# ABSTRACT

## On the dissertation for the degree of Doctor of Philosophy (PhD) on educational program in "8D01704 – Russian Language and Literature"
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## "Epistolary Discourse: Communicative and Linguodidactic potential"

**General characteristic of the work:** 1) the appeal to the family archive funds of such scientists as N.T. Sauranbaev, D.A. Mongush, A.S. Amanzholov, I.G. Dobrodomov, E.R. Tenishev, etc., which allows us to characterize them as bearers of elite speech culture, speaking several languages and making a significant contribution to the development of national culture, linguistic and pedagogical thought of the national school; 2) a comprehensive study of texts belonging to different periods and including the work of outstanding personalities who expressed their opinions in correspondence, so relevant for linguistics and linguodidactics, so far not conducted; 3) archival materials of Kazakhstan scholars-philologists and their analysis from the point of view of communicative and linguodidactic potential; 4) growing interest to the problems of interpersonal communication in the professional environment, as well as to the pedagogical aspects of the use of epistolary texts in educational practice, which also makes this study relevant. The study of letters of linguistic scientists allows not only to better understand their scientific achievements, but also reveal the peculiarities of the linguodidactic potential of the analyzed texts.

**The aim of the topic** is to provide a comprehensive (linguosource and liguodidactic) analysis of the epistolary heritage of Kazakhstan scientists-philologists of the mid XX – early XXI centuries on the basis of communicative strategies used by them.

**The tasks of the research:**

1) to characterize the meta-language of the research, to establish the boundaries of concepts;

2) to compile a corpus of epistolary sources based on the state and family archives of philologists, to classify the linguistic units contained in them;

3) to investigate the functions and features of communicative acts in the letters of scholars-philologists with a focus on identifying the linguistic means used to express communicative intentions and achieve the communicative objectives;

4) to reveal the communicative potential of epistolary text in the context of socio-cultural and linguistic situations;

5) characterize the linguodidactic potential of epistolary discourse and develop practical recommendations for its use in scientific and educational communication of schoolchildren and students.

**The object of research** is the epistolary heritage of scholars-philologists, including specialists in the field of Russian language, methods of teaching Russian and Kazakh, Turkology.

**The subject of research** is the linguistic means of different levels aimed at manifestation of communicative patterns characteristic of the epistolary heritage of scientists and their significance in the training of professional staff.

**The sources for the research** were the state and family archives of the cities of Almaty, Astana and Tashkent, which contain letters of scientists of the late XX - early XXI centuries: N.T. Sauranbaev (1910-1958), Russian linguist D.A. Mongush (1928-2017), Kazakh linguist-turkologist A.S. Amanzholov (1934-2012), Soviet and Russian linguist-turkologist I.G. Dobrodomov (1935-2022), E.R. Tenishev (1921-2004), as well as websites dedicated to the life and work of scientists, library funds of the Russian State Library (Moscow), the National Library of the Republic of Kazakhstan (Almaty), the archive of the Research Institute of Turkology and Altaic Studies of KazNU al-Farabi, websites of universities, etc. The paper follows the chronological order of the study. The work follows the chronological order of the documents of epistolary heritage.

**The research materials** is the total corpus of documents, which amounted to 2,073 storage units. Including epistolary heritage is 915 units, and the corpus of archival materials amounted to 1158 storage units (diaries, photographs, notes, official correspondence, etc.). Quantitative indicators are presented for each scientist. Thus, the total corpus of archival documents of N.T. Sauranbaev includes 470 storage units, containing 38 written texts, 12 telegrams in the inventory of Cases under the numbers from 321 to 355. At the same time, in twenty letters, the fonds-former is the addressee, while in the remaining fifteen letters are the addressee. The sources were the personal funds of I.G. Dobrodomov, kept in the Research Institute of Turkology and Altaic Studies of Al-Farabi Kazakh National University (28 letters, 8 greeting cards); epistolary of Prof. A.S. Amanzholov (650 units of storage in the Research Institute of Turkology and Altaic Studies of Al-Farabi Kazakh National University). Amanzholov (650 storage units, including 329 letters, 165 greeting cards, 6 telegrams, 13 post cards, etc.); D. A. Mongush (from 21 storage units - 7 epistolary texts, 1 telegram, 13 greeting cards).

**The theoretical and methodological basis** of the research are the works and scientific concepts of domestic scientists in the field of epistolary genre, corpus linguistics and pragmatics, such as N. I. Gainullina, J. K. Tuimebaev, L. V. Ekshembeeva, N. J. Shaimerdenova, S. S. Tleubaeva and others. I. Gainullina, J.K. Tuimebaev, L.V. Ekshembeeva, N.Zh. Shaimerdenova, S.S. Tleubaeva, etc.; foreign scientists - researchers of discourse problems: Z. Harris, U. Labov, J. Grimes, N. Langacker and others.

Epistolary discourse (addresses, semantics, etc.) in oral and written communication is considered in the works of such Russian scientists as I.A. Paperno and N.I. Formanovskaya. Formanovskaya, while studying the historical and cultural aspects of discourse the researcher relied on the works of such scholars as N.V. Silaeva, N.Y. Busorgina, N.I. Belunova, N.A. Kalenova, N.A. Kovaleva, A.V. Kuryanovich, O.P. Fesenko. The analysis of existing theories and concepts related to epistolary discourse and the personality of letter writers is based on the theory of linguistic personality and secondary linguistic personality: the works of V. V. Vinogradov, G.I. Bogin, Y.N. Karaulov, I.I. Khaleeva, etc.).

