

ANNOTATION

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

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“Cognitive-pragmatic properties of metaphor in a bilingual context when teaching the Russian language”

The relevance of the research is due to the increasing attention of modern linguistics and the methodology of language teaching to the problem of the functioning of figurative means of language in the context of bilingual education. One of the most significant means of linguistic imagery is metaphor, which is actively used not only in artistic speech, but also in everyday communication, journalism, and scientific discourse. At the same time, metaphors are considered as an important cognitive mechanism that provides conceptualization and comprehension of reality, which is of particular importance in the context of bilingualism. Insufficient elaboration of the issues of metaphorical competence formation, taking into account the cognitive-pragmatic features of metaphor and the age dynamics of student development, determines the need for this study.

The purpose of the study is to theoretically substantiate, develop and experimentally test a methodological system for the formation of metaphorical competence of bilingual students, based on the identified cognitive-pragmatic properties of metaphor and taking into account the age dynamics of cognitive development of students.

Research objectives:

1) to substantiate a cognitive-pragmatic approach to the study of metaphor in linguodidactics, revealing its role as a mechanism for conceptualizing reality and speech impact in the context of bilingual learning;

2) to identify and systematize the cognitive-pragmatic properties of a metaphor that determine the specifics of its functioning in the mind and speech of a bilingual student;

3) to develop diagnostic tools for assessing the level of formation of metaphorical competence as the ability to recognize, interpret and produce metaphorical models, and to conduct an ascertaining experiment in Russian language lessons in grades 5 and 8 of schools with the Kazakh language of instruction;

4) to conduct a linguistic and methodological analysis of Russian language textbooks for 5th and 8th grades, determining their potential for the formation of metaphorical competence of bilinguals;

5) to develop and theoretically substantiate a level-based methodological system for the formation of metaphorical competence of bilingual students, based on the step-by-step development of conceptual transfer operations (identification → interpretation → production), taking into account the age dynamics of cognitive development in students (5th and 8th grades);

6) to experimentally test the effectiveness of the developed methodological system, revealing the dynamics of the development of cognitive-pragmatic metaphorization mechanisms in the speech of bilingual students.

The object of the research is the process of forming the metaphorical competence of bilingual students in the context of teaching the Russian language.

The subject of the research is the cognitive-pragmatic properties of metaphor and their linguistic and didactic potential in the development of metaphorical competence of bilingual students (based on the material of teaching Russian in grades 5 and 8).

The scientific novelty of the research is determined by a comprehensive study of the cognitive-pragmatic properties of metaphor in a bilingual educational context (in schools with the Kazakh language of instruction) and the development of a linguodidactic model for the formation of metaphorical competence of students.

In our opinion, **the novelty of the work** lies in the following:

a) the concept of metaphorical competence as an integrative meta-competence, including receptive, cognitive, interpretative, productive and pragmatic components, is clarified and theoretically substantiated, and its role in the development of the bilingual student's linguistic personality is determined;

b) the specifics of the formation of metaphorical competence in the context of Kazakh-Russian bilingualism, manifested in the interaction of two linguistic worldviews and in the bidirectional nature of metaphorical transfer, are revealed;

c) for the first time, a linguistic and methodological analysis of school textbooks of the Russian language and literature for grades 5 and 8 was conducted in terms of their potential for the formation of students' metaphorical competence;

d) a system of exercises and tasks aimed at developing the metaphorical competence of bilingual students has been developed and tested, the effectiveness of which is confirmed by the results of a pedagogical experiment.

