ABSTRACT

On the dissertation for the degree of Doctor of Philosophy (PhD)
on educational program "8D01704 – Russian language and literature"
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"Formation of the bilingual personality of Kazakh school students: an anthropological aspect"

General characteristics of the work. In multinational Kazakhstan, bilingualism is a widespread phenomenon. Bilingualism is fluency in two languages, in this case, native and Russian. The effectiveness of the formation of a bilingual personality of schoolchildren depends on the quality of teaching Russian at school, especially in elementary grades, where the foundations of bilingualism are laid.

The dissertation tested the methodology developed by its author for the formation of the bilingual personality of Kazakh school students, taking into account the anthropological aspect. The research was carried out in an interdisciplinary format, involving the provisions and conclusions of linguistics, cultural studies, linguoculturology, psychology, pedagogy, didactics, and methods of teaching the Russian language.

The relevance of the topic. The methodology of teaching Russian is constantly being improved, but despite this, the problem of forming a bilingual personality capable of navigating the global socio-cultural situation is acute.

The teaching methodology of the Russian language is based on the principle of studying it as a system of signs. Russian Russian is mainly focused on the grammatical side of the Russian language, while the potential of interconnected Kazakh and Russian language learning is underutilized. Efforts should be intensified to develop communicative and cultural approaches to learning Russian in primary schools. It is important to develop methodological techniques that promote the development of language, speech, and communication skills of primary school students.

The problems of forming a bilingual personality determine the choice of innovative approaches to teaching Russian as a second language. In addition, it is important to solve the problem of theoretical substantiation of the methodology for the formation of a bilingual personality based on communicative and linguocultural approaches. Considering the reduction of the language environment that previously contributed to successful Russian language teaching. This circumstance suggests that it is necessary to highlight the development of students' communication skills.

The formation of a bilingual student's personality is carried out in unfavorable conditions. Russian methodological science does not sufficiently study the psychological, pedagogical, didactic, and linguodidactic conditions for the formation of a bilingual personality of students. The use of textbooks does not ensure the full-fledged bilingual development of schoolchildren.

There is no appropriate methodological base (textbooks, anthologies, dictionaries, exercises) for use in the educational process. Russian language teachers

are forced to solve the issues related to this problem on their own. The process of forming a bilingual student's personality is largely spontaneous.

The current practice of learning Russian in primary schools is characterized by increased attention to theoretical information that is poorly related to the development of students' oral speech. The solution to this problem is necessary for the successful formation of a bilingual personality of a primary school student. The process of developing the communicative and linguistic and cultural skills of primary school students should be based on a harmonious combination of theoretical knowledge of the language with their practical application. It is important to subordinate the theoretical aspects of the task of forming a bilingual student's personality.

It is necessary to abandon the orientation towards the assimilation of excessive theoretical concepts about the Russian language by students. It is necessary to develop methodological approaches to ensure the successful use of the Russian language by schoolchildren in a variety of speech situations typical of everyday communication.

It requires the development of a comprehensive system for the formation of a bilingual student's personality in a multicultural Kazakh society. There is a need to create new programs and methodological support for Russian language teaching aimed at developing a bilingual personality of a younger student who is fluent in communicative and linguocultural competencies necessary for communication in various life situations. It is necessary to identify the key elements of the relevant technology, its methods, methodological techniques and means of forming the communicative and linguistic cultural competencies of the student. All of the above confirms the undoubted **relevance** of the research topic.

The object of research is bilingualism, bilingual personality, linguistic personality, linguodidactics, methods of speech development, formation of communicative skills.

The subject of the research is methods and methods of forming the bilingual personality of students in Kazakhstani schools.

The purpose of the study is to develop a methodological system for the formation of a bilingual personality in Kazakhstani schools**.**

In our dissertation research, the following hypothesis is put forward: the method of forming the bilingual personality of a primary school student will be effective if:

• socio-pedagogical conditions, scientific-theoretical and scientific-methodological foundations will be characterized and generalized, as well as structural and substantive elements of the formation of a bilingual personality will be developed.;

• A system for the formation of a bilingual personality based on didactic, linguistic, linguocultural and cultural principles will be developed in detail.;

• the principle of systematic involvement of students in active foreign language speech activity will be implemented, taking into account the idea of a non-native language as a form of reflection of other socio-cultural realities;

• the implementation of the developed methodological system for the formation of a bilingual personality of a younger student will be carried out through

the creation of educational and speech situations, dialogues, as well as the use of productive methods and techniques of teaching the Russian language.

In order to achieve the above goal and verify the working hypothesis of the dissertation research, the following tasks were solved:

1. During the analysis of linguistic, pedagogical, psychological and methodological literature, to determine the degree of study of the stated scientific problem, to identify the approaches of modern linguodidactics to the formation of a bilingual personality;

2. To analyze the actual state of speech competence formation, to study the fundamental documents, school curriculum, textbooks, calendar, thematic and lesson planning in the Russian language for primary school students in order to determine the possibilities for the consistent development of a bilingual personality;

3. To determine the optimal scope and content of the concepts of "linguistic personality", "bilingualism", "bilingual personality" in relation to secondary school, as well as to develop criteria for its formation;

4. To develop and select the most effective educational material aimed at the formation of the bilingual personality of primary school students;

5. To develop and experimentally confirm a methodological technology for the formation of a bilingual personality of younger schoolchildren (including principles, methods, methodological techniques, teaching tools, a system of exercises that develop thinking and speech, etc.) in the process of teaching the Russian language.

