ABSTRACT

to the dissertation of Saltanat Yermekbayevna Myrzaliyeva for the degree of Doctor of Philosophy (PhD) in the educational program "8D01704 – Russian Language and Literature" on the theme: "A plurilingual approach to teaching Russian at university"

General characteristics of the work. Ensuring the global competitiveness of Kazakhstani education and analyzing the requirements of educational standards of higher education showed that in modern conditions, research is in demand aimed at forming the multilingual personality of students as subjects of cross-cultural professional communication.

The training of highly qualified personnel capable of successfully solving professional problems in an international environment and realizing the accumulated potential in the era of digital multilingual communications is becoming one of the priority areas of modern linguistic education.

The relevance of the research work is due to the need to address the formation of multilingual competence among students of higher educational institutions. This circumstance determines the urgent need for a targeted and detailed study of the specifics of the formation of the pluralistic identity of university students brought up in a multilingual digital continuum, striving for plurilingual communication and the establishment of intercultural contacts. No less important in this regard is an in-depth study of the formation of the ability and readiness of students to interact with representatives of foreign societies (in the conditions of possible international scenarios for the development of the professional career of future specialists) and solving professional problems through effective multilingual communication. This makes it possible to analyze qualitative and quantitative indicators of the implementation of educational strategies that ensure the formation of a plurilingual personality of a student with the ability and readiness for multilingual communication (linguistic support for the processes of searching and processing information from multilingual resources).

Purpose of the research work. Theoretical justification and scientific and methodological development of a system of plurilingual education for university students, experimental testing of its effectiveness.

Research objectives:

1. Reveal the categorical essence of the concept of "plurilingual learning"; determine the content of the concept of "plurilingual competence" and its place in the structure of the general professional competence of students.
2. Determine the psychological and pedagogical conditions for the formation of the plurilingual personality of a university student.
3. Develop a concept of plurilingual learning that establishes uniform theoretical and conceptual connections between linguistic, speech, cognitive, pragmatic and compensatory components.
4. Formulate and describe the principles of organizing plurilingual education.

5. Test experimentally the effectiveness of the plurilingual model of multilingual learning.

Object of the research: the process of plurilingual education of university students.

The subject of the research: a methodological system of effective plurilingual education in the practice of teaching the Russian language.

Methods and techniques for collecting and analyzing material. At different stages of the study, we used the following methods:

- theoretical: interdisciplinary analysis of literature on the organization of the substantive basis of language education, determination of the expected results of professionally oriented foreign language education, analysis of traditional and innovative approaches to the organization of language education;
- empirical: methodological modeling of the plurilingual educational process; pedagogical supervision; building a system of empirical material meters generalization and systematization of data.

The theoretical and methodological basis of the work is the works of Kazakhstani and foreign scientists on the theory and methodology of vocational education B.U. Dzholdasbekova, S.B. Begalieva, E.A. Nabieva, G.K. Nurgalieva, A.I. Tazhigulova and others; on multilingual education: L.S. Syrymbetova, R.M. Zhumasheva, B.A. Kruse, L.I. Khalyapina, E.V. Shostak, N.V. Evdokimova and others; in multilingual education: B.A. Zhetpisbaeva, S.S. Kunanbaeva, N.I. Almazova, N.D. Galskova et al. In sociolinguistics: E.D. Suleimenova, N.Zh. Shaimerdenova, K.B. Aitzhanova, O.B. Altynbekova, Z.K. Akhmetzhanova, J. Brockmeier, K.N. Bulatbaeva, K.S. Nyyazbekova and others; on the theory of bilingualism: R.T. Kasymova, Sh. K. Zharkynbekova, A.K. Kazkenova, N.V. Gagarina, E. Galkina and others; according to the method of speech development: U.A. Zhanpeisova, A.A. Maibalaeva, A.M. Borodich, M.R. Lvova and others.

The material of the dissertation research was the data of our own experiments, materials of previous studies: a) methodological methods of relying on inter-language transfer in teaching grammar, b) the formation of language competence of higher education subjects, as well as texts of textbooks on the Russian language and speech culture (for academic undergraduate).

The scientific novelty of the research work consists in the development of a methodological model in which the concept of plurilinguism is supplemented with a new understanding of the totality of interconnected, interconnected elements (principles, pedagogical conditions) aimed at forming an integrated communicative repertoire of a plurilinguistic personality. The psychological and pedagogical conditions for the formation of the plurilingual personality of university students have been determined. The study describes the concepts of plurilingual education, domestic and foreign experience in teaching students several foreign languages, features of perception and assimilation of discourse implicatures, understanding of their structural and semantic organization.

Unity of stages of work and stages of development of plurilingual personality, which contributes to adaptation of content, methods and pace of educational activity to peculiarities of trainee is presented.

