ANNOTATION

On the dissertation for the degree of Doctor of Philosophy (PhD) educational program in "8D01704 – Russian Language and Literature"

Irina Kuznetsova

"Linguodidactic Potential of English Loanwords in the Modern Russian Language: Pedagogical Discourse of Kazakhstan"

General characteristic of the work. Accelerating process of digitalization and neologization of the modern Russian language in the second decade of the 21st century complicates the task of linguists to track, record, classify and study the ways of penetration and adaptation of Anglicisms into pedagogical discourse. The active entry of new words into the speech of teachers and the content of educational material is accompanied by the difficulty in mastering them. The absence of a list of borrowing terms in pedagogical discourse aggravates the issue of speech interaction between the teacher and a student. Thus, the issue of studying Anglicisms in pedagogical discourse of the present millennium is becoming especially relevant and requires in-depth research.

The relevance of the topic:

1) intensive process of neologization of the modern Russian language of the 21st century, which significantly complicates the task of linguists to track, record, classify and study the diversity of ways of entry and adaptation of borrowed terminology into pedagogical discourse in the context of emergency international cooperation;

2) difficulty in mastering educational material and understanding educational instructions due to the change the format of education, which has necessitated the study of the linguodidactic potential of English borrowings of pedagogical discourse;

3) the absence of a list of borrowed terms in educational materials and the need to orient the updated curriculum towards their interpretation in view of the rapid entry of Anglicisms into pedagogical discourse.

There is no sufficiently complete understanding of verbal interaction between the teacher and a student in Kazakh linguistics. There is also no speech behavior of the educator in the classroom; the types, metalanguage and categories of pedagogical discourse have not been sufficiently studied, which determines the relevance of the undertaken research and directs it into the mainstream of linguodidactics.

The degree of knowledge of the problem is determined by the fact that the borrowed nature of vocabulary acquisition dictates the need for adaptation and interpretation, which determined the specifics of borrowing terms in educational sphere firstly due to the global pandemic, secondly due to the era of digitalization, thirdly, copying Western educational patterns and fourthly, fashion. The presence of

a large volume of Anglicisms in Russian-language texts of pedagogical discourse, assimilated and unassimilated to varying degrees, creates difficulties in use. Numerous errors that occur when using this vocabulary indicate insufficient competence of both teachers and students.

The object of research is the processes of using English words and expressions in pedagogical discourse based on existing conditions of culture, the language environment and scientific and educational trends.

The subject of research – processes of using English words and expressions in pedagogical discourse based on existing cultural conditions, language environment and scientific and educational trends.

The purpose of the study – English borrowings in modern Russian, excerpted from pedagogical discourse of Kazakhstan at the beginning of the 21st century. The emphasis is on the qualitative assessment of the use of Anglicisms, taking into account perception of the conceptual and terminological pool by a particular target audience.

The tasks of the study are as follows:

1) characterize scientific and educational trends of modern Kazakhstan and the metalanguage of the study;

2) compile a corpus of borrowed words - Anglicisms of the modern Russian language of Kazakhstan and to characterize the key concepts of pedagogical discourse;

3) study information and semiotic communication in pedagogical discourse of the era of globalization and digitalization;

4) describe the typology of English borrowings in pedagogical discourse of Kazakhstan;

5) establish the path of penetration of Anglicisms into the Russian language and the methods of their linguistic adaptation to the norms of the Russian language;

6) characterize the speech portrait of the teacher and his speech behavior in the context of Kazakhstani multilingualism, taking into account the linguodidactic potential of the electronic portal of the university;

7) develop methodological materials for effective assimilation of borrowed vocabulary and compile a model of pedagogical dictionary based on the identified metacognitive strategies of the teacher.

The research materials – educational academic regulatory documents, spoken language of teachers and students, written texts, the context of educational platforms, teaching aids and textbooks, survey results – a total of more than 200 texts with a total volume of about 1,000 conventional pages (1 conventional page of text = 362 characters with spaces), 140 units were involved in the comprehensive analysis.

The scientific novelty - dissertation is determined by the fact that it provides a multi-aspect analysis of Anglicisms in the modern Russian language of Kazakhstan based on the analysis of pedagogical discourse and speech behavior of a teacher of the new millennium in the context of globalization and information technology changes for the first time. The study of the use of Anglicisms in pedagogical practice when teaching Russian includes an analysis of the teacher's metalanguage and linguistic means and features. The scientific novelty of the study also lies in determining the composition, lexical-semantic groups, and methods of adapting Anglicisms contained in pedagogical discourse (oral and written) of the Russian language during the pandemic.