The theoretical and methodological basis of the research consists of the provisions of modern linguistics, psycholinguistics and linguodidactics, revealing the nature of metaphor:

a) *the linguistic doctrine of metaphor* as a multifunctional linguocognitive and linguocreative phenomenon reflecting the processes of conceptualization of reality and the level of development of linguistic consciousness of the subject is presented in the works of J.B. Amanzholova, N.D. Arutyunova, A.N. Baranov, M. Black, A. Vezhbitckaya, M. Johnson, E.R. Kogay, E.S. Kubryakova, G. Lakoff, Zh.K. Omirbekova, A.S. Rahimzhanova, S.K. Sansyzbaeva, B.Kh. Khasanov, V.K. Harchenko, A.P. Chudinov, Z. Kövecses, and others;

b) *psycholinguistic patterns of perception and generation of metaphor in speech activity*, as well as the provisions of the theory of linguistic consciousness and associative connections are presented in the works of L.S. Vygotskiy, O.A. Karabanova, Yu.N. Karaulov, A.A. Leontiev, G.T. Muhamedzhanova, S.N. Tceytlin, D.B. Elkonin, E.A. Yurina, and others;

c) *theoretical provisions of the methodology of speech development and linguodidactics*, defining the principles of methods and techniques for the

formation of students' speech-making skills are presented in the works of G.I. Belenkiy, A.B. Maksimova, A.M. Shakhnarovich, M. Azuma, S.D. Przymus and others.

Within the framework of this study, the *issues of bilingual education* were also considered, since the formation of students' metaphorical competence occurs in the context of the interaction of two language systems and cultural models. The theoretical provisions of bilingualism and bilingual education, the peculiarities of the formation of a linguistic personality in the context of bilingualism and the functioning of languages in an educational environment are highlighted in the works of U. Weinreich, E. Haugen, in the research of Kazakhstani scientists A.E. Agmanova, Z.K. Ahmetzhanova, M.K. Isaev, T.P. Mlechko, B.G. Smagulova, E.D. Suleimenova, S.Zh. Tazhibaeva, B.Kh. Khasanov, N.Zh. Shaimerdenova, and others.

The research material was textbooks "Russian language and literature" for grades 5 and 8 of secondary schools with the Kazakh language of instruction (authors U.A. Zhanpeis, N.A. Ozekbayeva, Darkembaeva R.D., Atembaeva G.A., Atamura publishing house, 2017-2018), as well as the results of a survey of teachers-practitioners working in these classes. In the course of the research, we conducted a linguistic and methodological analysis of the tasks, assessing their potential in terms of forming metaphorical competence. Examples of metaphorical expressions and exercises related in one way or another to the comprehension of figurative meanings, the interpretation of images and the development of imaginative thinking were extracted from textbooks using a continuous sampling method.

In addition, when compiling the training program, we turned to the texts of modern Russian-speaking Kazakhstani authors for children and adolescents. The sources were the textbook-anthology by G.I. Vlasova "Modern Russian-language short story of Kazakhstan" (Astana, 2023), as well as the works included in the project "Kazakhstan map of children's reading in the aspect of the formation of functional literacy of schoolchildren". This made it possible to include relevant texts in the experimental program that reflect the modern socio-cultural context and correspond to the reading interests of teenagers.

Research methods. A set of complementary methods was used to achieve the research goal and solve the tasks set.

At the theoretical stage of the study, *methods of comparison and interpretation* were used, which made it possible to identify various interpretations of the metaphor, its functions in language and speech. In the study of linguistic material, a continuous sampling technique was used, with the help of which metaphorical units were extracted from textbooks and educational texts, which made it possible to form a corpus of linguistic material for further analysis.

To study the structure of students' linguistic consciousness, the method of *associative experiment* was used, in which a free associative experiment was conducted with 5th and 8th grade students. The participants in the experiment were offered stimulus words to which they had to give associative reactions. The answers provided made it possible to identify the features of associative

connections in the linguistic consciousness of students and to determine the level of formation of their metaphorical thinking.

When processing experimental data, a *quantitative method* was used, which made it possible to calculate the total number of associative reactions, determine the ratio of metaphorical and non-metaphorical reactions, and identify the frequency of various types of metaphorical associations. In addition, a *comparative method* was used to compare the results of the experiment among students of different age groups (grades 5 and 8). A comparative analysis revealed the age dynamics of the formation of metaphorical thinking and identified differences in the nature of associative connections between younger and older adolescents.

