ABSTRACT

of the dissertation submitted for the degree of Doctor of Philosophy (PhD) in the educational programme 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 research objectives, the following results were obtained:

1. It was established that cultural concepts play a key role in shaping students' linguistic worldview and contribute to the development of skills for understanding and interpreting cultural meanings.
2. Linguocultural commentary was proven to be an effective tool for acquiring cultural meanings, fostering skills in analysis, interpretation, argumentation, and cultural reflection.
3. The linguo-methodological system of cultural concept acquisition was shown to promote the development of students' discursive competence.
4. The effectiveness of the developed didactic materials, based on precedent texts and cultural codes, was confirmed in developing interpretative, argumentative, and creative skills.
5. The effectiveness of the assessment system, based on Bloom's Taxonomy and the Celce-Murcia model, was demonstrated, providing comprehensive evaluation of students' linguocultural competence.

Substantiation of the Novelty and Significance of the Research Results

1. An original methodological model for teaching cultural concepts in Russian language classes, integrating linguocultural, cognitive, and discursive approaches, has been developed and scientifically substantiated.
2. A three-level structure of cultural concept acquisition (integrative, literary, and research levels) has been proposed. Its practical implementation is reflected in the teaching aid *From Concept to Text*, designed to facilitate cultural concept acquisition and the development of discursive competence. The manual has been successfully tested and implemented in educational practice.
3. A set of methodological conditions promoting the development of discursive competence through work with cultural concepts has been identified.
4. A validated system of criteria and indicators for assessing the level of cultural concept acquisition has been developed, integrating the Celce-Murcia model and Bloom's Taxonomy.

Alignment with Research Development Trends and State Programs

The dissertation research on the acquisition of cultural concepts and the development of students' discursive competence aligns with the priority directions of educational development in the Republic of Kazakhstan.

The study is aimed at promoting functional literacy, improving language education, and implementing a competency-based approach. The proposed model of cultural concept acquisition integrates semantic analysis, cultural reflection, and genre-stylistic text organization, meeting the requirements of contemporary educational standards.

The research contributes to the development of a value-oriented learner capable of understanding and interpreting cultural meanings in speech activity. It is consistent with current trends in linguoculturology, cognitive linguistics, and language pedagogy.

The findings also correspond to the educational priorities of UNESCO and the OECD, which emphasize the development of communicative, interpretative, and intercultural competences as key twenty-first-century skills.

Thus, the dissertation contributes to improving the quality of language education and fostering culturally and discursively competent learners.

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 related to the dissertation reflect the main provisions and results of the 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 interpreting cultural concepts.

A number of publications systematize approaches to the study of cultural concepts, substantiate the methodological effectiveness of linguocultural commentary, and define the theoretical and methodological foundations for its application in education.

The applicant is the author of the research concept, the developer of the linguocultural commentary model, and the author of the theoretical framework. The applicant also carried out the collection, analysis, and interpretation of empirical data. In co-authored publications, the applicant was responsible for the conceptual and analytical components of the research.