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Д.Б. Аманжолова^a

E-mail: jemma.aman@gmail.com

А.Т.Абуталипова^{a*}

E-mail: Akbota.Abotalipova@astanait.edu.kz.

*Автор для корреспонденции: Akbota.Abotalipova@astanait.edu.kz

Astana IT University, г. Астана, Казахстан

ИНТЕГРАЦИЯ ХУДОЖЕСТВЕННОГО МЫШЛЕНИЯ В СИСТЕМУ АКАДЕМИЧЕСКОЙ ПОДГОТОВКИ (на материале литературных сказок Н.Ж. Шаймерденовой)

Аннотация

В статье рассматривается проблема интеграции художественного мышления в систему академической подготовки обучающихся на материале литературных сказок. Актуальность исследования обусловлена необходимостью формирования у студентов не только аналитических, но и интерпретационных навыков, обеспечивающих глубину понимания текста и способность к аргументированному высказыванию. Особое внимание уделяется анализу художественного текста, в частности – метафорическим моделям, символике и нарративной организации сказки. Показано, что художественное мышление может выступать инструментом развития академического чтения и письма, особенно в контексте обучения русскому языку как иностранному на уровнях А2-В1. В работе предлагается методическая модель внедрения художественного анализа в учебный процесс, основанная на поэтапной интерпретации текста.

Ключевые слова:

художественное мышление, литературная сказка, метафора, интерпретация, русский как иностранный (РКИ), академическое чтение, нарратив, поэтика текста.

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Введение

Современная академическая подготовка ориентирована преимущественно на формирование аналитических навыков, логической аргументации и воспроизводства научного знания. Однако в условиях усложнения информационного пространства и роста требований к интерпретации текстов становится очевидным, что одной лишь логико-понятийной модели обучения недостаточно. Студенту необходимо уметь работать с многослойными смыслами, выявлять скрытые связи, интерпретировать образную структуру текста и переводить художественное содержание в форму академического высказывания.

Особую актуальность данная проблема приобретает в контексте обучения русскому языку как иностранному (РКИ), где понимание текста напрямую связано не только с владением лексико-грамматическим материалом, но и с развитием семантической и культурной компетенции. На уровнях А2-В1 обучающийся уже способен воспринимать связный текст, однако испытывает затруднения при интерпретации образных средств, в частности метафоры, символики и имплицитных смыслов, что связано с ограниченной способностью к осмыслению культурно маркированных единиц без интерференции родного языка. В этих условиях литературная сказка представляет собой продуктивный дидактический материал, поскольку обладает относительно простой сюжетной структурой и доступным языком, что соответствует уровню владения языком.

Цель исследования – выявить методический потенциал литературной сказки как средства формирования интерпретационных и аналитических навыков у обучающихся (РКИ, уровень А2-В1).

Методология и методы исследования

В образовательном процессе художественное мышление выполняет несколько значимых функций. Во-первых, оно служит средством моделирования знаний через образные конструкции, которые позволяют переводить абстрактные идеи в наглядные и концептуально ясные формы. Во-вторых, художественное мышление выступает инструментом формирования культурных и нравственных ориентиров, поскольку обращается к архетипам, коллективной памяти и культурным кодам. В-третьих, оно является педагогической технологией, активизирующей творческий потенциал обучающихся и расширяющей рамки традиционного академического дискурса.

Проблема художественного мышления в современной филологии рассматривается в контексте соотношения образного и понятийного способов познания. В отличие от логико-дискурсивного мышления, ориентированного на однозначность и доказательность, художественное мышление функционирует через образ, ассоциацию и метафору, что позволяет моделировать сложные смысловые структуры. Как отмечает Н.Д. Арутюнова, метафора выступает не только как стилистический прием, но и как способ концептуализации действительности, позволяющий «осваивать новое через уже известное» [Арутюнова, 1998].

В рамках когнитивной теории метафоры, разработанной Дж. Лакоффом и М. Джонсоном, метафора рассматривается как фундаментальный механизм мышления, а не исключительно как языковое явление. Авторы подчеркивают, что метафорические модели структурируют наше восприятие и поведение, формируя способы интерпретации реальности [Алтынсарин, 2017]. Это положение особенно важно для анализа художественного текста, где метафора выполняет смыслообразующую функцию. Литературная сказка в данном контексте представляет собой особый тип текста, в котором метафорические и символические структуры организуют повествование. По наблюдению В.Я. Проппа, сказка строится на устойчивых функциях и мотивах, которые сохраняют свою структуру независимо от конкретного содержания [Пропп, 2000]. Однако в литературной сказке, в отличие от фольклорной, усиливается авторское начало, что приводит к усложнению символики и индивидуализации образов. С точки зрения поэтики, художественный текст характеризуется многослойностью значений. Ю.М. Лотман отмечает, что смысл художественного произведения возникает в результате взаимодействия различных кодов – языкового, культурного, символического [Лотман, 1990]. В этом смысле интерпретация текста требует от читателя способности переходить от буквального уровня к глубинному, что и составляет основу художественного мышления. Для методики преподавания русского языка как иностранного (РКИ) это положение имеет принципиальное значение. На уровнях А2-В1 обучающийся уже способен воспринимать сюжет и основное содержание текста, однако интерпретация метафоры и символа остается затруднительной. Как указывает Е.И. Пассов, формирование речевой компетенции невозможно без включения смысловой и

культурной составляющей, поскольку язык функционирует как средство выражения не только информации, но и ценностей [Пассов, 1989: 72].

Таким образом, художественное мышление в филологическом понимании может быть определено как способность к интерпретации образной структуры текста, основанная на распознавании метафорических моделей, символики и нарративных связей. Включение данного типа мышления в академическую подготовку позволяет преодолеть формальный характер усвоения материала и перейти к осмысленному чтению и письму.

Методология исследования опирается на междисциплинарный подход, объединяющий филологические, культурологические, когнитивные и семиотические принципы анализа. Центральным положением является трактовка сказочного текста как сложной знаковой структуры, где художественный образ выступает концептуальным инструментом, фиксирующим культурные смыслы и формы коллективного опыта.

Структурный подход, разработанный В.Я. Проппом, стал базой для анализа сказки как системы инвариантных функций. Он показывает, что повествовательные элементы не случайны: они организованы в устойчивые модели, которые отражают культурные сценарии поведения, представления о мире и структуру социального опыта. Благодаря этому сказка может рассматриваться как своеобразная модель культурной логики.

Культурно-символическая перспектива, представленная в работах С.Ю. Неклюдова, позволяет интерпретировать сказочный текст в связи с мифологическими структурами, обрядами и механизмами культурной памяти. Образы в таком подходе анализируются как устойчивые архетипические элементы, которые не просто украшают текст, но выражают глубинные когнитивные схемы.

Семиотическая традиция, основанная на трудах Ю.М. Лотмана, рассматривает сказку как систему знаков, где смысл формируется через взаимодействие текста с культурными кодами. Этот подход раскрывает многослойность художественного содержания, позволяя увидеть в сказке не развлекательный сюжет, а сложный механизм смыслопорождения, встроенный в контекст семиосферы.

Концепция диалогичности, разработанная М.М. Бахтиным, добавляет к анализу измерение межкультурного и межтекстового взаимодействия. Сказка предстает как пространство диалога между различными голосами, традициями и системами ценностей, что особенно значимо в полиязычной и многонациональной образовательной среде Казахстана.

Современные исследования фольклоризма, представленные работами П.А. Куринских, а также казахстанские ученые Е.Турсунов, С. Каскабасов, К. Жанабаев и др. акцентируют внимание на сказке как носителе идентичности и культурно-символических моделей. Этот подход позволяет рассматривать сказочный образ как элемент культурного опыта, устойчивый и одновременно открытый к новым интерпретациям. Совокупность этих теоретических направлений формирует платформу, в которой сказка рассматривается одновременно как художественный текст, культурный артефакт, когнитивная схема и образовательный ресурс.

Привлечение данных методов позволяет нам рассматривать сказку как многослойный текст, в котором художественные, культурные и когнитивные уровни дополняют друг друга, обеспечивая ее высокую образовательную значимость. Такой подход подтверждает, что художественное мышление является не просто дополнением к учебному процессу, а полноценным методологическим инструментом, обогащающим академическую подготовку студентов.

Результаты и обсуждение

Современное понимание академического чтения все чаще выходит за рамки индивидуального процесса и рассматривается как форма смыслового взаимодействия, предполагающая включенность читателя в интерпретационное поле текста. Освоение научного знания в этом случае осуществляется не путем механического извлечения

информации, а через обсуждение, сопоставление интерпретаций и рефлексии. В этой связи обращение к литературной сказке в системе академической подготовки оправдано не как вспомогательный элемент, а как средство организации такого типа чтения, при котором образная структура текста становится отправной точкой аналитического осмысления. Подобный подход подтверждается исследованиями, в которых подчеркивается, что продуктивность чтения напрямую связана с его включенностью в коммуникативный и интерпретационный контекст [Керруиш, 2024].

Работа со сказочным текстом в образовательной среде демонстрирует особую эффективность именно благодаря сочетанию нарративной доступности и смысловой глубины. Сказка, обладая четкой сюжетной организацией, одновременно содержит сложную систему образов, требующих интерпретации. Это создает условия для перехода от поверхностного восприятия содержания к формированию самостоятельного высказывания, основанного на осмыслении текста. В этом процессе развивается не только понимание, но и способность к аргументации, что является ключевым компонентом академической подготовки. Важным результатом исследования является установление функциональной связи между художественным мышлением и формированием академических навыков. Сюжетная организация текста, его образная система и метафорическая насыщенность не противостоят логическому мышлению, а, напротив, создают условия для его развития. Интерпретация художественного образа требует от обучающегося выделения существенных признаков, установления связей и формулирования выводов, что соответствует базовым операциям аналитического мышления [Арутюнова, 1998]. Особое значение имеет работа с метафорой как центральным элементом художественного текста. В процессе анализа обучающийся учится распознавать перенос значения, соотносить конкретный образ с абстрактным содержанием и формулировать интерпретацию. Таким образом, метафора выступает не только как средство выразительности, но и как инструмент когнитивной деятельности, обеспечивающий переход от образа к понятию [Лотман, 1990].

Результаты исследования показывают, что включение элементов сторителлинга в образовательный процесс способствует развитию нарративной компетенции, которая тесно связана с умением структурировать высказывание. Способность выстраивать последовательное и логически организованное повествование положительно влияет на качество письменной речи и уровень аргументации, что особенно важно для студентов, осваивающих академическое письмо. Анализ практики работы с трансформированными сказочными сюжетами позволяет утверждать, что переосмысление текста (например, изменение точки зрения или реконструкция мотива) способствует развитию критического мышления. Обучающийся в данном случае выступает не как пассивный читатель, а как интерпретатор, способный соотносить различные смысловые позиции и формировать собственное отношение к тексту. Не менее значимым является влияние художественного текста на развитие языковой компетенции. Работа со сказкой способствует расширению словарного запаса, усложнению синтаксических конструкций и формированию более гибкой семантической структуры высказывания. Это подтверждает положение о том, что языковая зрелость и креативность находятся в прямой зависимости друг от друга. С методической точки зрения установлено, что эффективная работа с литературной сказкой предполагает поэтапную организацию. На первом этапе осуществляется понимание содержания текста, на втором – выделение ключевых образов и мотивов, на третьем – интерпретация, на четвертом – формирование собственного высказывания. Такая последовательность обеспечивает постепенный переход от восприятия к анализу и далее к продуктивной речевой деятельности.

Практическая значимость полученных результатов особенно отчетливо проявляется при обращении к конкретным текстам. Культурные архетипы в малых казахских сказках выполняют когнитивную функцию, фиксируя универсальные модели поведения, нравственные ориентиры и социальные нормы. В «Сказке о прекрасных птицах Фламиного» архетип птицы-девушки символизирует свободу, духовное развитие и гармонию с миром

природы. В герое этой сказки – Асылжане – видим мотив лидерства, смелости и социальной ответственности и в нем раскрываются культурные ожидания, связанные с ролью личности в обществе; в «Первом путешествии Глоссика» архетип пути героя-современника для которого войти в новое общество – это переживания, с которыми он успешно справляется. Эта сказка иллюстрирует преодоление испытаний и достижение гармонии. Работа с этими текстами позволяет обучающемуся сопоставлять символические структуры с социальным и историческим контекстом, видеть скрытые закономерности культурного мышления, что особенно важно для филологов, культурологов и этнографов.

Анализ «Сказки о прекрасных птицах Фламинго» показывает, что образ птиц выполняет не только описательную функцию, но и выступает носителем символического значения, связанного с идеей гармонии и единства. В процессе работы с текстом обучающиеся последовательно переходят от описания визуального образа к выявлению его смыслового содержания, что позволяет сформировать навык интерпретации.

