

## ABSTRACT

**of the doctoral dissertation on the topic: “Linguacultural and cognitive aspects of teaching the language of Kazakh legends and stories”  
submitted for the degree of Doctor of Philosophy (PhD) in the field of  
8D017 – Preparing teachers in languages and literature in the educational  
program 8D01721 – “Kazakh language and literature”  
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**Research topic:** "Linguacultural and cognitive aspects of teaching the language of Kazakh legends and stories."

**Relevance of the research Topic.** In modern linguistics, linguoculturology, emerging as an important direction of the anthropocentric approach, is based on the study of national-cultural characteristics through the linguistic worldview. The analysis of cultural values in conjunction with the cognitive consciousness of the linguistic personality is one of the main issues in linguistics. The cultural-cognitive features and national values of each people are preserved in their language. The true essence of language is closely linked to the culture, society, and historical heritage of the people, serving as a primary means of transmitting national spiritual wealth to future generations. The vivid embodiment of national values is reflected in legends and stories, with oral folk art and the traditions of the national language being the original and primary source of conveying these spiritual and cultural values.

Legends and stories are considered the main object of our research and are recognized as an important methodological tool in ethnopedagogy. When studying legends and stories from the perspectives of literary studies and linguistics, it becomes evident that they need to be examined in close connection with ethnopedagogy, ethnoculture, and national values. Legends and stories vividly reflect the educational principles, moral, religious, and mythological views formed within the cultures of various ethnic groups, serving as significant cognitive and informational sources. Thus, the scientific study of legends and stories, which emphasize the spiritual and cultural essence of the people, provides a foundation for a deep and comprehensive understanding of the national code, cultural characteristics, and values. Through legends and stories, the worldview of the nation, its historical experience, and spiritual heritage are manifested, which, in turn, significantly influence the formation of national consciousness and the transmission of culture and values through generational continuity.

New directions in modern linguistics contribute to a deeper understanding of the nature of language, its meaning, and content. The relationship of language with cognition, culture, and society allows for a comprehensive analysis of the nation's worldview through its unique linguistic structures. The study of the national characteristics of the language, spiritual essence, and cultural codes is carried out through interdisciplinary scientific fields such as linguoculturology, cognitive linguistics, and ethnolinguistics. These theoretical approaches are based on

analyzing the interaction of language with culture and society, which facilitates the understanding and in-depth study of national values. Theoretically generalized scientific materials help learners gain a comprehensive and deeper understanding of the national characteristics of various ethnic groups, their cognitive systems, value orientations, everyday traditions, and cultural heritage. In particular, the national- cultural and spiritual essence of the Kazakh people is manifested through the linguocultural units found in legends and stories. These linguocultural units not only describe objects and phenomena but also reveal the unique characteristics of the nation and the deep meaning of its cultural codes. Therefore, it is essential to analyze the linguocultural units in the texts of legends and stories and systematically present them to learners from cognitive and linguocultural perspectives, integrating them into the educational process.

A deep understanding of the semantics of national cultural names is essential for the revival of the history and culture of the nation. However, in the minds of the younger generation, the actualization of cultural heritage and history causes difficulties. This is due to the fact that currently national-cultural and spiritual concepts are gradually disappearing from active use in the language. Without the steady interest of students in these concepts and their constant use in language communication, their full development is impossible. In this regard, the modern education system raises the question of teaching the language on the basis of all its norms and national values.

To date, scientific studies of the language of legends and stories from the point of view of textual studies have not been conducted. The relevance of the research work is determined by the need to study the linguistic nature of legends and stories within the framework of the anthropocentric direction of linguistics and in-depth analysis of linguacultural units that make up the core of national culture. The content of the academic discipline Kazakh language is aimed at developing the language stock of students, expanding their cognitive abilities, distinguishing the semantic and cultural meanings of linguistic means, improving the skills of literate speech and language teaching in conjunction with the worldview of the people. At the same time, it is assumed that the cognitive and linguacultural competencies of students will be formed through language teaching in continuity with the worldview system, life philosophy and national values. In this context, learning the language of legends is important for students to deeply assimilate national and cultural characteristics and fully understand the spiritual values of the people.

