**Annotation**
**dissertations for the degree of Doctor of Philosophy (PhD) in the educational program «8D01704 – Russian language and literature » by Sayakhmet Salika Sanatkyzy «Linguodidactic aspects of the formation of the thesaurus of linguistic personality in the process of professional training of the philologist »**

**Relevance of the research topic.** In modern times, in the process of integration of the Republic of Kazakhstan into the global educational community, the labor market requirements for specialists in various industries have changed, whose professionalism directly depends on the level and quality of professional communicative competence of a specialist who is ready to engage in professional and business communication with representatives of other fields and cultures. The formation of communicative competence is facilitated by rethinking some pedagogical provisions in terms of the latest achievements in the theory and practice of teaching Russian in higher education. In the context of official bilingualism in Kazakhstan (the Constitution of the Republic of Kazakhstan) and the phased implementation of the national cultural project «Trinity of Languages in the Republic of Kazakhstan» (2007), a modern specialist cannot do without mastery of a certain level of Russian (as an international language), Kazakh (as the state language), English (as an international language). This, first of all, required concretization and actualization of the goal of professionally oriented training for future linguists and philologists, whose activities are directly aimed at addressing the needs of society in language training at all levels of education (preschool, school, university, postgraduate professional). In linguistics, there is some experience in systematizing the vocabulary of an entire nation or a specific linguistic personality, which is described in thesauri that differ in the principle of selection and presentation of linguistic material (explanatory dictionaries of different languages, dictionaries of the language of writers). However, some linguistic and didactic aspects of compiling a special dictionary and its application require in-depth study and coverage from the perspective of modern requirements of the time and society. Despite the large number of scientific and methodological works devoted to the description of the category of linguistic personality, the professional linguistic personality of a linguist, in particular, certain theoretical, methodological and practical aspects of its research, the ways of its representation require in-depth study and coverage. Therefore, the topic of this study is of scientific interest.

**The object** of the dissertation research is the formation of a thesaurus of the linguistic personality of a philologist from the standpoint of linguodidactics, which examines the principles and patterns of the professional training process.

**The subject** of the research is linguistic and didactic aspects as components of the methodology and methods of language teaching in the field of professional communication.

**The purpose of this study** is to develop a learning model for the formation of a thesaurus of the linguistic personality of a future philologist in the course of

his professional training in classes in the disciplines of the philological cycle. This goal provides for the following **tasks**:

– to explore the basic concepts and approaches to the study of the category of linguistic personality, professional linguistic personality, thesaurus;

– to study the linguistic and didactic foundations of the future philologist's professional training process;

– to determine the basic principles and approaches to the formation of professional competence, namely the lexical (terminological) competence of the student;

– to develop a model and algorithm for thesaurus-oriented teaching in the disciplines of the philological cycle at the university;

– to organize and conduct a pedagogical experiment (questionnaire survey) in order to optimize the process of training a philologist;

– to develop methodological recommendations (a system of exercises and tasks, a thesaurus dictionary) aimed at forming a thesaurus of the linguistic personality of future philologists.

**Methodological and theoretical basis of the research**.

The theoretical basis of the research was the works of G.I. Bogin, Yu.N. Karaulov, A.A. Vorozhbitova, who stand at the origins of the formation of the terms «linguistic personality», «professional linguistic personality». The theoretical significance of the dissertation research is to substantiate the role of a special thesaurus dictionary in the formation of the linguistic personality of a future philologist. Given the fact that language acquisition involves automatic categorization of knowledge, it is legitimate to assert that the thesaurus permeates all levels of linguistic personality. A thesaurus, as the optimal way to organize a set of concepts of a particular field of knowledge with all the vocabulary related to them, allows you to thematically present and classify the terminology of a particular field of knowledge and reflect the relationships and interrelationships between the terms, thus creating a complete picture of the world of the subject area. In thesaurus-type terminological dictionaries, lexical units form a special group or set (semantic field) around each leading concept-term, which characterizes the concept itself. The theoretical provisions of the work can be used in the content of profile and elective courses (lectures and seminars) in linguistic disciplines within the framework of a multi-level education system (bachelor's, master's, doctoral studies).

**The methodological basis** of the research was scientific works devoted to linguistic personality (V.V. Vinogradov, J.L. Weisgerber, G.I. Bogin, Yu.N. Karaulov, A.A. Vorozhbitova, T.N. Snitko, N.K. Frolov, N.I. Gainullina, O.V. Popova, etc.); linguistic and cultural identity. communicative competence (L.P. Krysin, A.A. Zalevskaya, Y.D. Apresyan, N.J. Shaimerdenova, S.K. Zharkynbekova, M.R. Kondubaeva, G.A. Kazhigalieva, J.H. Salkhanova, R.M. Sebepova, Y.N. Ivanova, G.G. Yerkibayeva, etc.). The practical results and methodological recommendations presented in the dissertation can be useful in compiling lexicographic sources on the disciplines of the philological cycle

(glossary, phrasebook, thesaurus), as well as in developing a course of teaching Russian/Kazakh and foreign languages in higher education.