В сказке «Гүлдер ханшайымы» ключевую роль играет система образов, построенная на метафоризации природных явлений. Персонификация цветочного мира создает условия для осмысления абстрактных категорий через конкретные образы. Анализ таких текстов способствует развитию способности соотносить художественный и понятийный уровни, что является важным элементом академического мышления. На наш взгляд, литературная сказка может рассматриваться как эффективный инструмент интеграции художественного мышления в академическую подготовку. Ее использование позволяет не только повысить мотивацию к чтению, но и сформировать навыки интерпретации, аргументации и продуктивного письма.

Таблица 1 – Интеграция художественного мышления в систему академической подготовки (на материале литературных сказок)

Название произведения	Смысловое ядро произведения	Компоненты художественного мышления (с примерами)	Потенциал для академической подготовки
1	2	3	4
Шаймерденова Н. Сказка о прекрасных птицах Фламинго. — Астана: Фолиант, 2013. — 19 с., ил.	В центре текста находится образ фламинго как эстетически организованного природного явления, который приобретает символическое значение гармонии и соразмерности. Парное изображение птиц формирует идею единства и взаимодополнения.	Символика реализуется через визуально закреплённый образ: две птицы, склоняющиеся друг к другу, образуют форму, соотносимую с образом сердца. Цветовая метафора (розовый оттенок оперения) актуализирует ассоциации с мягкостью, теплотой, гармонией. Повторяющиеся описания плавных движений усиливают представление о внутреннем равновесии. Таким образом, природный объект преобразуется в знак ценностного содержания	Работа с данным текстом позволяет обучающимся перейти от описания к интерпретации: например, задание может предполагать объяснение, почему автор акцентирует внимание на парности образа. Это формирует умение выдвигать тезис («образ фламинго символизирует гармонию») и подтверждать его текстовыми элементами.

Продолжение Таблицы 1			
1	2	3	4
Шаймерденова Н. Гүлдер ханшайымы. — Астана, 2017. — ертегі / сказка.	Сюжет строится вокруг образа «королевы цветов», через который природный мир приобретает черты иерархически организованного пространства. Центральной становится идея красоты как упорядочивающего начала.	Персонификация проявляется в наделении цветов человеческими качествами: они «подчиняются», «выбирают», «украшают». Метафорическая модель «цветок – субъект» позволяет представить природу как действующее лицо. Цветовая символика (различие оттенков, описание внешнего вида растений) формирует семантическое поле, связанное с понятием эстетической ценности. Заглавие функционирует как ключ к интерпретации, задавая доминанту образа власти и красоты.	Текст дает возможность работать с переносным значением: обучающимся можно предложить объяснить, почему именно цветок становится «королевой». Это развивает способность к интерпретации метафоры и формированию аргументированного ответа. Возможны задания на анализ заглавия, выявление семантических связей и написание краткого рассуждения.
Шаймерденова Н. Первое путешествие Глоссика. — Астана: Prof Design Studio, 2015. — 24 с., ил.	Основу произведения составляет переход героя из привычной реальности в пространство текста, где слово становится объектом познания. Сюжет отражает процесс освоения языка и понимания значения.	Центральный образ – путешествие – функционирует как метафора познания: движение героя соотносится с процессом понимания. Имя персонажа (Глоссик) связано с понятием «глосса», что вводит метаязыковой уровень. В тексте присутствуют элементы объяснения слов, что переводит художественное повествование в сферу языковой рефлексии. Таким образом, формируется связь между сюжетом и лингвистическим содержанием.	Произведение позволяет формировать навыки работы с понятием: обучающиеся могут выделять незнакомые слова, давать им объяснение, составлять мини-словарь. Это развивает умение переходить от художественного текста к учебно-научному формату (аннотация, комментарий, определение).

Анализ представленных произведений позволяет выстроить последовательную модель работы с художественным текстом. На первом этапе осуществляется первичное восприятие, связанное с фиксацией ключевых образов (например, парность фламинго или образ «королевы»). Далее происходит их осмысление через постановку вопросов, направленных на выявление скрытого значения. Следующий этап предполагает формулирование краткой интерпретации, где образ уже рассматривается как носитель определенного смысла. Завершающий этап связан с развертыванием интерпретации в связное академическое

высказывание. Такая модель демонстрирует, что художественный текст может выступать не только объектом анализа, но и средством формирования аналитического и понятийного мышления, необходимого в академической подготовке.

Проведенный анализ позволяет уточнить статус художественного мышления в структуре академической подготовки: оно не противостоит понятийному мышлению, а функционирует как его предшествующая и одновременно сопровождающая форма. В филологической перспективе это соотношение проявляется в переходе от образа к смыслу, от конкретного текстового элемента – к его семантическому обобщению.

Прежде всего, художественное мышление реализуется через механизм интерпретации, который предполагает выявление неявных смыслов, заключенных в структуре текста. Так, в «Сказке о прекрасных птицах Фламинго» композиционно значимым оказывается мотив парности: повторяющийся образ двух птиц, синхронность их движения, их зеркальная соотнесенность формируют устойчивую модель симметрии. На уровне описания это воспринимается как эстетическая деталь, однако в интерпретационном плане данный образ функционирует как знак гармонии. Тем самым возникает типичная для художественного текста ситуация семантического удвоения: один и тот же элемент одновременно принадлежит и описательному, и смыслообразующему уровням. В сказке «Гүлдер ханшайымы» доминирующим оказывается иной механизм – метафоризация, при которой природный объект включается в систему культурных значений. Образ «королевы цветов» не сводится к персонификации; он формирует иерархически организованное семантическое поле, где отдельные элементы (цветы, пространство, описание внешнего вида) подчинены принципу соотнесенности. Здесь метафора выполняет не декоративную, а структурную функцию: она задает способ организации текста. В результате читатель вынужден не просто воспринимать изображаемое, а соотносить его с внеположной системой значений – категорией красоты, порядка, ценностной иерархии.

Особого внимания заслуживает нарративная организация «Первого путешествия Глоссика», где сюжет выстраивается как движение между различными уровнями понимания. Само путешествие в данном случае приобретает характер развернутой метафоры познания: переход из «реального» пространства в пространство текста соотносится с переходом от незнания к интерпретации. Принципиально важно, что имя персонажа – Глоссик – отсылает к понятию «гlossы», тем самым вводя в структуру повествования метаязыковой уровень. Художественный текст здесь начинает функционировать как модель филологической деятельности: чтение, объяснение, комментарий. С точки зрения семантики, во всех рассмотренных текстах наблюдается формирование устойчивых смысловых комплексов, которые можно описать как семантические поля. Так, в «Сказке о прекрасных птицах Фламинго» поле организуется вокруг понятий «гармония», «единство», «равновесие»; в «Гүлдер ханшайымы» – вокруг «красоты», «иерархии», «эстетического порядка»; в «Глоссике» – вокруг «слова», «значения», «понимания». При этом отдельные элементы текста (цвет, движение, образ, имя) выступают не изолированно, а в системе взаимных отсылок, что требует от читателя способности удерживать множественность связей. Именно в этом проявляется принципиальная значимость художественного мышления: оно позволяет работать с текстом как с многослойной структурой, где значение не дано непосредственно, а конструируется в процессе чтения. В отличие от линейного восприятия, ориентированного на последовательное извлечение информации, здесь необходима способность к соотнесению, сопоставлению и переосмыслению. В методическом аспекте это означает, что работа с художественным текстом должна быть направлена не на воспроизведение содержания, а на выявление механизмов смыслообразования. Например, анализ образа фламинго может строиться через вопрос о функции повторяющейся детали; интерпретация «королевы цветов» – через соотнесение образа с понятием иерархии; разбор «путешествия» Глоссика – через выявление его метафорического значения. Во всех случаях обучающийся осуществляет переход от наблюдения к интерпретации, что составляет ядро академического мышления.

Интеграция художественного мышления в образовательный процесс (как пример, на школьном уровне) также требует целенаправленной методической работы. На основе анализа малых сказок и их культурного потенциала можно предложить следующие рекомендации для учителей: сказочный текст должен рассматриваться не только как художественное произведение, но и как форма культурного знания, позволяющая учащимся осваивать систему символов и архетипов. Учитель должен раскрывать семантику ключевых образов (цветок, птица, герой-помощник), показывая их связь с культурной концептосферой и мировоззренческими моделями.

Особенно важно умение использовать сказки в разных предметах. Они могут быть интегрированы в курсы литературы, казахского языка, истории и изобразительного искусства, и даже биологии, химии, математике, что способствует междисциплинарному обучению.

Проведение сравнительного анализа сказок разных народов позволяет выявить универсальные мифологические мотивы и культурные различия, и способствуют доброжелательному отношению к представителям других этносов и культур. Сопоставление сюжетов и образов позволяет увидеть универсальные культурные модели и уникальные национальные особенности.

Развивая навыки интерпретации текста и эмпатийного чтения, учитель стимулирует способность учащихся к диалогическому восприятию текста, формируя культурную эмпатию и критическое мышление. Важно воспринимать текст не только как сюжет, но и как систему культурных символов. Обязательным является обучение детей умению задавать вопросы тексту. Формулировать исследовательские вопросы («Почему героиня превращается?», «Что означает образ цветка?»), развивая аналитическое мышление.

Таким образом, художественное мышление следует рассматривать как форму работы со смыслом, обеспечивающую переход от текста к понятию. Оно формирует способность к интерпретации, развивает навык выявления метафорических структур, позволяет осмысливать нарратив как модель познания и способствует формированию целостного семантического восприятия текста. В этом смысле его интеграция в академическую подготовку является не дополнительной, а необходимой.

Заключение

Проведенное исследование позволяет уточнить роль художественного мышления в системе академической подготовки и рассматривать его не как внешнее дополнение к понятийному мышлению, а как одну из форм его реализации. Анализ литературных сказок показал, что ключевые механизмы художественного текста – метафоризация, символизация и нарративная структура – выполняют функцию смыслообразования. Образ в данном случае не сводится к иллюстративному элементу, а выступает носителем концептуального содержания. Так, символика парности в «Сказке о прекрасных птицах Фламинго» формирует семантику гармонии; персонификация в «Гүлдер ханшайымы» задает модель иерархического порядка; нарратив путешествия в «Первом путешествии Глоссика» репрезентирует процесс познания. Во всех случаях наблюдается переход от конкретного образа к абстрактному смыслу, что и составляет основу интерпретационной деятельности. Существенным является и то, что художественный текст организован как система взаимосвязанных элементов, формирующих единое семантическое поле. Это требует от читателя способности устанавливать внутренние связи между образами, мотивами и композиционными элементами.

Таким образом, работа с текстом приобретает характер аналитической деятельности, направленной на выявление структурных и смысловых отношений. В методическом отношении это означает, что использование литературной сказки в академической подготовке способствует формированию навыков интерпретации, анализа и аргументации. Переход от описания к объяснению, от восприятия к осмыслению, от образа к понятию

соответствует логике формирования академической речи и мышления. Следовательно, художественное мышление может быть определено как способность к интерпретации образной структуры текста, обеспечивающая выявление его смысловой организации. Его интеграция в образовательный процесс позволяет преодолеть формальный характер чтения и способствует формированию более глубокого и системного понимания текста.

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Д.Б. Аманжолова^a

E-mail: jemma.aman@gmail.com

А.Т. Абуталипова^{a*}

E-mail: Akbota.Abutalipova@astanait.edu.kz

*Байланыс үшін автор: Akbota.Abutalipova@astanait.edu.kz

^a*Astana IT University, Астана қ., Қазақстан*

КӨРКЕМДІК ОЙЛАУДЫ АКАДЕМИЯЛЫҚ ДАЯРЛЫҚ ЖҮЙЕСІНЕ КІРІКТІРУ (Н.Ж. ШАЙМЕРДЕНОВАНЫҢ ӘДЕБИ ЕРТЕГІЛЕРІ НЕГІЗІНДЕ)

Аңдатпа. Мақалада әдеби ертегілер негізінде білім алушылардың академиялық даярлық жүйесіне көркемдік ойлауды кіріктіру мәселесі қарастырылады. Зерттеудің өзектілігі студенттердің аналитикалық дағдыларымен қатар мәтінді терең түсінуге және дәлелді пікір білдіруге мүмкіндік беретін интерпретациялық қабілеттерін дамыту қажеттілігімен негізделеді. Зерттеуде көркем мәтінді талдауға, атап айтқанда ертегінің метафоралық модельдеріне, символикасына және нарративтік құрылымына ерекше назар аударылады. Көркемдік ойлаудың академиялық оқу мен жазу дағдыларын дамыту құралы ретіндегі тиімділігі, әсіресе орыс тілін шетел тілі ретінде А2–В1 деңгейлерінде оқыту үдерісінде айқындалады. Жұмыста мәтінді кезең-кезеңімен интерпретациялауға негізделген және көркем талдауды оқу үдерісіне енгізуге бағытталған әдістемелік модель ұсынылады.

