Programs

The dissertation research, dedicated to the development of a linguo-methodological system for the acquisition of cultural concepts and the formation of students' discursive competence, aligns with the priority development areas of education and science in the Republic of Kazakhstan, as reflected in the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020–2025.

Within the framework of this Program, special emphasis is placed on developing the functional literacy of learners, improving language training, and implementing the competency-based approach. The presented research realizes these directions through the development of an educational system oriented toward the formation of discursive competence, defined as the ability to produce meaningful, structured, and culturally conditioned speech utterances.

The relevance of this work is further determined by the objectives of updating educational content, which envision a transition from the mere acquisition of linguistic knowledge to the development of skills for its interpretation and application in diverse communicative situations. The dissertation proposes a model for the acquisition of cultural concepts that ensures the integration of semantic analysis, cultural reflection, and the genre-stylistic organization of text, aligning with contemporary requirements for learning outcomes.

The research corresponds to the tasks of forming a value-oriented personality in the learner—one capable of understanding cultural meanings and interpreting them in speech activity. The acquisition of cultural concepts is viewed as the foundation for forming the student's linguistic worldview and developing their interpretative and communicative skills.

In scientific terms, the work aligns with modern developmental trends in linguoculturology, cognitive linguistics, and linguodidactics, which are focused on studying the interconnection of language, thought, and culture, as well as developing effective language teaching methodologies within a cultural context.

At the international level, the research results correspond to the educational priorities promoted by UNESCO and the OECD, which emphasize the necessity of developing communicative, interpretative, and intercultural competences as key 21st-century skills.

Thus, the dissertation research corresponds to the strategic directions of pedagogical science and educational policy, aimed at improving the quality of language education and forming a discursively and culturally competent learner.

Description of the Doctoral Student's Contribution to Each Publication

The results of this research have been disseminated and tested through:

- The publication of seven articles, including two in journals indexed by the Scopus database and three in journals recommended by the Committee for Quality Assurance in the Sphere of Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan:

1) M. V. Valova, A. E. Agmanova, A. S. Shcherbak. Linguocultural Commentary as an Interpretation of a Cultural Concept // Issues of Cognitive Linguistics [Voprosy Kognitivnoy Lingvistiki], No. 2, 2024, pp. 63–70. – DOI: 10.20916/1812-3228-2024-2-63-70 (Indexed in Scopus; SJR Quartile in Linguistics and Language – Q2).

2) Agmanova A. E., Valova M. V. Approaches to the Study of Cultural Concepts in the Context of Updated Educational Content // Bulletin of the Karaganda University. Philology Series. – 2019. – No. 2. – pp. 97–104. – URL: https://rep.ksu.kz/handle/data/7868

3) Agmanova A. E., Valova M. V. Didactic Potential of Linguocultural Commentary // Bulletin of Toraighyrov University. Pedagogical Series. – 2021. – No. 1. – DOI: 10.48081/TICB9880

4) Valova M. V., Temirgazina Z. K., Agmanova A. E. The Modifying Influence of Concepts on the Consciousness and Behavior of Adolescents (Using the Concept of "Shame" as an Example) // Bulletin of the Karaganda University. Philology Series. – 2023. – No. 4 (112). – URL: https://rep.ksu.kz/handle/data/17944

5) Temirgazina Z. K., Andryushchenko O., Valova M. V. Transliteration of Kazakh Anthroponyms into Russian during the Soviet Period // Acta Onomastica. – 2023. – Vol. LXIV, no. 2. – pp. XX–XX. – (Indexed in Scopus; Q2).

6) Valova M., Agmanova A., Amangeldy A. Socio-regulatory function of the cultural concept “shame” in the behavior of students // Revista on line de Política e Gestão Educacional. – 2021. – Vol. 25, no. esp. 5. – pp. 3092–3111. – DOI: 10.22633/rpge.v25iesp.5.15999

7) Valova M. V., Temirgazina Z. K., Agmanova A. E. The Ethical Concept of "Shame" as a Social Regulator of Student Behavior // Annals of the University of Craiova. Philological Sciences Series. Linguistics [Analele Universităţii din Craiova. Seria Ştiinţe Filologice. Lingvistică]. – 2023. – Year XLV, No. 1–2. – pp. 506–523.