Theoretical significance of the study:

- the concept of the term "plurilingual competence" and its place in the structure of the general professional competence of students has been clarified;
- the components of plurilingual competence are described: linguistic (mastering the rules of functioning of language and speech), speech (carrying out speech activity), cognitive (cognitive activity, solving educational problems), pragmatic (rules of speech behavior in accordance with the individual's intentions and communication conditions), means of professional interaction), information (selection, processing, transformation, generation of multilingual information), compensatory (overcoming the shortage of linguistic means);
- the psychological and pedagogical conditions for the formation of the plurilingual personality of university students are determined;
- the substantive and procedural components of the plurilingual educational process are structured, which make it possible to formalize the pedagogical reality in the designed learning model;
- indicators of assessment of the level of formation of plurilingual communication competence and the result of plurilingual training achieved by students are highlighted.

The practical significance of the study is determined by the possibilities of applying its results in theoretical courses on the method of multilingual education, psycholinguistics and comparative linguistics. The results of the study can also be used for special courses on the features of the plurilingual approach. The results obtained in the dissertation research can be applied as a research tool for analyzing the formation of language and speech competencies of students. The developed methodological recommendations represent a systematic unity of the stages of multilingual training, which are closely related to improving the quality of professionally oriented training, gives grounds for expanding the professional competencies of graduates (in the logic of self-affirmation of the individual in the international professional and academic environment).

Main provisions submitted for defense:

1. Plurilingual training in theoretical and conceptual characteristics differs from the target and substantive aspects of bilingual, multilingual and multilingual training.

Plurilingual training is an organized learning process that includes targeted, methodological, substantive, organizational and control and evaluation components, as well as a system of principles. The implementation of plurilingual education makes it possible and successful to include the student in linguistic diversity, motivate him for constructive interaction, and include him in various (full, multidimensional) types of professional activities.

Plurilingual communication competence (PCC) is interpreted as the ability and readiness of students to multilingual communication, contributing to productive professional interaction with speakers of other languages and cultures.

2. The set of pedagogical conditions for the formation of the professional readiness of the future actuary for multilingual professional interaction provides for: a) updating linguistic knowledge b) shifting the emphasis from the content of training to educational actions, i.e. adapting the positive inter-language transfer of skills and abilities; c) introduction of plurilingual content into the academic environment of the university; e) the presence of educational and methodological complexes: the use of the most important multilingual solutions for professional communication (various, memorable contexts, definitions of key concepts (dictionary conceptual articles), lexical-grammatical constructions and logical-semantic structures (topics), educational and linguistic tasks that contribute to the expansion of the integrated communicative repertoire of the student); f) monitoring and assessing the degree of formation of plurilingual communicative competence of students.

3. Strengthening the methodological apparatus in the content of training creates conditions for the implementation of components in the structure of the PCC such as: linguistic; speech; cognitive; pragmatic; informational; compensatory.

4. Proposed method of plurilingual education:

1) Based on the principles of training put forward: A) The principle of integrativity; B) The principle of low-interference dynamic stereotyping; C) The principle of the effect of simplicity of the educational process; D) Basic learning strategies.

2) The methods of achieving the goal in scientific work are a set of methods (explanatory and illustrative; reproductive; part-search method; problem learning; exploratory; role play);

3) The plurilingual learning model allows: A) to deepen the understanding of word-forming phenomena and the laws of their functioning; B) to deepen the understanding of the mechanisms of functioning of the language and algorithms of speech actions; C) use a special plurilinguistic transfer mechanism that contributes to further enrichment and cognitive development; (D) Build the willingness and ability of students to engage in multilingual educational discourse (working with multilingual sources of professional information); E) to form the ability of future specialists to multilingual solutions in the field of professional communication.

5. The created integrative-level exercise system implements a plurilingual approach to teaching the Russian language at a university, creates prerequisites for effective communicative action, reveals the process of forming plurilingual communicative competence. The control and evaluation component of the model describes the levels of formation of plurilingual communication competence (high, medium and minimum), and details the criteria for evaluating each sub-component of the PCC. To confirm the reliability and effectiveness of the proposed method, pilot training was conducted with subsequent diagnosis and interpretation of the data obtained.

Publication and approbation of the research work. The main content and results of the study were reflected in 12 publications of domestic and foreign publications, as well as in proceedings of international scientific and practical

conferences. 2 articles were published in the international Scopus database, 4 in journals recommended by the QA Committee for Science and Higher Education. 6 articles were published in proceedings of materials of international scientific and practical conferences.

Research prospects.

Further research prospects are seen in improving the methodology for using the control and diagnostic test system in the process of implementing plurilingual education in the practice of the educational process; in determining ways to adapt the proposed structural-content model for organizing educational activities to other subject areas.

It is also of interest to observe the development of adaptive, practice-oriented and flexible educational programs that contribute to the training of specialists who can successfully solve professional problems in an international environment.

Structure of the research work. The dissertation consists of an introduction, three chapters, a conclusion, a list of used literature and appendices.