Тірек сөздер: көркемдік ойлау, әдеби ертегі, метафора, интерпретация, орыс тілі шетел тілі ретінде (ОТШТ), академиялық оқу, нарратив, мәтін поэтикасы.

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J.B. Amanzholova^a

E-mail: jemma.aman@gmail.com

A.T. Abutalipova^{a*}

E-mail: Akbota.Abutalipova@astanait.edu.kz

*Corresponding author: Akbota.Abutalipova@astanait.edu.kz

^a*Astana IT University, Astana, Kazakhstan*

INTEGRATION OF ARTISTIC THINKING INTO THE SYSTEM OF ACADEMIC TRAINING (BASED ON THE LITERARY FAIRY TALES OF N.ZH. SHAIMERDENOVA)

Abstract. The article examines the problem of integrating artistic thinking into the system of academic training of students based on literary fairy tales. The relevance of the study is determined by the need to develop not only analytical skills but also interpretative competencies in students, which ensure a deeper understanding of the text and the ability to produce well-reasoned arguments. Particular attention is paid to the analysis of the literary texts, specifically metaphorical models, symbolism, and the narrative organization of fairy tales. It is shown that artistic thinking can serve as a tool for developing academic reading and writing skills, especially in the context of teaching Russian as a foreign language at A2–B1 levels. The paper proposes a methodological model for introducing literary analysis into the educational process, based on a step-by-step interpretation of the text.

Keywords: artistic thinking, literary fairy tale, metaphor, interpretation, Russian as a foreign language (RFL), academic reading, narrative, poetics of the text.

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Сведения об авторах:

Аманжолова Джемма Болатовна, кандидат филологических наук, ассистент-профессор Astana IT University, Астана, Республика Казахстан, пр-т. Мангилик Ел, 55/1
ORCID 0000-0002-3153-5169

Абуталипова Акбота Талгатовна, магистр филологии, преподаватель Astana IT University, Астана, Республика Казахстан, пр-т. Мангилик Ел, 55/1
ORCID 0009-0001-3279-2175

Авторлар туралы мәлімет:

Аманжолова Джемма Болатқызы, филология ғылымдарының кандидаты, Astana IT University ассистент-профессоры, Астана, Қазақстан Республикасы, Мәңгілік Ел даңғ., 55/1
ORCID 0000-0002-3153-5169

Абуталипова Акбота Талгатқызы, филология магистрі, Astana IT University оқытушысы, Астана, Қазақстан Республикасы, Мәңгілік Ел даңғ., 55/1
ORCID 0009-0001-3279-2175

Information about the authors:

Jemma B. Amanzholova, Candidate of Philological Sciences (PhD equivalent), Assistant Professor at Astana IT University, Astana, Republic of Kazakhstan, 55/1 Mangilik Yel Avenue
ORCID 0000-0002-3153-5169

Akbota T. Abutalipova, Master of Philology, Lecturer at Astana IT University, Astana, Republic of Kazakhstan, 55/1 Mangilik Yel Avenue
ORCID 0009-0001-3279-2175

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K.B. Jumaeva

E-mail: zumaevakamila41@gmail.com

Non-governmental Higher Educational Institution Alfraganus University, Tashkent, Uzbekistan

MENTAL GRAMMAR IN THE CONTEXT OF UZBEK-RUSSIAN BILINGUISM: MECHANISMS OF INTERLINGUISTIC INTERACTION

Abstract

The article is devoted to the analysis of the formation and functioning of mental grammar in the context of Uzbek–Russian bilingualism developing within the multicultural space of the Republic of Uzbekistan. Mental grammar is conceptualized as an integrated and dynamic cognitive system that ensures the storage, processing, and production of grammatical structures in two typologically distinct languages. Particular attention is paid to the mechanisms of interaction between linguistic representations, manifested in the phenomena of code-switching and cross-linguistic interference. Based on the analysis of speech data, the main types of code-switching (intra-sentential and inter-sentential) are identified, and hybrid morphological models are described, demonstrating the existence of a unified cognitive space in the bilingual mind. The study systematizes the types of interference (phonetic, lexical, morphological, grammatical, and syntactic), which illustrate the transfer of first language (L1) structures to the second language (L2). Interference is interpreted not as a mere set of errors, but as a natural result of the superimposition of stable cognitive schemas onto new linguistic representations. The findings allow mental grammar in Uzbek-Russian bilingualism to be characterized as an adaptive hybrid system based on mechanisms of activation, structural interaction, and selective retrieval of linguistic patterns. The conclusions refine current understandings of the cognitive organization of bilingual consciousness and outline prospects for further psycholinguistic research in the field of bilingualism.

Keywords:

mental lexicon, mental dictionary, mental grammar, cognitive mechanisms, code-switching, cross-linguistic interference, bilingualism, cognitive linguistics, psycholinguistics.

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Introduction

In the context of globalization and the intensification of intercultural contacts, bilingualism is no longer perceived as a marginal phenomenon but is increasingly recognized as a typical form of linguistic existence of the individual. The expansion of educational, professional, and sociocultural interactions contributes to the formation of stable bilingual communities in which language contact acquires a systematic character. In this regard, Uzbek-Russian bilingualism, functioning within the multicultural space of the Republic of Uzbekistan, is of particular scholarly interest.

Uzbek and Russian belong to different typological groups and differ significantly in their phonetic, morphological, and syntactic structures. Their long-standing and active coexistence in educational, professional, and everyday communication creates unique conditions for the development of a specific cognitive model of linguistic consciousness. In this context, a bilingual speaker does not merely command two autonomous language systems but develops an integrated strategy for speech processing and production, based on the complex interaction of grammatical and lexical representations.

Special attention should therefore be given to the study of bilingual mental grammar as a cognitive system that ensures the storage, organization, and activation of grammatical patterns in two languages. An analysis of its functioning makes it possible to gain deeper insight into the mechanisms of code-switching, cross-linguistic interference, and the hybridization of linguistic forms. The investigation of these processes contributes to refining current understandings of the cognitive organization of bilingual consciousness and expands the theoretical framework of psycholinguistic and cognitive-linguistic research on bilingualism.

Materials and research methods

The issue of mental grammar can be traced back to fundamental research in generative linguistics and psycholinguistics of the second half of the twentieth century. A key role in shaping this field was played by the works of Noam Chomsky [Chomsky, 1965], who substantiated the concept of internalized grammar as a system of rules represented in the speaker's mind. The theory of Universal Grammar, as well as the distinction between competence and performance, laid the foundation for understanding grammar as a cognitive structure that enables the production and interpretation of an infinite number of utterances.

The concept of mental grammar was further developed in the works of S. Pinker [Pinker, 1994], R. Jackendoff [Jackendoff, 2002], and M. Tomasello [Tomasello, 2003], as well as within the framework of cognitive linguistics, where grammatical structures are viewed as part of a broader system of conceptualization and categorization of experience. Psycholinguistic studies (e.g., W. Levelt [Levelt, 1989] and others) have clarified the mechanisms of storage and retrieval of grammatical information in speech production.

In the context of bilingualism, the problem of mental grammar has acquired a new dimension. U. Weinreich's work laid the foundations for the study of language contact and interference. In subsequent research by E. Bialystok [Bialystok 2001; Bialystok 2011], F. Grosjean [Grosjean, 2010], J. Green [Green, 1998], and others, bilingual grammar is conceptualized as an integrated system in which two languages interact at the level of representations and control mechanisms. Contemporary neurolinguistic evidence confirms that the bilingual's mental grammar does not consist of two fully isolated systems, but rather functions as a dynamic cognitive structure with both shared and language-specific areas of activation.

Bilingualism in the Republic of Uzbekistan represents a relevant and socially significant phenomenon, shaped by historical, cultural, and educational factors in the development of society. The active functioning of Uzbek and Russian in various spheres of communication necessitates a comprehensive scientific understanding of bilingual processes. Issues related to the theory of bilingualism in Uzbek linguistics have been addressed in the works of M. Dzhusupov [Dzhusupov, 2016], Sh.I. Dzhuraev [Dzhuraev, 2018], M.T. Zokirov [Zokirov, 2007] and other scholars, who have made significant contributions to the study of language contact, interference, and the functioning of languages within a multicultural context.

To achieve the goals set in the article and to fulfill the tasks set, a multifaceted interdisciplinary approach was used, as well as the following linguistic and interdisciplinary research methods were used: descriptive method, method of analysis, comparative historical method.

Discussion

Contemporary research in psycholinguistics and cognitive linguistics indicates that a bilingual's mental grammar is not a mechanical combination of two autonomous language systems. On the contrary, it constitutes an integrated, dynamic structure in which syntactic, morphological, and lexical representations constantly interact. This interaction manifests in phenomena such as code-switching and cross-linguistic interference, reflecting the specific organization of linguistic knowledge in bilingual contexts.

"Code-switching (CS) is a specific ability of a bilingual to successfully participate in bilingual communication by selecting a language in accordance with extralinguistic factors (components of the communicative situation) and combining units from two languages within a single utterance, sentence, or phrase without violating the grammatical norms of either language." [Chirsheva, 2012: 295].

Within the multicultural space of Uzbekistan, a bilingual's mental grammar transforms into a dynamic system, where code-switching ceases to be a random insertion and becomes a regular communicative strategy. The high frequency of this phenomenon is determined by the need for the immediate selection of the most expressive or terminologically precise units from a wide cognitive inventory. In the speaker's mind, Uzbek and Russian do not merely coexist but actively interact, creating unique hybrid constructions.

"Bilinguals, of course, do succeed in speaking one language rather than another and they can also code-switch and, with varying degrees of success, translate between their languages" [Green, 1998: 67].

The following types of code-switching can be distinguished:

Intra-sentential code-switching is characterized by the mixing of linguistic elements within a single utterance or sentence. In this case, elements from both languages are integrated into a unified syntactic construction. For example: "Assalomu alleykum ustoz! Uzr kech qoldim, потому что автобуса долго не было" ("Hello, teacher! Sorry I'm late, because the bus didn't come for a long time"). In this example, Uzbek formulas of speech etiquette and lexical units are combined with a Russian syntactic construction of a causal subordinate clause.

Inter-sentential code-switching involves a change of the language code at the boundary between sentences or independent utterances. For example: "Она сегодня не придёт. Poliklinikaga borarkan" ("She won't come today. Apparently she is going to the clinic"). In this case, the first sentence is in Russian, while the following one is in Uzbek, indicating a code switch within a single communicative act.

A likely explanation for how bilinguals make this difficult selection during continuous online linguistic processing is that the general-purpose executive control system is recruited for linguistic processing, a configuration that is not found in monolingual speakers. [Bialystok, 2011: 229].

In the speech of Uzbek-Russian bilinguals, Russian lexical items are often modified with Uzbek affixes. For instance, in the word "studentlar" ("students"), the Russian lexeme студент ("student") is combined with the Uzbek plural suffix -lar, whereas in standard Uzbek the equivalent term is talabalar. Similarly, in the construction "ostanovkada to'xtating" ("stop at the bus stop"), the Russian noun "остановка" ("bus stop") receives the Uzbek locative case suffix -da, forming a hybrid morphological model instead of the standard bekatda.

Such formations indicate that in the bilingual mental lexicon, lexical and grammatical components of both languages are stored and activated not in isolation, but within a unified cognitive space. During speech production, a bilingual can retrieve a lexical unit from one language (Russian) while simultaneously applying the most accessible and frequent morphological pattern of the other language (Uzbek).

A striking manifestation of dynamic processes in the mental grammar of Uzbek-Russian bilinguals is the formation of hybrid verbal constructions based on an analytical model. This model involves combining a borrowed Russian lexeme (typically in the infinitive form) with the Uzbek

auxiliary operator verb qilmoq. Examples of such structures include forms like “скачать qildim” (instead of the normative yuklab oldim) or “договориться qildim” (instead of kelishib oldim).

From a cognitive perspective, the choice of this strategy is driven by the principle of economy of speech effort. In contexts of high-intensity interlinguistic contact – particularly in digital and professional spheres – the bilingual retrieves the Russian unit from the mental lexicon as it is more precedent or concise. In this system, the verb qilmoq functions as a universal morphological adapter, facilitating the integration of the foreign root into the grammatical structure of the recipient language without violating its syntactic rules. Thus, the auxiliary verb assumes the predicative markers (tense, person, number), allowing the borrowed infinitive to serve as the semantic core.

However, in a bilingual environment, the phenomenon known as cross-linguistic interference may also occur. The Great Russian Encyclopedia provides the following definition:

“Interference (from Latin *inter* – between, mutually, and *fero* – to carry, transfer) in linguistics refers to the interaction of language systems under conditions of bilingualism, arising either through language contact or through individual acquisition of a non-native language; it is manifested in deviations from the norms and systems of the second language under the influence of the native language”.