The study of the language of Kazakh legends and stories in the linguacultural aspect is one of the most important directions for the transfer of cultural and spiritual values of the nation to future generations. Such studies not only show the communicative function of language, but also serve as carriers of national culture. It will also increase students' interest in the language and help them master it deeply and comprehensively. Thanks to the teaching of the language of legends and stories in the cognitive direction, the cognitive abilities and way of thinking of students are significantly developed, since stable expressions, phraseological units, proverbs,

borrowed lexical units, metaphors, symbolic images and mythological elements reflecting the national and cultural characteristics of the people are widely used in the texts of legends. Such linguistic units form the national consciousness of the younger generation and create conditions for their free and conscious action in intercultural communication.

The study of legends offers an opportunity to delve into the national characteristics of various cultural groups of mankind. Having studied Kazakh folklore, S.A.Kaskabasov, N.K.Zhusupov, A.S.Pangereev, A.S.Seidimbek, K.Islyamzhanuly, A.B.Abdullina comprehensively examined the features of the study, formation and genre features of oral literature.

The problems of the folklore language in Kazakh linguistics are reflected in the research of R.S.Syzdykova, K.Omiraliev, E.K.Zhubanov, J.A.Zhakupov, E.N.Zhanpeisov, etc.

The complex study of the folklore language with non-linguistic factors associated with the development of the anthropocentric trend is one of the urgent problems in linguistics. In this direction, the analysis of the folklore language from the standpoint of ethnolinguistics, sociolinguistics, linguoculturology and cognitive linguistics was conducted by A.T.Kaidar, J.A.Mankeeva, N.M.Uali, B.I.Nurdauletova, E.N.Orazalieva, K.A.Zhamanbayeva, K.S.Saryshova, A.M.Abasilov.

The opinions, positions and valuable works of methodologists on the methodology of teaching linguistics M.Zhumabaev, J.Aimauytov, F.Sh.Orazbayeva, B.D.Zhumakayeva, Sh.M.Maigeldieva and others are taken as a basis.

Analyzing the work of the above-mentioned scientists, it turns out that the problem of learning the language of legends and stories from the point of view of linguacultural and cognitive aspects has not been fully studied:

- historical, cognitive and educational significance of Kazakh legends and their insufficient study in the language sphere;
- underrepresentation of linguacultural units in legends-stories based on spiritual values, in the curriculum and at the required level;
- the study of the language of legends and stories from the point of view of pedagogical, psychological, linguacultural and cognitive aspects;
- contradictions between the content of practice, forms and methodological foundations of the training of future teachers of the Kazakh language in teaching the language of legends and stories are revealed.

These contradictions led to a scientific and methodological substantiation of the basics of teaching linguacultural units in universities and revealed the relevance of this dissertation work.

**Research objective:** To determine the scientific and methodological foundations for teaching the language of Kazakh legends and stories from a linguacultural and cognitive perspective, and to develop a methodology for their study in higher education institutions.

**Research tasks:**

– to determine the scientific and methodological principles underlying this study, systematize the purpose, conduct semantic analysis, and provide scientific justification for previously published works and conducted research;

– to differentiate the goal of general philological research, compare the language of legends and stories in accordance with the research objective, identify linguacultural units within them, and modernize cognitive, educational, and social activities in the content of national and cultural information;

– to explore effective methods of teaching of linguacultural units found in Kazakh legends and stories, and to develop a model for cognitive learning;

– to demonstrate the effectiveness of innovative approaches to teaching the language of legends and stories from a linguacultural and cognitive perspective through demonstration, presentation, and experimental work.

**Research methods:** To achieve the objectives set in the research, the following methods were used: *theoretical methods* (analysis, review, and synthesis of scientific literature in linguistics, literary studies, linguoculturology, cognitive linguistics, ethnolinguistics, sociolinguistics, and pedagogy); *empirical methods*: (surveys, interviews, directed associative experiments, pedagogical observation, analytical exercises, and essays); *mathematical-statistical methods* for processing the results obtained during the research.

**Main provisions (proven scientific hypotheses and other conclusions that constitute new knowledge) to be defended:**

– legends, which reveal the history, fate, and existence of a people, hold great importance. Legends and stories are a noble heritage that conveys truth through their unique methods. They are valuable as a genre that provides learners with extensive information about specific eras and events, spiritual and cultural values, and historical figures;

– the innovative methods and system of comprehensive work for studying the linguacultural units of legends and stories enrich learners' knowledge of their native language, facilitate the deep assimilation of national values and culture, traditions, mentality, and customs of their people, and contribute to the development of ethnostyle communication skills, the enhancement of cognitive awareness, and the formation of cognitive activity and research skills;

– the principles of teaching cognitive linguistics were laid down in the assimilation of the cognitive and educational value of linguacultural units in the legends-stories. It involves teaching the student based on *the position of perception of the world* through language, perception, understanding, processing and comprehension of the surrounding world, *the position of conceptualization* due to the semantic structure and the fact of culture, *the position of creative thinking* in increasing the abilities and curiosity of critical thinking and *the position of categorization*, contributing to the classification analysis of information in consciousness;

– for future teachers of the Kazakh language and literature, with the formation of the necessary theoretical knowledge and relevant practical skills,

learning the language of legends and stories with a holistic examination of the fields of linguoculturology and cognitive linguistics is a sign of qualitative research.