The main provisions that apply to protection –

1. Modern scientific and educational trends in Kazakhstan reflect global information technology changes and require integration of new methods and approaches into the educational process, which is manifested in international cooperation, academic mobility and the use of a single European standard in education. As a result, there is an increase in the number of borrowings from English into the modern Russian language of Kazakhstan, in particular their representation in pedagogical discourse. The metalanguage of the study with an emphasis on English borrowings in the field of education and science in Kazakhstan allows us to structure and analyze trends that contribute to a deeper integration of the national educational system into the global digital space.

2. In the modern Russian language of Kazakhstan, there is an active borrowing of Anglicisms, which is associated with globalization, information technology processes and the strengthening of intercultural contacts. Key concepts of pedagogical discourse include both native terms and borrowed and adapted English words that enrich, internationalize and modernize the professional pedagogical discourse.

3. In the era of globalization, information and semiotic communication becomes the basis for effective interaction in the pedagogical process, combining various cultural, educational and linguistic elements. Pedagogical discourse is transformed under the influence of global information flows, which requires the adaptation of Anglicisms in the system of the modern Russian language. In the process of teaching the Russian language, a new terminology system is acquired as a result of scientific and pedagogical communication between teachers and students.

4. English borrowings in the pedagogical discourse of Kazakhstan are classified according to various criteria (semantic, structural and functional). These borrowings have a significant impact on updating the professional vocabulary of teachers, allowing them to better adapt to changes in the educational environment and apply modern approaches to teaching.

5. The main ways of penetration of Anglicisms into the Russian language of Kazakhstan include media channels, educational programs and professional communication, especially during the pandemic, when online learning became a reality and a pattern for the entire 2020. Language adaptation of Anglicisms occurs through phonetic, morphological and syntactic integration into the norms of the Russian language, which allowed preserving its lexical integrity and dynamism.

6. The speech portrait of a teacher in Kazakhstan is characterized by a bi- and multilingual environment, including elements of both Kazakh, Russian and English. Electronic portals of universities in Kazakhstan provide interesting and exciting platforms for the development of linguodidactic strategies that contribute to the effective use of multilingual educational potential.

7. Methodological materials aimed at pedagogical activity should include exercises and tasks with a focus on practical assimilation and consolidation of borrowed vocabulary in educational environment. The proposed model of a pedagogical dictionary takes into account the metacognitive strategies of the teacher and ensures deep and conscious acquisition of new terms and concepts by young people.

The methodological basis constitutes rich experience accumulated in Kazakh and foreign linguistics in the field of studying pedagogical discourse. The study of discursive behavior of a teacher in socially significant situations and scientific and educational communication is based on the theory and postulates in the field of borrowings proposed by L.P. Krysin [6], L.P. Efremov [7], N.I. Gainullina [8], A.E. Karlinsky [9, 10] and many others. Discourse theory has allowed us to deepen existing knowledge and contributes to a detailed study of pedagogical discourse in Kazakh and foreign linguistics at the end of the 20th century. In doing so, we rely on the works of V.I. Karasik [11], A.A. Kibrik [12, 13], R. Wodak [14], Van Dijk [15] and others. The works of O.S. Akhmanova [4], E.A. Zemskaya [16], A.I. Dyakov [17], D.S. Lotte [18] and others. In studying the problems of interaction of languages, we relied on the concepts of V.V. Krasnykh [19], L.P. Krysin [20], I.G. Dobrodomov [3], A.P. Skovorodnikov [21], U. Weinreich [22] and other scientists. The theoretical foundations for the issues of adaptation of borrowings and their explications are laid in the works of Kazakhstani scientists (A.K. Kazkenov [24], N.Zh. Shaimerdenov [25], and others), who consider borrowings both in synchrony and diachrony. The linguodidactic potential of Anglicisms is revealed on the basis of the works of methodologists: M.D. Dzhusupov [26], M.R. Kondubaeva [27], B.V. Tareva [28] and others.

The theoretical significance of the study – the aim of the research is applying approaches to adapting necessary borrowings in pedagogical discourse in order to facilitate the understanding of the latter when students learn the educational material.

The practical significance – the purpose of this work is determined by the possibility of using its results, conclusions based on the obtained theoretical and factual materials in teaching the Russian language, developing recommendations, replenishing the corpus of Anglicisms and developing a model of explanatory dictionary of pedagogical discourse in the era of the pandemic.

Approbation of work – main provisions and results of the dissertation research were tested in international scientific publications, including 1 article in a journal included in the SCOPUS citation database, 5 articles in leading peer-reviewed journals and publications recommended by the Committee on Quality Assurance and Quality Management of the Republic of Kazakhstan, 11 articles in international conferences (including 5 articles in the Russian Science Citation Index, 1 article in the Higher Attestation Commission of Uzbekistan).

Structure of the dissertation – the purpose and objectives of the study determined the structure of the dissertation, which consists of an Introduction, three Chapters, Conclusion and an Appendix.