“In the consciousness of a non-native speaker, a process of interaction between linguistic units and the rules governing their use in the native and target languages takes place, which is manifested in speech, where both facilitation and interference operate” [Dzhusupov, 2023: 486].

“The parallel architecture is a theory of the architecture of the human language faculty, in which phonological, syntactic, and conceptual structures are distinct but connected by interface rules.” [Jackendoff, 2002: 125].

Cross-linguistic interference involves the transfer of grammatical structures, lexical items, or phonetic features from one language to another. It may manifest in the use of grammatical constructions from one language to form sentences in the other, often resulting in errors or unusual formulations. For example, it can involve applying the word order typical of one language when constructing sentences in another, or borrowing lexical elements without considering the grammatical structure of the second language.

M.T. Zokirov defines linguistic interference as the involuntary transfer of skills established in the native language to the second language [Zokirov, 2007].

Inter-language interference in Uzbekistan is a natural consequence of the prolonged and intensive interaction between the Uzbek and Russian languages under conditions of stable societal bilingualism. The historically established linguistic situation – the coexistence of Uzbek as the state language and Russian as a widely functioning language in education, science, business communication, and media – creates a unique cognitive space where both linguistic systems are constantly active and mutually influential.

Tomasello argues that grammatical knowledge develops gradually from children’s experience with concrete linguistic constructions, which are progressively generalized into more abstract patterns of language use [Tomasello, 2003].

The study of mental grammar in the context of Uzbek-Russian bilingualism requires an analysis of the mechanisms of interaction between two typologically distinct systems. In this case, interference is understood not merely as a collection of speech errors, but as a consequence of imposing rigid cognitive schemas of the native language (L1) onto the flexible representations of the target language (L2). The table below systematizes the main levels of such interference, illustrating the persistence of L1 structures in the mental lexicon and procedural memory of the individual (see Table 1).

Table 1 – Types of Interference in Uzbek–Russian Bilingualism

Type of Interference	Mechanism of Uzbek influence	Example / Speech Features
Phonetic (sounds)	Lack of vowel reduction and consonant palatalization.	“Риба” (instead of “рыба” – “fish”), “мэл” (instead of “мел” – “chalk”), clear pronunciation of «о» in unstressed positions.
Lexical (calquing)	Direct translation of set idioms and concepts.	“Слов нет” (meaning “excellent”; calque from “gap yo‘q”).
Morphological (gender)	The Uzbek language lacks grammatical gender	“Мой мама пришел” (“My mother came”), “Книга упал” (“The book fell”).
Grammatical (cases and prepositions)	Use of postpositions and case affixes instead of prepositions.	“Спроси от него” (instead of «у него» – calque from “undan so‘ra”). “Я в базаре” (instead of “Я на базаре” – “I am at the market”).
Syntactic (word order)	SOV word order (verb at the end of the sentence).	“Я в кино пойду” (instead of “Я пойду в кино” – “I’m going to the cinema”).

The presented data clearly illustrate that a bilingual’s mental grammar is not a repository of isolated rules, but an active field of interaction. Interference serves here as a marker of the “permeability” of linguistic boundaries: the bilingual brain attempts to optimize communication by employing the most stable structures of the native language to express thoughts in the second language.

For instance, the utterance “Я в кино пойду” (“I to the cinema will go”) instead of the standard “Я пойду в кино” reflects the transfer of the Uzbek word order model of the SOV type, in which the verb occupies the final position (Men kinoga boraman). When constructing a Russian sentence, the bilingual may rely on this syntactic pattern, resulting in the verb being placed at the end of the sentence.

Interlanguage interference also appears in the use of prepositions: “Я в базаре” (“I in the bazaar”) instead of the normative “Я на базаре” (“I at the bazaar”). In Uzbek, spatial relations are expressed through the local case suffix -da, which encompasses the meanings of the Russian prepositions в (“in”) and на (“at/on”). The absence of such distinctions in Uzbek makes it difficult to select the normative form in Russian. Such deviations reflect the systematic interaction of two grammatical systems within the bilingual’s mental grammar.

Interference is closely linked to code-switching and depends on the communicative situation, the status of the interlocutors, and the sphere of communication. In informal settings, hybrid forms are perceived as a natural element of the bilingual norm, whereas in formal communication, they may be viewed as a deviation from the literary standard.

It is important to emphasize that in modern scholarship, interference within the context of Uzbek-Russian bilingualism is regarded not merely as a collection of speech errors, but as a reflection of profound cognitive processes. It evidences the interaction of two linguistic systems within the bilingual’s mental grammar, the overlay of stable first-language patterns onto second-language structures, and the formation of a unified cognitive space.

Conclusion

The conducted analysis revealed that the mental grammar of Uzbek-Russian bilinguals constitutes an integrated and dynamic cognitive system in which the grammatical representations of two typologically distinct languages function in interrelation. Code-switching and interlanguage interference emerge as systematic manifestations of this interaction. Code-switching operates as a communicative strategy, reflecting the coordination of linguistic systems within a unified mental

space, whereas interference demonstrates the stability of L1 cognitive schemas and their influence on the structuring of L2.

Thus, the mental grammar of a bilingual in the context of Uzbek-Russian bilingualism can be characterized as an adaptive and hybrid system, based on mechanisms of activation, structural overlay, and selective retrieval of linguistic patterns. Interference, in this context, is not merely a collection of errors but reflects deeper processes of interlingual interaction. The results obtained refine our understanding of the cognitive organization of bilingual consciousness and outline directions for further research in the psycholinguistics of bilingualism.

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К.Б. Жумаева

E-mail: zumaevakamila41@gmail.com

Университет Альфраганус, Ташкент, Узбекистан

МЕНТАЛЬНАЯ ГРАММАТИКА В КОНТЕКСТЕ УЗБЕКСКО-РУССКОГО БИЛИНГВИЗМА: МЕХАНИЗМЫ МЕЖЪЯЗЫКОВОГО ВЗАИМОДЕЙСТВИЯ

Аннотация. Статья посвящена анализу формирования и функционирования ментальной грамматики в условиях узбекско-русского билингвизма, развивающегося в поликультурном пространстве Республики Узбекистан. Ментальная грамматика концептуализируется как интегрированная и динамичная когнитивная система, обеспечивающая хранение, обработку и порождение грамматических структур двух типологически различных языков. Особое внимание уделяется механизмам взаимодействия языковых репрезентаций, проявляющимся в феноменах переключения кодов и межъязыковой интерференции. На основе анализа речевых данных выявлены основные типы переключения кодов (внутрипредложенческое и межпредложенческое), а также описаны гибридные морфологические модели, демонстрирующие существование единого когнитивного пространства в сознании билингва. В исследовании систематизированы виды интерференции (фонетическая, лексическая, морфологическая, грамматическая и синтаксическая), иллюстрирующие перенос структур первого языка (L1) на второй язык (L2). Интерференция трактуется не как простая совокупность ошибок, а как закономерный результат наложения устойчивых когнитивных схем на новые языковые репрезентации. Полученные результаты позволяют охарактеризовать ментальную грамматику в условиях узбекско-русского билингвизма как адаптивную гибридную систему, основанную на механизмах активации, структурного взаимодействия и селективного извлечения языковых моделей. Выводы уточняют современные представления о когнитивной организации билингвального сознания и намечают перспективы дальнейших психолингвистических исследований в области билингвизма.

Ключевые слова: ментальный лексикон, ментальный словарь, ментальная грамматика, когнитивные механизмы, переключение кодов, межъязыковая интерференция, билингвизм, когнитивная лингвистика, психолингвистика.

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К.Б. Жумаева

E-mail: zumaevakamila41@gmail.com

Alfraganus University, Ташкент, Ўзбекистан

ЎЗБЕК-ОРЫС ҚОСТІЛДІЛІГІ КОНТЕКСТІНДЕГІ МЕНТАЛДЫҚ ГРАММАТИКА: ТІЛДЕР АРАСЫНДАҒЫ ӨЗАРА ӘРЕКЕТТЕСУ МЕХАНИЗМДЕРІ

Андатпа. Мақалада Өзбекстан Республикасының полимәдени кеңістігіндегі өзбек-орыс қостілділігі жағдайында менталдық грамматиканың қалыптасуы мен қызмет ету ерекшеліктері талданады. Менталдық грамматика типологиялық тұрғыдан әртүрлі екі тілдің грамматикалық құрылымдарын сақтау, өңдеу және тудыруды қамтамасыз ететін динамикалық когнитивтік жүйе ретінде қарастырылады. Зерттеуде тілдік репрезентациялардың өзара әрекеттесу механизмдеріне, атап айтқанда кодтарды ауыстыру мен тілаларлық интерференция құбылыстарына ерекше назар аударылады. Сөйлеу материалы негізінде кодтарды ауыстырудың негізгі түрлері (сөйлемішілік және сөйлемаралық), сондай-ақ билингв санасында біртұтас когнитивтік кеңістіктің бар екендігін дәлелдейтін гибридіт морфологиялық модельдер сипатталды. Сонымен қатар фонетикалық, лексикалық, морфологиялық, грамматикалық және синтаксистік интерференцияның негізгі түрлері жүйеленіп, бірінші тілдің (L1) құрылымдарының екінші тілге (L2) тасымалдану ерекшеліктері көрсетілді. Интерференция сөйлеу қателерінің жиынтығы ретінде емес, орныққан когнитивтік схемалардың жаңа тілдік репрезентациялармен өзара ықпалдасуының заңды нәтижесі ретінде түсіндіріледі. Зерттеу нәтижелері өзбек-орыс билингвінің менталдық грамматикасын тілдік модельдерді белсендіру, құрылымдық өзара әрекеттестіру және іріктеп қайта жаңғырту механизмдеріне негізделген бейімделгіш гибридіт жүйе ретінде сипаттауға мүмкіндік береді. Қорытындылар билингвтік сананың когнитивтік ұйымдасуы туралы заманауи ғылыми түсініктерді толықтырып, билингвизм саласындағы болашақ психолингвистикалық зерттеулердің негізгі бағыттарын айқындайды.

Тірек сөздер: менталдық лексикон, менталдық сөздік, менталдық грамматика, когнитивтік механизмдер, кодтарды ауыстыру, тілаларлық интерференция, қостілділік, когнитивтік лингвистика, психолингвистика.

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Сведения об авторе:

Жумаева Камила Бобировна, преподаватель кафедры русского языка и литературы негосударственного высшего образовательного учреждения “Alfraganus University”, Юнусабадский район, ул. Юкори Каракамыш, 2А, Ташкент, Узбекистан

ORCID: 0009-0007-0748-1416

Information about the author:

Jumaeva Kamila Bobirovna, teacher at the department of Russian Language and Literature of a non – governmental higher educational institution Alfraganus University, Yunusabad district, Yukori Karakamysh st., 2A, Tashkent, Uzbekistan

ORCID: 0009-0007-0748-141

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Z.K. Tukhtabaeva

E-mail: zamira.tukhtabaeva@gmail.com

TIIAME National Research University, Tashkent, Uzbekistan

TRANSFORMATION OF THE CONCEPT OF GENDER IN TWENTIES AND TWENTY-FIRST CENTURY PERSPECTIVES

Abstract

The concept of gender is associated with the consensus of feminist ideas and movements that emerged in the mid-twentieth century. Feminist studies aim to criticize the patriarchal consciousness of language and the inferiority of women in language and to eliminate discrimination against women in communication. They strive to correct gender inequality in language and ensure that women take their rightful place in society. Thus, the gender aspect of linguistics, which was studied in the areas of sociolinguistics and feminist linguistics, began to take shape as a separate area of linguistics in the last years of the twentieth century.

This article analyzes the evolution of gender concepts through the 20th and 21st centuries, focusing on sociocultural inflection points such as key feminist waves, global gender equality advocacy, and gender-related discourses. It explores how feminist activism and gender theory have influenced linguistic shifts, terminology, and conceptual frameworks. The analysis identifies the interaction between social movements, legal reforms, and media representation, showing how these transformations have redefined language practices, fostered inclusive vocabularies, and reshaped contemporary gender discourse.

Keywords:

Gender, gender linguistics, gender equality, gender category, feminist movements, femininities, gender neutral language

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Introduction

In the field of linguistics, areas that study linguistic phenomena based on an anthropocentric approach are rapidly developing. Gender studies, which are currently gaining increasing interest, also occupy a special place among these areas. Gender linguistics, as a branch of linguistics that studies the relationship between language and gender, studies how linguistic practices are reflected in social phenomena that determine the identities of women and men.