**Main results of the research:**

– the scientific and methodological principles for studying the research topic were identified, scientific literature was systematized, a semantic analysis was conducted, and scientific justification was provided for previously published works and research conducted by philosophers, educators, psychologists, literary scholars, and linguists;

– the objectives of the general philological research were differentiated, and the language of legends and stories was compared according to the research goals, linguacultural units were identified within the texts, and their roles were described from the perspectives of cognitive, educational, and social functions;

– effective methods of learning for the linguacultural units found in Kazakh legends and stories were explored and a cognitive learning model was developed;

– the effectiveness of innovative approaches to teaching the language of legends in linguacultural and cognitive aspects was demonstrated through presentations and experimental work.

**Novelty and significance of the results obtained:**

The dissertation is supported by theoretical and methodological justification, alignment of the study's content with the scientific methodology, the use of a comprehensive set of research methods, planned periodicity of practical-experimental research, reliability of experimental data, the effectiveness of methodological work results, and their integration into the educational process. This study holds significant scientific value in terms of analyzing Kazakh legends and stories from the perspectives of linguoculturology and cognitive linguistics, marking the first time these legends and stories have been examined from these specific angles.

The study scientifically substantiates the genre characteristics, types, study, cognitive, and educational significance of Kazakh legends and stories; identifies the linguistic features of the legends and stories; determines the functions of linguacultural units within them and examines these from both linguacultural and cognitive perspectives. As a result, effective methods for learning have been systematized, and a cognitive model for teaching the language of legends and stories in higher education has been developed. Additionally, experimental research has been conducted to determine effective methods for integrating this model into the educational process.

**Compliance with scientific development directions or state programs:**

The research work corresponds to the directions of normative documents approved by the state, which are guided in higher educational institutions, namely: the Law of the Republic of Kazakhstan "On Education" (2007), "On approval of standard rules for the activities of organizations of higher and postgraduate education" (2018), "On approval of state mandatory standards of higher and postgraduate education" (2022), "On approval of the Concept of development

of higher education and science in the Republic of Kazakhstan for 2023-2029" (2023), etc.

In the context of the state's integration into the global educational space, particular attention is given to improving the quality of training for future teachers, as professional education and the upbringing of teachers have become key issues and hold special significance in the modern era. The professional competence, competitiveness, and high culture of future educators are among the primary socio-economic directions in the field of education.

**Description of the PhD candidate's contribution to the preparation of each publication:**

The content of the dissertation is reflected in 11 scientific works.

1 article has been published in journals included in the Web of Science Core Collection or Scopus database:

1. Linguacultural and cognitive aspects of teaching the language of Kazakh legends. Citizenship, social and economic education. – Great Britain. – 2023. – P. 137-151. DOI 10.1177/14788047231221109 (co-authors: Maigeldieva Sh.M., Tuyakbaev G.A. – 20%). The contribution of a PhD student to writing the article – 80%.

Published 3 articles in scientific journals recommended by the Committee for quality assurance in the field of science and higher education of the ministry of science and higher education of the Republic of Kazakhstan:

1. The use of proverbs and sayings in legends and stories. Science and life of Kazakhstan. – №12/1. – 2020. – P. 688-692. – ISSN 2073-333X (co-author: Maigeldieva Sh.M. – 20%). The contribution of a PhD student to writing the article – 80%;

2. The concepts of "Guest," "Guest Meal" and "Road" in Kazakh legends and stories. Science and life of Kazakhstan. – №12/2 (148). – 2020. – P. 356-360. – ISSN 2073-333X (co-author: Maigeldieva Sh.M. – 20%). The contribution of a PhD student to writing the article – 80%;

3. Historical and legendary characteristics of place names in the Omsk region. Keruen scientific journal. – №4 (80). – 2023. – P. 211-224. <https://doi.org/10.53871/2078-8134.2023.4-17> (co-authors: Tuyakbaev G.A., Kulbarak S.O. – 30%). The contribution of a PhD student to writing the article – 70%.