The methodology of the research of the epistolary heritage of Kazakhstan scholars is a framework that allows us to define the approaches and methods used to achieve our goal and solve the tasks set in the dissertation. It includes the analysis of the content of letters, identification of their historical and cultural originality, use of comparative-historical and structural-semantic methods, as well as the application of interdisciplinary context, including elements of philology, history and cultural studies.

**The methods, techniques and approaches** of the research include a comprehensive study of the epistolary heritage of philological scientists through discursive, linguo-source and linguodidactic analysis.

**The scientific novelty** of the research lies in the complex approach to the analysis of epistolary texts of linguistic scientists, considered not only as a historical and cultural phenomenon, but also as an object of study in terms of their educational value. The novelty is also determined by the fact that for the first time the methodology of teaching Russian language through the use of texts of epistolary genre is substantiated and experimentally tested on the basis of comparison of exemplary texts of scientists-philologists and work with letters accepted in educational practice. The methodology of work with letters aimed at the formation of communicative competence, critical and research thinking was also developed and experimentally tested.

**The theoretical significance of the research** is determined by the development of a methodology for studying epistolary heritage in the bilingual context of Kazakhstan, taking into account all the parameters and facets of the scientific biography of bright personalities and specific situations of remote communication.

**The practical significance of the research** of epistolary discourse lies in its application in modern Kazakhstani education. Epistolary texts can be used for educational purposes to teach language and culture, as well as to develop writing skills. Understanding the peculiarities of epistolary discourse allows improving interpersonal and business correspondence skills, which is important in professional and personal communication. In general, the study of epistolary discourse will be

useful for the development of language teaching methodologies, especially in the context of teaching writing and text analysis in bilingual environments.

Practical significance is also conditioned by the possibility of introducing theoretical developments and the discovered sources themselves in the educational processes and in teaching Russian/Kazakh languages and literature; in the academic disciplines related to various directions on the theory of speech acts, the theory of linguistic personality, etc. The material is of high practical value as a methodological source for further research and methodological developments. In addition, the material is of high practical value as a methodological source for further research and methodological developments.

**Provisions for the defence**

1. Addressing a rather unusual and innovative object of research - the epistolary heritage of famous philologists, on the one hand, reveals a noticeable change in the linguistic paradigm; on the other hand, it leads to the necessity of forming one's own meta-language of research, which differs from the traditional one. At the same time, it became necessary to define the peculiarities of interpretation and semantic correlation of some terms.

2. The corpus of epistolary sources identified in the archives of Almaty, Tashkent, Astana and Moscow reveals the scientific activity of such scholars-philologists as N.T. Sauranbaev, D.A. Mongush, A.S. Amanzholov, I.G. Dobrodomov, E.R. Tenishev. Unstudied family archives are of cultural and linguistic value, and handwritten letters testify to scientific written communication closely connected with historical and cultural context and pragmalinguistic peculiarities, which makes it possible to reveal the typology of linguistic means.

3. Epistolary heritage unfolds a broad historical and cultural context of the second half of the twentieth century, contributing to the development of linguistic ideas and theories born in specific social and cultural conditions, as well as presenting an opportunity for scientific cooperation and emotional responses, which provide an accurate picture of the life and inner world of addressees and addressees. Family archives constitute a special cultural and linguistic value, and handwritten letters testify to the peculiarities of scientific written communication, demonstrating pragmalinguistic properties, usual and occasional distinctive features of linguistic means used by the authors of letters.

4. The communicative acts recorded in the epistolary heritage represent the individual communication style of the authors, which is regarded as an illustration of changes in linguistic practice. They reveal characteristic features of expressing communicative intentions and expectations used to solve explicit and hidden from the addressee tasks. Epistolary sources contain transitions between different languages (code-switching) worthy of linguists' attention as evidence of the bilingualism and multilingualism of the authors and the possibilities of unusual

language contacts. Epistolary texts demonstrate the high communicative potential and deep reflection of scientists, their view of socio-cultural and linguistic situations, as well as the ongoing scientific search and the position of addressees and addressees.

5. The epistolary heritage of scientists has a high linguodidactic potential that plays an important role in scientific and educational communication. These texts develop the language skills of schoolchildren and students, which is confirmed by the experiment. In the conditions of digitalization, it is necessary to preserve epistolary heritage and use it in the study of speech culture and features of effective communication. Training of the young generation of Kazakhstanis should be carried out on the example of exemplary texts of epistolary heritage of scientists and writers. This emphasizes the high degree of available linguodidactic potential, expressed in the fact that through the letters establish links between scientists and world science, as well as trace the reflections and development of ideas of scientists. The developed recommendations represent an effective source to be used in teaching materials, which will qualitatively improve written communication skills.

**Structure of the dissertation** consists of an introduction, three sections, a conclusion, a list of used literature and an appendix.

**Approbation of work** – main provisions and results of the dissertation research were tested in international scientific publications, including 1 article in the journal included in the SCOPUS citation base Q1 ($80^{th}$ percentile), 3 articles in the leading peer-reviewed journals and publications recommended by Committee for Quality Assurance in Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan, 2 articles in the proceedings of international conferences, as well as 2 articles in Philological Sciences Journal Korkyt Ata and 1 article in the Higher Attestation Commission of Uzbekistan.