The fundamental concept underlying gender studies is the concept of “gender,” which summarizes the social identity of women and men in their behavior. Initially, there was an understanding of the biological differences between male and female sexes in the human mind, and gradually knowledge of masculine and feminine qualities that expressed the characteristics of these two genders was formed. Later, the term “gender”, meaning “kind, sort”, was introduced into the structure of languages where the gender category existed. This term was used to explain the

grammatical gender category (feminine, masculine, neuter) and the phonological, morphological, syntactic and semantic changes inherent to it in these languages, such as German, Russian, French.

Materials and Research Methods

The research material consists of Uzbek, English and Russian language discourse data drawn from spoken interactions, media texts, literary works, and digital communication platforms. The data were analyzed using the descriptive method to systematize gender-marked linguistic units and communicative patterns; discourse analysis to identify strategies of gender representation and identity construction; pragmatic analysis to determine interactional functions and power relations; and linguo-cultural analysis to reveal evaluative meanings and culturally embedded gender ideologies.

Results and Discussion

The emergence of the gender direction in linguistics is associated with the feminist movements that took place in the USA and Germany in the second half of the 20th century. Initially, the women's movement, which fought for their legal rights, gave rise to the emergence of "feminist criticism, which opposes the dominance of men not only in society and cultural life, but also in language", that is, feminist linguistics. Feminist linguistics representatives strongly condemned the "patriarchal consciousness" in language that supports social values, gender characteristics and stereotypes based on male supremacy, and linguistic practices that discriminate against women [Chutpulatov, 2021: 18].

In the late 1970s and 1980s, the focus of feminist scholars on other social issues related to gender somewhat diminished interest in the field of gender linguistics. However, even during this period, linguists such as Dale Spender and Deborah Tannen continued to work on how various aspects of language (for example, English) in society, such as vocabulary, grammar, and discourse processes, reflect the roles and characteristics of women and men in society. In the 1990s, the issue of gender in linguistics revived, and linguists began to study gender studies from different perspectives.

Language, as a dynamic (in constant motion and development) system, reflects historical and social realities, "socio-cultural values, discriminatory and hierarchical relations, and various asymmetries (imbalances) in society. Gender asymmetries that affect the image of women in the world language picture are among them." [Bojenko, 2022] In the late 1990s and early 2000s, gender linguistics, which rose to a new level as a separate direction in linguistics, began to take its official place in the world of science and research. The social, cultural, political, and economic realities that occurred in the 20th and 21st centuries changed views on the concept of gender. Naturally, this transformation began to be reflected in human language.

From the point of view of gender, languages can be divided into three types: languages that express grammatical gender (German, Russian, French), languages that express natural gender (English, Swedish), languages that do not express gender (Uzbek, Turkish). In the first type of languages, each word belonging to the noun phrase belongs to one of the grammatical genders available in this language. When a sentence is formed with this word, some or all of the other words participating in the sentence agree with the gender of this word, that is, gender is explicitly expressed. In the two sentences given below from Russian, the possessive pronoun and the participle of the sentence agree with the possessor, that is, the noun: Наш поезд (мужской р.) пришёл вовремя; Наша команда (женский р.) выиграла матч. In the second type of languages (English, Swedish), separate pronouns are used for words denoting males (words such as Mike, William, dad, grandfather, uncle, son, boy, nephew, male teacher, policeman, and sometimes other creatures) and separate pronouns are used for words denoting females (words such as Sarah, Deborah, aunt, grandmother, aunt, daughter, female teacher, policewoman, and sometimes other creatures). In other words, words denoting only humans (sometimes other creatures) are divided

into masculine and feminine rod categories depending on their biological sex. In languages that do not express gender (Uzbek, Turkish, Kazakh, Karakalpak languages), since the rod category does not exist, other words in the sentence are also used without change in terms of gender. Such languages also have the concept of feminine and masculine gender, but this concept is expressed semantically and lexically in these languages.

Gender equality, the main idea of feminist movements in the 20th century, covered not only the social, political, economic, and legal spheres, but also practical language processes. Feminist linguists, through a thorough analysis of oral and written discourse, tried to prove that these linguistic phenomena are based on androcentrism (the practice of putting men at the center of attention). In particular, the work of the American linguist Robin Lakoff “Language and Woman’s Place” (1975) gave a great impetus to the study of gender linguistics as a separate field. This work was first published as an article in the journal *Language in Society* in 1973. Two examples from the article below show that words denoting the marital status of men and women (married or single, divorced, widowed) arose on the basis of androcentrism:

“...having discussed bachelorhood and spinsterhood, and the marital state, we arrive at widowhood. Surely a bereaved husband and a bereaved wife are equivalent: they have both undergone the loss of a mate. But in fact, linguistically at any rate this is not true. It is true that we have two words, widow and widower; but here again, widow is far commoner in use. Widows, not widowers, have their particular roles in folklore and tradition, and mourning behavior of particular sorts seems to be expected more strongly, and for a longer time, of a widow than of a widower. But there is more than this, as evidenced by the following:

(24) (a) Mary is John’s widow.

(b) *John is Mary’s widower.

Like mistress, widow commonly occurs with a possessive preceding it, the name of the woman’s late husband. Though he is dead, she is still defined by her relationship to him. But the bereaved husband is no longer defined in terms of his wife. While she is alive, he is sometimes defined as Mary’s husband (though less often, probably, than she is as ‘John’s wife’). But once she is gone, her function for him is over, linguistically speaking, anyway”. [Lakoff, 1973: 67-68].

Lakoff emphasizes that although the word widow (widower for men) means a woman or a man whose spouse has died, this word is more often used for women. According to the linguist, the use of the phrase “so-and-so’s widow” with the name of her deceased husband in relation to a woman and the non-use of such a phrase in relation to widowed men does not comply with the principle of gender equality. That is, in this case, the deceased man’s relationship to his wife is still preserved in a spiritual sense. However, if the woman has died, the man’s relationship to her is not expressed in linguistic processes, that is, it is rarely used in the form of Anna’s widow.

Lakoff draws the reader’s attention to the formal English terms Mr (for men), Miss (for unmarried girls), and Mrs (for married women), and emphasizes the lack of parallelism (equality) in these expressions. These titles do not reveal the marital status of the man, but pay special attention to whether the woman is married or not. To balance this situation, lawyer Bella Abzug, one of the leaders of the American women’s movement, proposed to the United States Congress to replace the titles Miss and Mrs with Ms (pronounced “miz”), that is, a title that does not indicate the marital status of the woman [Lakoff, 1973: 68-69].

Since the late 20th century, the title Ms has been widely used in both formal and informal contexts, as a term of respect that does not indicate a woman’s marital status. At the same time, the gender-neutral title Mx has also become popular in Western countries. Pronounced “Mix”, this term has emerged as an alternative to traditional titles (Mr, Miss, Mrs and Miss). This term has become especially popular among people who do not want to disclose their gender identity (transgender people, people who do not identify with either gender)” [Loodbrook, 2022].

In many cases, the gender of the person being spoken to or referred to is encoded in the word or part of the word used in spoken or written speech. For example, the word aunt (aunt, тётя) refers to a female person, while the word uncle (uncle, дядя) refers to a male person. The English pronoun he and the man part of the word businessman refer to men; the pronoun she and the woman part of

the word businesswoman refer to women. Feminist linguists have begun to pay special attention to linguistic sexism, that is, linguistic inequality that expresses the dominance of men in language. Through various means in language: lexicon, morphology, and “masculine generics” that refer to both women and men (mankind; the average man; One must watch his language.), he sharply criticized the fact that most languages in the world are built on linguistic sexism.

As a solution, linguistic markers expressing linguistic sexism have been replaced by their gender inclusive or gender neutral equivalents. The use of the words humankind instead of mankind, police officer instead of policeman/policewoman, flight attendant instead of steward/stewardess, people or individuals instead of man/woman, spouse or partner instead of husband/wife, workforce, personnel, the staff instead of manpower proves our point. When it is necessary to clarify which gender the gender-neutral words in the language refer to, the words boy/girl, man/woman, male/female are used: boyfriend (boy with a partner), girlfriend (girl with a partner, friend), businessman (businessman with a man), businesswoman (businesswoman with a woman), male teacher (male teacher), female teacher (female teacher).

Signs of androcentrism can still be observed in human speech. The following episode from the movie “Homeless to Harvard” (2003) also confirms our opinion:

“Grandad: Come on, let’s go.

Lisa: Wait a minute. There should be a service. A priest. What’s supposed to happen?

Cemetery worker: When you go, we’re gonna bury him. That’s all.

Lisa: It’s a she! It’s my mother!”[Levin, 2003]

Previously, it was customary for many people to use masculine pronouns and other words in their speech if the gender of the person being addressed was not known. In this episode, the cemetery attendant, to the question of Lisa, whose mother had died, “What if there is no religious ceremony?”, answered “When you go, we’re gonna bury him”. He used the masculine pronoun “him” to refer to the deceased woman. This suggests that the deceased did not know or did not care who had died. Then, calling her mother “him” emphasizes that the deceased is her mother and that she is a woman: “It’s a she! It’s my mother!”.

Women’s preoccupation with household chores, child rearing, and some low-level tasks in society is also more verbalized in language than men. An example of this is the following incident that happened to American actress and UN Women’s Advocate for Political Participation and Leadership Megyn Markle. M. Markle saw a television commercial for a dishwashing detergent called “Ivory Clear” by Procter & Gamble during her school years (1990s). The advertisement contained the following words:

Women’s preoccupation with housework, child rearing, and some low-level tasks in society is also more verbalized in language than men’s. An example of this is the following incident that happened to Megyn Markle, an American actress and UN Women’s Advocate for Political Participation and Leadership. M. Markle saw an advertisement on television for a dishwashing detergent called “Ivory Clear” by Procter & Gamble during her school years (1990s). The advertisement contained the following words:

“Women all over America are fighting greasy pots and pans with Ivory Clear.”

Megyn was deeply affected by these words in the advertisement and felt humiliated as a woman. She says that even the boys in her class would point to the ad and tease her, saying that women belong in the kitchen. With the help of her father, Megyn wrote letters to influential women of the time (e.g., First Lady Hillary Clinton) and to the company itself about the Procter & Gamble ad. As a result of her efforts, the word “women” in the ad was changed to the gender-neutral word “people” [YouTube]

“People all over America are fighting greasy pots and pans with Ivory Clear.” There are many doubts that this is exactly what happened, and many observers, in addition to Meghan, have sent letters of complaint to the company regarding the Ivory Clear dishwasher advertisement. However, M. Markle, now the Duchess of Sussex, often mentions this experience in various circles to emphasize that she has been a feminist since her youth and has tried to correct some discriminatory situations.

The results of gender equality efforts have also begun to be reflected in written form in job advertisements or codes of conduct of various companies. For example, the Code of Conduct of the International RTI (Research Triangle Institute), a non-profit organization that implements large-scale projects in such areas as education, health, agriculture, security, energy and the environment around the world, states the following:

“Employment here is based solely upon individual merit and qualifications directly related to professional competence. We strictly prohibit unlawful discrimination or harassment on the basis of race, color, religion, veteran status, national origin, ancestry, pregnancy status, sex, gender identity or expression, age, marital status, mental or physical disability, medical condition, sexual orientation, or any other characteristics protected by law. We also make all reasonable accommodations to meet our obligations under laws protecting the rights of the disabled” [RTI Code of Conduct].

Therefore, RTI International does not tolerate any discrimination when hiring new employees, including discrimination on the basis of gender or pregnancy. The organization emphasizes that appropriate legal measures will be taken if this situation is detected. This rule arose from cases of discrimination in hiring a woman based on her marital status (women of high fertility, having many children), pregnancy or being a woman, which are found in some organizations.

The processes of transformation from linguistic sexism to gender-neutral or gender-inclusive language can be observed not only in English, but also in other languages of the world. The women’s movement around the world and changes in its socio-political status, the expansion of the range of professions in which women work in the modern world, globalization processes, the popularity of the World Wide Web and social networks have led to the emergence of new gender-neutral words and femininities that refer to both sexes among people. Feminatives are feminine nouns made from masculine nouns denoting a certain position, profession, or social position. Feminatives are formed by forming feminine forms using pre-existing generalizing masculine words and various suffixes to words denoting newly emerging positions and professions. In the Russian language, where gender is explicitly expressed, many feminine nouns have come into use, such as пиарщица, волонтерка, авторка, финансистка, шахтёрша, коучерша, беллетристка, связистка, миллионерша, блогерша.