Published 6 articles in the proceedings of international conferences, both foreign and domestic:

1. Aldarkose and Khoja Nasreddin – humorous legend characters. Bulletin of Korkyt Ata Kyzylorda University. – №1 (54). – 2020. – P. 132-138. – ISSN 1607-2782 (co-author: Zhanbershieva U.N. – 30%). The contribution of a PhD student to writing the article – 70%;

2. Linguacultural and cognitive structure of the concept of "Mood" in Kazakh legends. Theoretical and practical perspectives of modern science. – Stockholm, Sweden. – 2024. – P. 70-73. <https://doi.org/10.5281/zenodo.10680525>.

The contribution of a PhD student to writing the article – 100%;

3. The methodology of conducting a linguacultural analysis of the peculiarities of expressing the emotions of heroes in Kazakh and English legends in literature lessons. The Norwegian journal of development of the International science. – Oslo, Norway. – №126. – 2024. – P. 59-65. <https://doi.org/10.5281/zenodo.10655368>. The contribution of a PhD student to writing the article – 100%;

4. Linguistic features of Kazakh legends and the importance of their teaching. Challenges and problems of modern science. – London, Great Britain. – 2024. – P. 52-54. <https://doi.org/10.5281/zenodo.11485534>. The contribution of a PhD student to writing the article – 100%;

5. The role of Kazakh legends in the linguistic picture of the world. Sciences of Europe. – Praha, Czech Republic. – №142. – 2024. – P. 28-30. DOI: 10.5281/zenodo.11535619. The contribution of a PhD student to writing the article – 100%.

6. Development of cognitive competencies of students in teaching ethnocultural linguistic units in Kazakh legends based on the cognitive levels of Bloom's taxonomy. The scientific heritage. – Budapest, Hungary. – №148. – 2024. – P. 39-42. DOI: 10.5281/zenodo.14063631. The contribution of a PhD student to writing the article – 100%.

1 methodological guide (author's program) has been published:

1. Linguacultural and cognitive aspects of teaching the language of Kazakh legends and stories. – Almaty: «TUTORUP». – 2024. – ISBN 978-601-12-0703-4. – P. 123. The contribution of a PhD student to writing the methodological guide – 100%.

**Structure of the dissertation:** The work consists of an introduction, three chapters, a conclusion, a list of references, and appendices.

**In the introduction** of the research work, the relevance of the research is comprehensively justified, the main goal and objectives are clearly formulated. The object and subject of the study are determined, the scientific novelty and sources used during the study are described, as well as the theoretical and methodological foundations of the work. A scientific hypothesis on the chosen topic is formulated, the theoretical and practical significance of the research is considered in detail.

**In the first section** "Scientific and theoretical foundations of Kazakh legends and stories" provides an in-depth scientific analysis of the history of the study of Kazakh legends and stories, as well as their genre features and classifications. The cognitive and educational principles of Kazakh legends and stories are considered in detail, their importance in the process of forming the spiritual and cultural heritage of the Kazakh people is emphasized. The features of teaching national cultural linguistic units represented in legends and stories are theoretically substantiated, and their role in preserving linguistic and cultural values is analyzed, which helps to identify their methodological significance in educational practice.

**In the second section** "Linguacultural and cognitive aspects of teaching the

language of legend-stories" an in-depth scientific analysis of linguacultural units found in Kazakh legends and stories is carried out, with an emphasis on their national cultural values and cognitive aspects. The importance of linguacultural units in Kazakh legends and stories in the formation of linguacultural and cognitive competence of students is scientifically substantiated, which contributes to the development of linguacultural consciousness within the framework of educational practice.

**In the third section** "Innovative methods of teaching the language of legends and stories in linguacultural and cognitive aspects" the organization and results of the experimental research work carried out within the framework for teaching the language of Kazakh legends and stories in linguacultural and cognitive aspects are analyzed in detail. The study includes a comprehensive analysis of qualitative and quantitative indicators to assess the effectiveness of experimental work, as well as an in-depth description of the results obtained.

**Conclusion:** The conclusion formulates the main principles and results of the dissertation, providing scientific and methodological recommendations.

**Bibliographical section:** This section contains a compiled list of the literature used.

**Appendices:** The appendices include the act of integrating the research work into the educational process and sample lesson plans.