The scientific novelty of the research is as follows:

1. A scientific and methodological system for the formation of the bilingual personality of younger schoolchildren has been developed, theoretically substantiated and tested.

2. The content of experimental Russian language teaching has been formed, based on communicative, methodological and linguocultural principles.

3. During the implementation of the study, a scientific and methodological system for the formation of the bilingual personality of younger schoolchildren was tested.

4. Recommendations have been developed on the organization and improvement of educational and cognitive activities of students.

5. The relevant methods, means and techniques of developing the skills of a bilingual personality of a primary school student are identified, characterized and systematized.

6. Criteria and methodological requirements for the formation of communicative and linguocultural skills of a bilingual personality of a primary school student have been developed and substantiated.

The main provisions submitted for defense:

1. A methodological system for the formation of a bilingual personality of a primary school student has been developed for the consistent socialization of a linguistic personality. This system creates favorable conditions for the organic entry of a younger student into non-native languages and cultures. The basis of the methodological system for the formation of a bilingual personality of a primary

school student is the interdisciplinary connection of linguistics, psycholinguistics, linguoculturology, psychology, pedagogy, and methodology.

2. The model of formation of the bilingual personality of a primary school student, developed after identifying the real state of students' speech competencies and identifying opportunities for the consistent development of bilingual competencies, is a consistent and step-by-step process of mastering the native language and culture along with the parallel development of the Russian language as a system (characterized by phonetic, lexical and grammatical features) and culture (with its conceptual sphere and linguistic picture of the world).

3. The formation of a bilingual personality of a primary school student is carried out taking into account the optimal scope and content of the concepts of "linguistic personality", "bilingualism", "bilingual personality" and the identification of criteria for its formation.

4. The development and selection of effective educational material aimed at the formation of a bilingual personality of primary school students is carried out on the basis of the technologization of learning, in the interrelation of heuristic, activity-based, personality-oriented and communicative-linguistic-cultural approaches in the course of teaching the Russian language.

5. The effectiveness of the formation of a bilingual personality of a primary school student is ensured by a system that includes organizational, pedagogical and methodological conditions (principles, methods, methodological techniques, methods, means of teaching, development and testing of a program of formative experiment, educational questions, exercises and tasks of communicative and linguistic cultural orientation), as well as timely identification of the level of formation of bilingual competencies of students.

The methodological basis of the dissertation was the works of Yu.N. Karaulov, G.I. Bogin, E.M. Vereshchagin, E.D. Suleimenova, G.N. Khasanov, U.M. Bakhtikireeva, V.V. Krasnykh, V.P. Sinyachkin, M.V. Tlostanova and others.

It is also necessary to rely on the achievements of psychological science (J. Piaget, L.S. Vygotsky, A.N. Leontiev, V.V. Davydov, and others), successfully studying the problems of developing students' thinking and speech. The psycholinguistic approach to the formation of a bilingual personality (N.A. Almaev, V.P. Belyanin, A.N. Voronin, A.A. Zalevskaya, N.D. Pavlova, V.A. Pishchalnikova, T.N. Ushakova, R.M. Frumkina, etc.) takes into account the correlation of structures of speech-thinking activity, which is carried out in two languages.

It is necessary to take into account the studies of methodologists K.Z. Zakiryanov, R.G. Davletbaeva, E.A. Khamraeva, A.V. Kamaletdinova, V.V. Krasnykh, I.A. Kireeva, L.P. Klobukova, T.I. Kobyakova, L.V. Meos, Yu.I. Trofimova, and others devoted to the formation and development of bilingual personality of students. The anthropological approach was also taken into account through the works of Fishman J. A., Bourdieu P., Himes D., Blommaert J., Edwards J., Irwin J., & Gala S., Silverstein M., Whorf B.L., Sepir E.

The theoretical significance of the research lies in the development of a methodological system for the formation of a bilingual personality based on an activity-based approach. The principles of teaching Russian in primary schools in

Kazakhstan are revealed, the conditions and factors of effective formation of a bilingual personality are substantiated, as well as methodological approaches to the development of communicative and linguistic cultural competencies of students.

The practical significance of the research lies in the fact that the methodological system of forming a bilingual personality of a younger student, developed and tested during a pedagogical experiment, can be effectively applied in Russian language lessons in elementary grades. The results, conclusions and data of the study can be used in the development of programs on the methodology of teaching Russian in elementary schools, as well as in the compilation of elective methodological disciplines in universities.

Approbation of the obtained results. The materials and results of our research are reflected in 8 publications. 1 article was published in an international publication included in the Scopus database, 4 articles in journals from the list recommended by the Committee for Quality Assurance in Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan, 3 articles in collections of materials of the international conference. In addition, the methodological system developed in the dissertation was successfully tested in the process of conducting experimental training, as well as reading the elective course «Theory and methodology of the formation of bilingual personality of students of Kazakhstani schools: an anthropological aspect. »

Dissertation structure: the thesis consists of an introduction, three sections, a conclusion, a list of references and appendices.