Although such feminine nouns are not fully included in the existing dictionary, they can be found in many places in life. For example, on the Facebook social network, a user introduced herself as “Ольга Любомирова, волонтерка, авторка материалов”. The titles of the film “Millionaire” by Alexander Sozonov, filmed in Russia in 2017, and the film “Пиарщица” filmed in the UK in 2019-2021 can also serve as examples of feminatives. However, some feminatives have a negative connotation and express disrespect and discrimination towards a woman in a profession or position. For example, we can take feminatives such as “адвокатша” (disrespect), “профессорша” (discrimination). According to Z.I. Gadizova and Ts. Lanstyа, “most feminatives are characteristic of the style of speech and are used mainly in colloquial, journalistic and artistic texts. The use of feminatives in scientific language is very rare.” [Godizova, 2022: 50]

Since there is no gender category in the Uzbek language, gender association is expressed through semantic and lexical content. Except for the service-independent pairs of lexemes (man and woman, father and mother, husband and wife, bride and groom) to express male and female gender, all cognate nouns are for both genders: teacher, leader, employee, dean, rector, lawyer, cook, cleaner, writer, seller, artist. Since the names of professions or social roles in the Uzbek language are mainly male, the gender of these words is determined by the word for woman: leader is a woman or a woman leader, a woman surgeon, a woman seller, a woman driver, a woman mechanic. The retention of these words with the word (leader is a man or a man leader, a man surgeon, a man seller, a man driver, a man mechanic) is rarely protective.

Although there are a small number of words in the Uzbek language that have feminatives, these feminatives are mainly used in colloquial, journalistic and artistic styles: poet – poetess, teacher – teacher, employee – employee. In some nouns, especially in words denoting lower-ranking professions, the feminine gender is more pronounced than the masculine. For example, we

can take cleaner, janitor, dishwasher, street sweeper, nanny. Since men have traditionally been involved in serious, high-level work, when these professions are mentioned, men are first imagined: president, politician, deputy, leader, rector, director, dean, chief physician, dentist, surgeon. As a result of feminist and gender equality movements, women have also begun to occupy certain professions and positions.

Conclusion

In summary, the transformation of the gender concept over the 20th and 21st centuries has been substantial, reflecting broader societal changes. Gender has shifted from rigid, binary categories toward more fluid and inclusive understandings. Influenced by feminist movements, legal reforms, and evolving cultural attitudes, language and discourse have adapted, fostering greater inclusivity. This evolution is evident in both policy and everyday communication. Ultimately, the gender concept today is more nuanced, reflecting diverse identities and signaling a continued trajectory of change.

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З.К. Тухтабаева

E-mail: zamira.tukhtabaeva@gmail.com

Национальный исследовательский университет ТИИИМСХ, Ташкент, Узбекистан

ТРАНСФОРМАЦИЯ КОНЦЕПЦИИ ГЕНДЕРА В ПЕРСПЕКТИВАХ XX И XXI ВЕКОВ

Аннотация. Понятие гендера связано с консенсусом феминистских идей и движений, сформировавшихся в середине XX века. Феминистские исследования направлены на критику

патриархального сознания, отражённого в языке, выявление проявлений неравного представления женщин в языковой системе и устранение дискриминации женщин в коммуникации. Они стремятся преодолеть гендерное неравенство в языке и обеспечить женщинам достойное место в обществе. Таким образом, гендерный аспект лингвистики, первоначально изучавшийся в рамках социолингвистики и феминистской лингвистики, в последние десятилетия XX века начал оформляться как самостоятельное направление языковедческих исследований.

В статье анализируется эволюция концепции гендера в XX и XXI веках с акцентом на социокультурные поворотные моменты, включая ключевые волны феминизма, глобальные инициативы по обеспечению гендерного равенства и развитие гендерного дискурса. Рассматривается влияние феминистского активизма и гендерной теории на языковые изменения, терминологические трансформации и формирование новых концептуальных рамок. Анализ выявляет взаимосвязь между социальными движениями, правовыми реформами и медийной репрезентацией, демонстрируя, как данные процессы способствовали переосмыслению языковых практик, формированию инклюзивной лексики и трансформации современного гендерного дискурса.

Ключевые слова: Гендер, гендерная лингвистика, гендерное равенство, гендерная категория, феминистские движения, феминитивы, гендерно-нейтральный язык.

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З.К. Тухтабаева

E-mail: zamira.tukhtabaeva@gmail.com

ТИЛАМЕ Ўлуттық зерттеу университети, Ташкент, Ўзбекстан

XX ЖӘНЕ XXI ҒАСЫРЛАРДАҒЫ ГЕНДЕР ҰҒЫМЫНЫҢ ТРАНСФОРМАЦИЯСЫ

Андатпа. Гендер ұғымы XX ғасырдың ортасында қалыптасқан феминистік идеялар мен қозғалыстардың консенсусымен тығыз байланысты. Феминистік зерттеулер патриархалдық сананы сынға алуға, оның тілде көрініс табуын талдауға, тілдік жүйеде әйелдердің тең емес түрде бейнеленуін анықтауға және коммуникациядағы әйелдерге қатысты кемсітушілікті жоюға бағытталған. Олар тілдегі гендерлік теңсіздікті еңсеріп, әйелдердің қоғамдағы лайықты орнын қамтамасыз етуді мақсат етеді. Осылайша, бастапқыда социолингвистика мен феминистік лингвистика аясында зерттелген гендерлік аспект XX ғасырдың соңғы онжылдықтарында тіл білімінің дербес ғылыми бағыты ретінде қалыптаса бастады.

Мақалада гендер концепциясының XX және XXI ғасырлардағы эволюциясы социомәдени маңызды кезеңдер тұрғысынан талданады. Оның ішінде феминизмнің негізгі толқындары, гендерлік теңдікті қамтамасыз етуге бағытталған жаһандық бастамалар және гендерлік дискурстың дамуы қарастырылады. Сондай-ақ феминистік белсенділік пен гендерлік теорияның тілдік өзгерістерге, терминологиялық трансформацияларға және жаңа концептуалдық негіздердің қалыптасуына әсері зерттеледі. Талдау әлеуметтік қозғалыстар, құқықтық реформалар және медиа өкілдіктер арасындағы өзара байланысты анықтап, бұл үдерістердің тілдік тәжірибені қайта қарауға, инклюзивті лексиканың қалыптасуына және қазіргі гендерлік дискурстың трансформациясына қалай ықпал еткенін көрсетеді.

Тірек сөздер: Гендер, гендерлік лингвистика, гендерлік теңдік, гендерлік категория, феминистік қозғалыстар, феминитивтер (әйел атаулары), гендерлік бейтарап тіл.

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About the author:

Tukhtabaeva Zamirakxon Kozimovna, Teacher, Department of English Language, “Tashkent Institute of Irrigation and Agricultural Mechanization Engineers” National Research University, 39 Kori Niyoziy Street, Tashkent, Republic of Uzbekistan
ORCID 0000-0003-1280-1924

Сведения об авторе:

Тухтабаева Замирахон Козимовна, преподаватель кафедры английского языка Национального исследовательского университета «Ташкентский институт инженеров ирригации и механизации сельского хозяйства», ул. Кори Ниёзий, 39, г. Ташкент, Республика Узбекистан
ORCID 0000-0003-1280-1924

Автор туралы мәлімет:

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ORCID 0000-0003-1280-1924

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R.Zh. Saurbayev^a

E-mail: rishat_1062@mail.ru

K.M. Tekzhanov^b

E-mail: tekzhanov.kairat@mail.ru

F.T. Yerekhanova^c

E-mail: siliconoasis702@gmail.com *Corresponding author: siliconoasis702@gmail.com

^a *Toraighyrov University, Pavlodar, Kazakhstan*

^b *Pavlodar Pedagogical University named after A.Margulan, Pavlodar, Kazakhstan*

^c *Central Asian Innovation University, Shymkent, Kazakhstan*

IMPLICIT CLUES AND CONTEXTUAL IMPLICATIONS IN SCIENTIFIC DICTIONARY ENTRIES

Abstract

The paper seeks to examine the implicit cues and contextual implications present in the two texts, which are not prospectively directed, i.e., the term "Astron." It is important to note that despite the fact that there are no explicit cues in the texts regarding the terms "Gregorian calendar" and "Julian calendar," it will be made clear in the coming paragraphs that they can be interpreted in a certain way. In both texts, it can be seen that there are no explicit cues in terms of font size and labeling regarding these terms, which shows that they are commonly used scientific terms. The absence of a specific reference to the Gregorian calendar within the second text can be seen as a means of affirmation regarding the position and status of the calendar as an accepted norm. This particular study has provided a means of emphasizing the role of interpretation in accessing additional levels of meaning within the text itself, which utilizes implicit reference. The findings of this particular study have provided a means of enriching general knowledge regarding the utilization of implicit reference within the communication of specific information.

Keywords:

scientific dictionary entries, "Gregorian calendar", etymology, Canadian and American variants, information

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Introduction

One of the most significant fields of modern linguistics is the study of text typology. To understand the typical forms of discourse in different genres, it is crucial to analyze the range of

features that contribute to text formation- grammatical categories [Wårvik, 2024; Östman & Virtanen, 2022].

In a scientific text of this type, compression is a natural consequence of two important features: brevity and high information density. The specific syntactic features of the concise design of dictionary entries include the consistent use of nominative sentences (in the traditional sense) and three types of ellipsis: unconditioned, non-predicative, and incoherent predicative. In non-predicative sentences, the subject is omitted, and predication is expressed by the verb in the present tense, as exemplified by the sentence "Retains its rubber-like properties over a wide temperature range."

In predicate-free sentences, the verb is not used, and the nominal component of the predicate is expressed by an adjective or participle, as in "very poisonous". There are also examples of sentences that contain both analog and digital elements, as well as those that describe the presence of a particular mineral in certain types of rock.

Incoherent predicative sentences consist of a subject and the nominal element of a complex nominal predicate, without the use of the verb. An example of this is "Chief source: India (Lac (Zool))." The logical subject in these two types of elliptical sentences is the heading term, which serves as structural support for the sentence. This compression of syntactic structures in dictionary entries helps ensure their information density through concise expression.

A dictionary entry can be characterized as a text by its realization of various text-forming categories as well as specific categories and their functioning in a scientific context [Sokoljuk, 2024]. The theoretical foundation for analyzing text categories within dictionary entries is based on the concept of grammatical categories proposed by I.R. Galperin [Galperin, 1981].

This research is based on the concept of interpretive textual analysis, which focuses on the importance of implicit indicators and interpretation in understanding texts where there are no clear indicators. This theory is based on the concept that meaning is not just based on clear linguistic indicators but is also based on the ability of the reader to make inferences and reconstruct information based on implicit indicators.

Presupposition theory is at the core of this theory as it shows how assumptions contained within a text, such as knowledge of the Gregorian and Julian calendars, are evoked based on knowledge contained outside the linguistic indicators. These are assumptions contained within a text that are used as background knowledge to interpret scientific and historical texts.

Additionally, the model has included ideas from lexicographical semantics, especially those of prospective and retrospective signals. These are essentially cues, either explicit or implicit, which help in the understanding of information in a text in terms of sequence and paradigms. Prospective signals are those indicators which help the reader look ahead, either at information or definitions, while retrospective signals are those which help in looking back at previously discussed information. This helps in the hierarchical structuring of information, especially in scientific texts where there is a gradual development of interrelated ideas.

This process is also in consideration of the concept of intertextuality, which is based upon the idea that the interpretation of complex information, such as the scientific information in relation to the calendar, is based upon the integration of information found in a variety of different texts. The concept is based on the importance of semantic cues and the placement of the information (center placement of the date). It is with this said that the current theoretical framework posits that implicit textual, presuppositional, and contextual information is all involved in some manner with the reader's ability to reconstruct complex chronological and scientific information. This is all mediated through the reader's knowledge and strategies, which serves to further emphasize the complex relationship between text structure, content, and reader engagement.

Materials and research methods

Research Design

This study employs a qualitative interpretive approach to analyze the use of presupposition, prospective, and retrospective categories within scientific dictionary entries. The primary focus is on how implicit cues and contextual information function in the comprehension of terms related to calendrical systems in monolingual English-language dictionaries.

Data Collection

A targeted sampling method was used to select a representative corpus of approximately 1,500 dictionary definitions from the Chambers Dictionary. The selected entries were chosen based on criteria of cohesion, coherence, and textual definition as proposed by I.R. Galperin. These entries belong to the genre of scientific reference texts, characterized by compression, brevity, and high information density.

Research Procedure

The analysis consisted of examining the dictionary entries to describe the use of the three key categories: presupposition, prospective signals, and retrospective signals. The approach was concerned with the contribution of these categories to the informational unity, cohesion, and integration of the dictionary entries. The analyzed dictionary entries, along with other scientific reference materials, constitute a genre of scientific literature and belong to the category of small scientific prose forms. The collection of texts found in dictionary entries from monolingual linguistic and encyclopedic dictionaries constitutes a specific type of scientific text that exhibits a typological structural characteristic of compression.

The study examined the role of the placement of implicit cues, such as the placement of the date information, the lack of explicit labels, and the use of prospective cues such as "see" or "q.v." in understanding the role of these cues in the construction of complex scientific or historical information. The process of interpretation was also based upon the extralinguistic knowledge that the reader is presumed to have in understanding the role of implicit references in the construction of complex information.