To achieve the purpose of the dissertation and solve the tasks set in it, it is assumed that the following research stages will be conducted:

– analysis of scientific domestic and foreign literature on pedagogical, psychological and cultural problems of linguodidactics, legislative, educational, methodological and regulatory documentation;

– studying the pedagogical experience of specialized educational institutions; – conducting a pedagogical experiment (questionnaire survey) on the basis of al-Farabi Kazakh National University in order to identify ways to effectively train a philologist in the conditions of the credit education system in the Republic of Kazakhstan;

– implementation of self-monitoring and test control of students' knowledge and skills, in accordance with modern requirements;

– approbation and modeling of research results (a system of exercises and tasks, a thesaurus dictionary, methodological recommendations).

In the course of this study, the following **methods and techniques** were used: descriptive method, which includes techniques for observing linguistic material, interpreting and generalizing it; lexico-semantic analysis method, which allows to identify the lexical and semantic specifics of linguistic/textual units; continuous sampling method; statistical analysis method, which allows to verify experimental research data; scientific abstraction method and modeling , etc .

**Research materials and sources**: terminological base of the disciplines of the philological cycle within the educational programs «6B01703 – Russian language and literature» and «6B02307 – Russian Philology», their corresponding textbooks, manuals, dictionaries and scientific articles, questionnaires, a list of highly specialized terms in the profile disciplines of each level of students' training, language units selected for conducting an experiment-survey at the initial, formative and control stages of training, the results of a questionnaire, etc.

**The scientific novelty** of the research lies in the fact that we consider the concept of a thesaurus from the point of view of the teaching methodology of a future philologist, for the formation of which an integrative learning model is proposed. By a professional thesaurus, we will understand a system of receptive and productive lexical knowledge, presented in the form of a vocabulary and including highly specialized terminology and «subprofessional» vocabulary. The following will be highlighted as key factors for the effective assimilation of professional vocabulary: the selection of relevant vocabulary for the minimum vocabulary and the creation of conditions for the assimilation of lexical units that are part of the terminological minimum and go beyond it in the process of independent work of students. The basic principles of selecting a lexical minimum are such principles as the use of a word, including frequency and prevalence, the thematic principle, and the principle of compatibility and word–formation value as additional principles. In general, in-depth consideration of these issues within the framework of linguistic and didactic aspects expands the theoretical and methodological foundations of vocational education.

**The main provisions** submitted for defense:

1. In the context of modern paradigms of linguistic science (anthropocentric, neofunctional, linguocultural, linguosociological, cognitive-discursive) the linguistic personality as a central category in mastering the surrounding reality through language is the most sought-after object of our research. Based on the thesaurus training of the linguistic personality of the future philologist, the formation of professional competence will be ensured, in particular, its main component - lexical (terminological) competence, which required consideration of this problem from the perspective of an integrated approach (personality-oriented, competence-based, cognitive-communicative;

2. In modern linguistics, there is some experience in systematizing the thesaurus of a specific linguistic personality (terminological dictionaries of a certain field of knowledge, dictionaries of the language of writers), which gives impetus to solving problems in the linguodidactic aspect: to explore ways of its representation, to think over methodological aspects of expanding the thesaurus of a future philologist, to provide optimal conditions for the development of new forms, methods of work from the point of view of society's demands as a necessary requirement in the framework of updating educational programs at higher education and the formation of professional competence of students;

3. The development of an integrative model for teaching special vocabulary is a search for linguodidactic, thesaurus, and philological mechanisms for teaching special vocabulary to future philologists, identifying technologies and forms of their assimilation, and strategies for their professional competence, one of the important components of which is the terminological competence of a philologist.;

4. The algorithm of systematic study of highly specialized terminology within the framework of the disciplines of the philological cycle at all levels of study (bachelor's degree-master's degree-doctoral degree) makes it possible to visually present, categorize scientific information taking into account the learning objectives, activate the intellectual processes of the subject / student, focus on both the content of knowledge and the processes of its assimilation;

5. Work on a thesaurus dictionary in the relevant disciplines, on a system of exercises and tasks of a thesaurus-oriented nature as effective means of organizing the educational activities of teachers and students, aimed at assimilating new knowledge, its representation, updating and transformation of existing knowledge, should be carried out with the help of modern pedagogical technologies and advances in methodology, which contributes to the improvement of professional competence of future philologists;

6. The integration of teachers' activities in all disciplines of the philological cycle at each level of study (bachelor's, master's, doctoral) provides for the joint development of methodological teaching materials: terminological minima, a system of exercises and tasks, a thesaurus dictionary, etc., aimed at assimilation, understanding, consolidation, memorization and representation of highly specialized terms involving conscious independent study. students of the lexical minimum in the profile disciplines, will ensure effective training of future philologists.

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

**Approbation of the work**. The main content and results of the research were reflected in 14 publications, including 6 scientific articles, including those recommended by the National Research Institute of the Republic of Kazakhstan and included in the Scopus database; in reports and reports at international scientific and practical conferences; in 2 methodological manuals. In addition, the methodological system of thesaurus-oriented exercises and tasks and the thesaurus dictionary based on an integrated learning approach were tested during the author's experimental training in linguistic disciplines (1-4 bachelor's degree courses) and the profile discipline «Research Technologies of Discourse» (2nd year of the master's degree).