- 7 publications in proceedings of international conferences and other editions:

1) Valova M. V**.**, Agmanova A. E. Cultural Concepts in School Textbooks for the Russian Language // Linguistic Consciousness in the Aspect of Intercultural Communication: Collection of Articles / Ed. by E. A. Zhuravlyova. – Astana: L. N. Gumilyov ENU Publishing House, 2018. – pp. 27–34. – URL: https://repository.enu.kz/bitstream/handle/enu/14047/Merged-20240514-142605.pdf

2) Valova M. V. Modern Strategies for Teaching the Russian Language in a Multilingual Environment // Russian Language and Literature in the Turkic-Speaking World: Modern Concepts and Technologies: Proceedings of the International Conference: in 2 volumes / Ed. by R. R. Zamaletdinov, T. G. Bochina, Y. V. Ageyeva. – Kazan: Kazan (Volga Region) Federal University, 2018. – Vol. 1. – pp. 73–77. – URL: https://dspace.kpfu.ru/xmlui/bitstream/handle/net/150290/ryalvtm2018_V.1_73_77.pdf

3) Valova M. V. Working with Cultural Concepts in Russian Language Lessons // Preservation of the Russian and Kazakh Languages and the Culture of Peoples in Diaspora Conditions: Materials of a Scientific and Methodological Seminar. – Barnaul: Altai State Pedagogical University, 2018. – pp. 101–107. – (Pedagogical Education in Altai. No. 2). – URL: https://journals-altspu.ru/pedagogical-education/article/view/1101

4) Agmanova A. E., Valova M. V. Linguo-conceptological approach in the teaching of the Russian language // Proceedings of the 6th International Conference on Education, Social Sciences and Humanities (SOCIOINT 2019). – Istanbul, 24–26 June 2019. – pp. 108–115. – URL: http://www.ocerints.org/socioint19_e-publication/abstracts/papers/330.pdf

5) Valova M. V. Educational Text in the Context of Updated Educational Content // Text in the System of Teaching Russian Language and Literature: Materials of the VIII International Scientific and Practical Conference. – L. N. Gumilyov Eurasian National University; Surgut State Pedagogical University; Tula State Pedagogical University named after L. N. Tolstoy, 2021. – pp. 31–36. – URL: https://www.enu.kz/downloads/fevral-2021/text-v-sisteme-obucheniya.pdf

6) Agmanova A. E., Valova M. V. *Scientific and Methodological Potential of the Rafika Nurtazina Classroom* // School – Teacher – Innovation in the Modern World: Materials of the International Scientific and Practical Conference (Commemorating the 100th Anniversary of R. B. Nurtazina): in 2 volumes. Vol. 1. – Pavlodar Pedagogical University, 2021. – pp. 20–26. – URL: https://pps.kaznu.kz/ru/Main/FileShow2/184661/111/3/11223/0/

7) Agmanova A. E., Valova M. V. Linguocultural Commentary as a Way of Mastering the Semantic Structure of a Concept // Russian Language and Literature in a Changing World: Selected Papers of the XV MAPRYAL Congress (Saint Petersburg, September 12–16, 2023). – St. Petersburg: MAPRYAL, 2024. – pp. 395–399. – ISBN 978-5-6043747-9-5.

The publications on the dissertation topic reflect the main propositions, stages, and results of the conducted research.

In the article "Linguocultural Commentary as an Interpretation of a Cultural Concept," the applicant developed and theoretically substantiated a model of linguocultural commentary as an algorithm for the stage-by-stage interpretation of a cultural concept. This constitutes one of the key scientific results of the dissertation research.

In a series of publications, the applicant carried out a systematization of approaches to studying cultural concepts, substantiated the methodological effectiveness of linguocultural commentary, and identified patterns in the functioning of linguistic material within its cultural and historical context. This provided the basis for defining the theoretical and methodological foundations for their acquisition in the educational process.

In the publications presented in the proceedings of international conferences, the applicant consistently discloses the stages of developing the methodological system for working with cultural concepts. This includes an analysis of their representation in textbooks, the development of teaching strategies, and the substantiation of the role of linguocultural commentary as a means of interpreting cultural content.

The applicant is the author of the research idea, the developer of the linguocultural commentary model, and the formulator of the theoretical propositions. Furthermore, the applicant performed the collection, analysis, and interpretation of empirical data. In collaborative publications, the author executed the conceptual and analytical portions of the research related to the substantiation of the methodological model and the interpretation of the findings.