Analytical Framework

The study was based upon the interpretative approach in understanding the importance of presupposition theory in lexicographical semantics. The study was based on the importance of prospective and retrospective cues in understanding the role of implicit cues in the construction of hierarchical understanding, sequential understanding, and intertextual understanding in dictionary entries.

Limitations

The methodology is based upon the interpretative approach in understanding the importance of dictionary entries. The methodology is based upon the researcher's interpretative bias. The study is specific in nature and cannot be generalized.

Literature review

The study of the concept of implicit communication in relation to the content has been a notable area of research in the field of hermeneutics, semiotics, and historical linguistics. Gadamer (1975), Eco (1976), and other researchers have focused their research in the area of the importance of the strategies in the context of the study of the content in which the concept of implicit meaning has been used [Cimmino et al., 2023]. The study of the content has been significant in the context of the understanding that the authors have not used any labels in the text, which might be a challenge in the process of interpretation [Hall, A., & Mazzarella, 2023; Derrida, 1967; Foucault, 1972].

Under the category of calendrical systems, there has been extensive research done by scholars like E. J. Cano Contreras (2024) and Z. Zhuang and N. Vanek (2025), highlighting the development and importance of the Julian and Gregorian calendars. This research indicates that, despite being individually significant in history, these calendars have come to represent a widely accepted norm

within cultural and scientific literature. This can be said to relate to the idea of texts being assumed within a cultural framework, as suggested by Hobsbawm (1983; Wang et al., 2023).

Recent research in textual pragmatics and discourse analysis [Zharkinbekova & Seliverstova, 2025; Floricic & Sokolova, 2025] examines the ways in which the writer intentionally leaves out the markers, considering the reader's familiarity with the presented concepts. This research is similar to the one presented in the current study, where the absence of such markers as "Gregorian calendar" and "Julian calendar" does not affect the importance of the information but encourages the reader to engage with the text. Additionally, the study on the presentation of time in the text [Chafe, 1984] has demonstrated the intentionality of the presentation of the information in the middle of the text to emphasize the connection between the presented concepts, such as different calendars and time periods.

This body of literature serves to collectively support the argument that implicit elements in texts necessitate a highly developed interpretive approach, requiring contextual, structural, and cultural literacy. This current study seeks to build on the findings of the aforementioned literature by focusing on the way in which the lack of explicit markings and the use of temporal data function in conjunction to create reader understanding of calendrical systems.

Discussion and results

The reader's academic background is essential for comprehending a scientific text as opposed to a literary work. It allows the reader to assess the communicative significance of each segment of the text based on its informative content. At the same time, comprehending the information in each section of the text and generalizing it are also dependent on the predictability of the syntactic structure of significant parts of the text. This predictability stems from the reader's linguistic expertise, such as their familiarity with the rules for creating a written scientific document, including the decoding of Latinisms and acronyms, and the entries in monolingual specialized dictionaries.

Therefore, the foundation for understanding the informational concept in a concise text, such as a dictionary definition, is the relationship between the head term - the title of the entry – and the data it provides, which is conveyed through various ellipses.

Let us consider an example:

Text 1

Jacquard (Weaving). Precision-made machine employed over the top of loom (1). Enables the most ornamental designs to be woven with practically no limit to the design possibilities (2). Utilizes punched cards and needless to control lifting and lowering of warf threads (3). There are several variations; singlelift, single-cylinder; double-lift, single-cylinder; doublelift, double-cylinder; cross-border, etc, (4). Named after the Prench inventor Joseoh-Marie Jacquard who introduced the first |model in 1801 (5). See cards.

The interpretation of the information presented in this text relies on the assumption that the reader possesses specific knowledge in the area of weaving and has a good command of the language. A familiarity with the rules for constructing dictionary definitions enables us to correctly decode the information contained in elliptical phrases, such as (2) and (3), as well as in improper-predicative structures (5) containing a predicative participle.

In this context, the concept of presupposition is closely linked to the concepts of prospect and retrospection, which aid in the comparison and analysis of individual elements of a text. Within dictionary entries, prospect-oriented markers play a significant role in linking the headword to a specific area of knowledge. For instance, (Biol.), (Chem.), (Comp.), (Eng.), (Geol.), (Maths.), (Med.), or (Radio) are used as in text 1 – (Weaving), where these italicized markers appear after the term being defined, assisting in its identification and contributing to the accuracy of subsequent interpretation.

A specific lexicographic design is presented in the texts under review in the form of a “text-by-text” prospectus. This prospectus guides the reader towards the definitions of relevant terms, which is crucial for the full understanding of the semantics of defined concepts.

These prospectively directed terms, or also known as see litters..., prefixed with one or more relevant head terms, are always presented in bold. This important component of the definition occupies the last position in the text and directly correlates with the head term, acting as a link between definitions and helping to establish connections between relevant terms within the terminology system.

For example, in the above text, links between Jacquard and cards within the weaving terminology are established through the linguistic formula... see cards.

The reference (q.v.) is also given prospectively, which is indicated by italicized text and the use of the italicized term. This term is typically closely related to the main term in a specific terminology and may be either homonymous with or synonymous with it. For example, let's consider the following two cases:

Text 2

London plane (For.). Platanus acerifolia, yielding a useful general-purpose timber. Also called sycamore (chiefly U.S.), but not to be confused with the true sycamore (q.v.).

Text 3

Petrol (Fuels). Originally a TN in Britain for a particular motor spirit (q.y.) but now in general use. Also called gasoline or (esp USA and Canada) simply gas.

In text 3, the term "petrol" is defined as a lexical unit from the perspective of its origin as the trade name for a specific type of automotive fuel in the United Kingdom and its current usage as a synonym for motor spirit. The text establishes a synonymous relationship between motor spirit, petrol, gasoline, and the Canadian and American variants of the latter, gas. For information on the most commonly used term, fuel, readers are referred to another entry in the dictionary that defines motor fuel as one of several petroleum products.

As one would notice in the scientific name of the sycamore tree, which reads *Platanus acerifolia*, not only does the text in this section contain the scientific name of the tree, but it also contains the common name of the tree, which coincidentally has the same common name as the common name of the tree in text 3. However, in order to obtain more information about the difference between the two trees, the reader is referred to the prospective reference mark found in the text itself and abbreviated as q.v. The prospective reference mark is placed at the beginning, in the middle, or at the end of the sentence. Synonyms for the main term introduced by prospective reference markers, such as "see" and "also see", are always positioned at the end of the text.

The dating of a text may be either forward-looking or backwards-looking, depending on the position of the text in relation to the present. At the conclusion of a text, an "explicit time marker" serves as a cue for retrospective thinking, allowing the reader to reconsider previously presented information.

In the given example, the date of invention of the Jacquard loom – 1801 – appears in the last sentence and is linked to the second sentence's reference to the machine's unlimited threading capabilities, signalling the start of a new epoch in weaving. This “revolution” in Jacquard weaving resulted in a transformation of fabric and tapestry manufacturing in the early nineteenth century and the development of new weaving designs, as exemplified by the architecture of European palaces.

The date can be placed at the beginning of the text, as well as in the middle. The date will be used as a reference to the entire text, indicating that somehow it is connected to the period referred to by the date. This is very useful when interpreting some terms, particularly those relating to astronomy, geology, and medicine. The context of the information is essential.

Text 4

Liparite (Geol.). A name suggested in 1960 by Roth to include fine-grained granitic rocks occurring as lava flows, such as those found in the Lipari Islands. The synonymous term rhyolite is more widely used.

This text provides a definition of the term “geology” and explains the etymology of the word “liparite”. On the other hand, the etymological origin of the latter, based on the geographical name “Lipari Islands,” provides information on the originator and the time period in which the term was coined. Of special interest in this context is the fact that the usual form of the etymological reference points to terms coined in the 19th and 20th centuries.

Furthermore, the communicative intertextual approach to the texts in question often involves a combined understanding of the definitions for several related terms within a particular field of study. To illustrate this point, let us consider the example:

Text 5

Julian calendar (Astron.). The system of reckoning years and months for civil purposes, based on a tropical year of 365.25 days. Instituted by Julius Ceasar in 45 B.C. and still the basis of our calendar, although modified and improved by the Gregorian reform.

Текст 6

Gregorian calendar. The name commonly given to the civil calendar now used in most countries of the world. It is the Julian calendar as reformed by decree of Pope Gregory XIII in 1582. The Gregorian reform omitted certain leap years, and brought the length of the year on which calendar is based nearer to the true astronomical value. See New Style. Old Style, leap years.

In these two texts, there is an implicit off-text prospectus, as neither contains prospectively directed markings. Moreover, the terms “Gregorian calendar” and “Julian calendar” are not found in the text, and the two terms are not emphasized in the font. However, the potential of the two texts lies in reading and interpreting the information presented.

The absence of the prospectively directed label “Astron” in the second text suggests that the Gregorian calendar is a widely understood scientific term. The absence of reference to the second text in the first text could be explained by the assumption that the reader is familiar with the content. The position of the dating information in the middle of the texts refers to the relationship between the calendars and the period in which they were used.

As for results, the set of categories that constitute a dictionary entry can be defined by the following attributes: informativeness, cohesion, integration, background knowledge, anticipation, retrospect, continuity, modality, and comprehensiveness. These attributes are influenced by two interrelated factors: the functional style of the text and its typological characteristics.

The attribute of informativeness, which represents the primary content aspect of any text, is of paramount importance in dictionary entries. This is because the texts belong to the genre of scholarly reference literature and aim to convey proven scientific and technical knowledge.

Informativeness determines how other attributes are employed in a given text. It governs the selection of attributes and their interplay to ensure a comprehensive understanding of the definition of the term. The informational unity of a text and a dictionary entry is primarily established through a triad of interrelated features: informativity, coherence, and integration. Coherence, as a technique and form of structuring coherent texts, primarily ensures the integration of the dictionary entry. The outcome of integrating information-rich sections of the text leads to the formation of an integrated and informative concept.

Additionally, informativity, integration, and coherence in the texts under analysis are closely linked with presuppositions, perspectives, and retrospective references.

Cohesion and integration are closely linked with the concept of presupposition, which has an important role to play in generalizing individual meanings in order to create a cohesive text. The role of presupposition is to create a sequential and gradual relationship between different parts of the text in order that every successive part of the text is logically related to the previous part. This creates a feeling of continuity and unity within the text, and it becomes easy for the reader to grasp the general idea of the text.

The role of presupposition is to create a sequential and gradual relationship among different parts of the text, and this is in order that every successive part of the text is logically related to the previous part. This way, every part of the text will have an inherent relationship with other parts of the text, and this will ensure a high level of coherence and integration in the text.

It is important to keep in view the pragmatic aspect of the audience, who is included in the presupposition, while interpreting the texts of the definitions given in the dictionary. The presupposition, as the knowledge of the reader, is included in the meaning of individual sentences within the text. As a result, the extra-linguistic knowledge of the addressee – their specialized vocabulary – serves as a basis for the proper interpretation of scientific and technical information in the text. According to V.A. Zvegintsev, presupposition acts as an intermediary between linguistic and communicative aspects of the addressee's understanding.

Conclusion

For the synthesis of information derived from the analyzed scientific texts, it is essential to take into account the category of presupposition. These presuppositions are reflected in dictionary definitions through the cumulative activation of the reader's extralinguistic background knowledge and their linguistic expertise as a specialist, ensuring an adequate comprehension of the condensed lexical and syntactical structure.

Explicit signals of a prospective and retrospective nature also contribute to the formation of a dictionary entry concept. Lexicographical indicators that refer a specific term to a particular field of knowledge are inherently prospective in nature. The timing of these indicators can be directed either prospectively or retroactively, depending on their location within the text. These intratextual prospects and retrospects determine, on the one hand, the sequential perception of information-rich segments of the text in relation to one another. On the other hand, they also facilitate their paradigmatic re-interpretation. Non-textual prospective indicators can be both explicit and implicit, but in both cases, they focus on the definition of related terms. The concept is formed through the integration of information from multiple texts. In general, the signals of retrospect and prospect, combined with presuppositions in the text of dictionary entries, aid in tracing the interdependence and interrelationship of scientific facts as they are reflected in those entries.

Limitations

The study has greatly relied on the interpretation of the information provided in the dictionaries, for instance, the Chambers Dictionary. It is, however, not certain whether the study's findings can be applied in other genres of scientific and historical works. It is also not certain whether the methods of interpretation provided in the study are supported by empirical research, as they might have been based on theory. In addition, the study has concentrated on English literature and might have been based on a certain understanding of the science and culture of the English-speaking population. It is also not certain whether the time factor in the study will have an impact on the application of the study's findings in modern lexicography.