The theoretical significance of the research lies in the development of ideas about the role of metaphor in the formation of a bilingual student's linguistic personality. The paper clarifies and theoretically substantiates the concept of *metaphorical competence* as an integrative component of speech and cognitive competence. The analysis of the educational and methodological conditions for the formation of metaphorical competence is also of theoretical importance, which makes it possible to clarify the place of metaphor in the Russian language teaching system and determine its role in the development of imaginative thinking and interpretative skills of students.

The results of the study can serve as a theoretical basis for further work in the field of cognitive linguistics, linguodidactics, psycholinguistics, and research on bilingualism related to the study of metaphorization mechanisms and the development of imaginative thinking in the language learning process.

Practical significance lies in the possibility of using the results obtained in the practice of teaching Russian, in particular, the system of exercises and tasks developed in the dissertation, aimed at developing the metaphorical competence of students, can be applied in the educational process in schools with the Kazakh language of instruction in the study of Russian language and literature.

In addition, the research materials, including the results of textbook analysis, a diagnostic model for metaphorical competence, and a system of learning tasks, can be used: 1) in the system of training and advanced training of teachers of the Russian language; 2) in the system of higher education in the preparation of bachelors and undergraduates (in the development of elective courses, organization of pedagogical practice); 3) in the development of curricula, textbooks and teaching aids in the Russian language for schools with bilingual education.

The practical significance of the dissertation is confirmed by the introduction of the developed methodological system into the educational process (which is reflected in the act of implementation), as well as obtaining an author's certificate for the developed materials.

The main provisions submitted for defense:

1. The integrative cognitive-pragmatic approach to the study of metaphor in linguodidactics is defined as the theoretical and methodological basis for the formation of metaphorical competence, in which metaphor acts as a mechanism for conceptualizing reality and a means of speech influence that ensures the comprehension and interpretation of knowledge in bilingual learning.

2. The cognitive-pragmatic properties of a metaphor that determine the specifics of its functioning in the mind and speech of a bilingual student include: interlanguage conceptual transfer (establishing correspondences between metaphorical models of the Kazakh and Russian languages); culturally determined interpretative variability; associative flexibility that develops in the learning process.

3. The diagnosis of the metaphorical competence of bilingual students is possible on the basis of the author's tools, including free associative experiment and interpretative tasks. The use of these tools in grades 5 and 8 of schools with the Kazakh language of instruction allows us to establish that the spontaneous formation of metaphorical competence proceeds slowly.

4. A linguistic and methodological analysis of textbooks of the Russian language and literature for grades 5 and 8 of schools with the Kazakh language of instruction allows us to establish that the work with metaphor in them is fragmentary and focuses mainly on the receptive level (recognition of metaphors as tropes) with insufficient attention to the cognitive mechanisms of conceptual transfer and the productive use of metaphorical models, which creates the need for the development of an additional methodological system for the formation of metaphorical competence of bilingual students.

5. The formation of metaphorical competence of bilingual students is provided by a level-based methodological system based on the step-by-step development of conceptual transfer operations (identification of the metaphorical model → interpretation of the cognitive mechanism of transfer → production of metaphors as a way of modeling reality) and taking into account the age dynamics of cognitive development for 5th and 8th grade students.

6. Purposeful learning based on the developed methodological system leads to a significant increase in the metaphorical competence of bilingual students, which proves that the formation of cognitive-pragmatic metaphorization mechanisms requires purposeful learning, and does not occur spontaneously.

The structure and scope of the dissertation. The thesis consists of an introduction, three chapters, a conclusion, a list of sources used, and an appendix.

Approbation of the dissertation results. The main provisions and results of the dissertation research have been tested in international scientific publications, including 1 article in a journal included in the SCOPUS citation database, 2 articles in 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 proceedings of international conferences, as well as 2 abstracts in collections of international conferences.