Recommendations

Future directions for research include increasing the corpus size by including a wider variety of scientific and historical texts, including academic articles, encyclopedias, digital information, and so on, in order to verify the generalization of the interpretive strategies proposed. To verify the proposed interpretive strategies, empirical tests of reader response, eye-tracking, and comprehension tests are suggested. Conducting comparative research on different languages and cultures might also aid in the identification of the potential for implicit referencing in different linguistic contexts. Besides, analyzing digital media with different features such as hyperlinks, multimodal annotations, and interactive features might also aid in the identification of the potential for implicit communication in digital media. Besides, the inclusion of recent research on discourse analysis, cognitive linguistics, and computer-based approaches might also aid in the refinement of the interpretative strategies and the development of guidelines for lexicographers and scientific communicators in striking the right balance.

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Р.Ж. Саурбаев^a

E-mail: rishat_1062@mai.ru

К.М. Текжанов^b

E-mail: tekzhanov.kairat@mail.ru

Ф.Т. Ереханова^c

E-mail: siliconoasis702@gmail.com *Байланыс үшін автор: siliconoasis702@gmail.com

^a «Торайғыров» университеті, Павлодар, Қазақстан

^b Ә.Марғұлан атындағы Павлодар педагогикалық университеті, Павлодар, Қазақстан

^c Орталық Азия инновациялық университеті, Шымкент, Қазақстан

ҒЫЛЫМИ СӨЗДІК МАҚАЛАЛАРЫНДАҒЫ ИМПЛИЦИТТІ БЕЛГІЛЕР МЕН КОНТЕКСТІК ИМПЛИКАЦИЯЛАР

Аңдатпа. Мақала екі мәтінде кездесетін, перспективалық бағытталмаған, яғни «Астрон» терминіндегі жасырын белгілер мен контекстік салдарды зерттеуге бағытталған. Мәтіндерде «Григориан күнтізбесі» және «Джулиан күнтізбесі» терминдеріне қатысты нақты белгілер болмаса да, оларды белгілі бір жолмен түсіндіруге болатыны алдағы абзацтарда айқын болатынын атап өту маңызды. Екі мәтінде де бұл терминдерге қатысты қаріп өлшемі мен таңбалау тұрғысынан нақты белгілер жоқ екенін көруге болады, бұл олардың жиі қолданылатын ғылыми терминдер екенін көрсетеді. Екінші мәтінде Григориан күнтізбесіне нақты сілтеменің болмауы күнтізбенің қабылданған норма ретіндегі орны мен мәртебесін растау құралы ретінде қарастырылуы мүмкін. Бұл нақты зерттеу мәтіннің өзіндегі мағынаның қосымша деңгейлеріне қол жеткізудегі түсіндірменің рөлін атап өту құралын ұсынды, ол жасырын сілтемені пайдаланады. Бұл нақты зерттеудің нәтижелері нақты ақпаратты жеткізуде жасырын сілтемені пайдалану туралы жалпы білімді байыту құралын ұсынды.

Тірек сөздер: ғылыми сөздік жазбалары, «Григориан күнтізбесі», этимология, канадалық және американдық нұсқалар, ақпарат.

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Р.Ж.Саурбаев^а

E-mail: rishat_1062@mail.ru

К.М.Текжанов^б

E-mail: tekzhanov.kairat@mail.ru

Ф.Т.Ереханова^{с*}

E-mail: siliconoasis702@gmail.com

Автор для корреспонденции: siliconoasis702@gmail.com

^а «Торайгыров» университет, Павлодар, Казахстан

^б Павлодарский педагогический университет имени А.Маргулана, Павлодар, Казахстан

^с Центрально-Азиатский инновационный университет, Шымкент, Казахстан

ИМПЛИЦИТНЫЕ ПРИЗНАКИ И КОНТЕКСТУАЛЬНЫЕ ИМПЛИКАЦИИ В СЛОВАРНЫХ СТАТЬЯХ НАУЧНОГО СЛОВАРЯ

Аннотация. В данной работе рассматриваются неявные подсказки и контекстуальные смысловые оттенки, присутствующие в двух текстах, которые не имеют явной направленности, например, термин «Астроном». Важно отметить, что, несмотря на отсутствие явных указаний в текстах относительно терминов «григорианский календарь» и «юлианский календарь», в последующих параграфах будет ясно показано, что их можно интерпретировать определенным образом. В обоих текстах видно отсутствие явных указаний в размере шрифта и маркировке этих терминов, что свидетельствует об их общеупотребительном использовании в науке. Отсутствие конкретной ссылки на григорианский календарь во втором тексте можно рассматривать как подтверждение положения и статуса календаря как общепринятой нормы. Данное исследование позволило подчеркнуть роль интерпретации в доступе к дополнительным уровням смысла в самом тексте, использующем неявные отсылки. Результаты этого исследования обогатили общие знания об использовании неявных отсылок при передаче конкретной информации.

Ключевые слова: научные словарные статьи, «Григорианский календарь», этимология, канадский и американский варианты, информация.

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Information about authors

Saurbayev R.Zh., Candidate of Philological Sciences., Professor of the Department of Foreign Philology, Toraighyrov University, Pavlodar, Kazakhstan

ORCID: 0000-0003-1419-7361

Tekzhanov K.M., Candidate of Philological Sciences., Professor of the Education Program: Two Foreign Languages, Higher School of Humanities, Pavlodar Pedagogical University named after A.Margulan, Pavlodar, Kazakhstan

ORCID: 0009-0000-5133-1051

Yerekhanova F.T., Candidate of Philological Sciences., Associate Professor of the Department of Languages and Literature, Central Asian Innovation University, Shymkent, Kazakhstan

ORCID: 0000-0003-3344-3839

Авторлар туралы мәлімет

Саурбаев Р.Ж., филология ғылымдарының кандидаты, “Шетел филологиясы” кафедрасының профессоры, “Торайғыров” университеті, Павлодар, Қазақстан
ORCID: 0000-0003-1419-7361

Текжанов К.М., филология ғылымдарының кандидаты, «Екі шет тілі» білім беру бағдарламасы, Гуманитарлық ғылымдар жоғары мектебінің профессоры, Ө.Марғұлан атындағы Павлодар педагогикалық университеті, Павлодар, Қазақстан
ORCID: 0009-0000-5133-1051

Ереханова Ф.Т., филология ғылымдарының кандидаты, “Тілдер және әдебиет” кафедрасының қауымдастырылған профессоры, Орталық Азия инновациялық университеті, Шымкент, Қазақстан
ORCID: 0000-0003-3344-3839

Сведения об авторах

Саурбаев Р.Ж., кандидат филологических наук, профессор кафедры “Зарубежная филология”, “Торайғыров” университет, Павлодар, Казахстан
ORCID: 0000-0003-1419-7361

Текжанов К.М., кандидат филологических наук, профессор образовательной программы «Два иностранных языка», Высшая школа гуманитарных наук, Павлодарский педагогический университет имени А.Маргулана, Павлодар, Казахстан
ORCID: 0009-0000-5133-1051

Ереханова Ф.Т., кандидат филологических наук, ассоциированный профессор кафедры “Языки и литература”, Центральнo-Азиатский инновационный университет, Шымкент, Казахстан
ORCID: 0000-0003-3344-3839

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**МЕТОДИКА ПРЕПОДАВАНИЯ ЯЗЫКА И ЛИТЕРАТУРЫ
/ ТІЛ МЕН ӘДЕБИЕТТІ ОҚЫТУ ӘДІСТЕМЕСІ /
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M.S. Bazarabaeva^a

E-mail: malika_2_0_0_3@inbox.ru

G.I. Baigunisova^{a*}

E-mail: baigunisova@mail.ru. *Corresponding author: baigunisova@mail.ru

^a*L.N. Gumilyov Eurasian National University, Astana, Kazakhstan*

**PSYCHOLOGICAL, LINGUISTIC AND PEDAGOGICAL FACTORS
INFLUENCING SPONTANEOUS SPEAKING IN EFL LEARNING**

Abstract

Spontaneous speaking is widely recognized as one of the most challenging skills for those who learn of English as a Foreign Language (EFL), as it requires a real-time language production under emotional and cognitive pressure. The article presents a theoretical analysis approach to examine the psychological, linguistic and pedagogical factors influencing the development of spontaneous speaking skills in the context of EFL learning. Drawing on international and Kazakhstani researchers the study synthesizes findings related to speaking anxiety, audience perception, instructional methodology, topic familiarity and linguistic automatization. The analysis demonstrates that spontaneous speaking ability emerges from the dynamic interaction of cognitive constraints, effective variables and classroom practices. This article concludes that effective development of spontaneous speaking requires integrated pedagogical approaches that simultaneously address learners' emotional readiness, strengthen their linguistic automaticity and provide supportive communicative environment.

Keywords:

spontaneous speaking, English as a Foreign Language (EFL), speaking anxiety, communicative competence, affective factors, cognitive factors, pedagogical approaches, speaking skills.

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Introduction

In modern EFL pedagogy the ability to speak spontaneously is considered as a core indicator of communicative competence. Spontaneous speaking enables learners to participate in authentic interaction, respond flexibly to unpredictable communicative situations and construct meaning in real time. However, despite its importance, spontaneous speaking remains one of the most difficult skills for EFL learners to master. Many learners demonstrate adequate grammatical knowledge and receptive skills and still experience significant difficulty in situations requiring speaking without preparation [Nada, 2025].

This issue can be attributed to the complex nature of spontaneous oral communication which involves the simultaneous operation of cognitive, linguistic and psychological processes within a social context. This article aims to provide a theoretical analysis of the key factors influencing spontaneous speaking development in EFL learning. By synthesizing existing research, the study seeks to clarify how psychological readiness, linguistic competence and pedagogical conditions interact to shape learners' spontaneous oral performance [Qurbi, 2025].

Materials and research methods

The present study employs its theoretical analysis research method which is appropriate for examining complex pedagogical and psychological phenomena such as spontaneous speaking in EFL learning. Rather than collecting primary empirical data, the research is based on the systematic analysis, comparison and synthesis of existing scholarly literature related to spontaneous speaking development.

Theoretical analysis allows the researcher to identify key concepts, dominant theoretical frameworks and recurring patterns across studies, as well as to reveal gaps and inconsistencies in current research. This method is particularly relevant for exploring multifaceted constructs that involve cognitive, affective, linguistic and pedagogical dimensions.

Literature Review

Theoretical analysis of this article was conducted through several stages. First, relevant literature was selected based on its direct focus on spontaneous speaking, speaking anxiety, communicative competence and pedagogical approaches to oral skill development. Second, the selected sources were examined in order to identify key psychological, linguistic and technological factors influencing spontaneous speaking. Third, these factors were categorized and compared to determine common theoretical positions and divergent perspectives among scholars. Finally, the findings from different studies were synthesized to construct an integrated conceptual understanding of spontaneous speaking development. This process enabled the identification of interrelationships between cognitive load, effective arrivals, linguistic automatization and instructional practices.

Cognitive and Psychological Factors in Spontaneous Speaking

Spontaneous speaking places high cognitive demands on learners, as it requires rapid idea generation, grammatical encoding, lexical retrieval and articulation under time pressure. One of the most prominent cognitive challenges that affect spontaneous speaking is topic familiarity. Learners who lack sufficient background knowledge or related vocabulary often struggled to generate ideas quickly, resulting in long pauses, hesitations, repetition and reduced coherence.

Research done by N.T. Tuan and T.T. Mai identifies insufficient topical knowledge as a major contributor to speaking anxiety in EFL learners [Tuan, 2015]. When a learner feels unprepared in terms of content, his confidence decreases and his willingness to participate in spontaneous speaking tasks diminishes, particularly in evaluative classroom contexts. Thus, cognitive difficulty directly contributes to ineffective responses, creating a negative cycle in which anxiety further disrupts linguistic processing and speech fluency [Kasbi, 2017].

Another important psychological factor is learners' perception of audience and interlocutors. Since oral communication is inherently social, learners are often highly sensitive to how their

speech is perceived by other people. According to F. Raja concern about audience evaluation significantly influences learners' fluency, speech rate and complexity of language use. Speaking in front of unfamiliar or large audiences often intensifies anxiety leading learners to over monitor their output, simplify structures and avoid linguistic risks which ultimately reduces spontaneity [Raja, 2017].

Discussion and results

The findings of study of the psychological, linguistic and pedagogical factors influencing spontaneous speaking in EFL learning shows that a psychological factors spontaneous speaking is strongly influenced by linguistic and cognitive mechanisms. E. Qurbi emphasizes that spontaneous oral production requires a high degree of linguistic automatization. Learners may possess declarative knowledge of vocabulary and grammar, however without sufficient proceduralizing, they struggle to retrieve linguistic forms quickly during real time interaction [Qurbi, 2025].

E. Qurbi further highlights the role of working memory limitations and attention control in spontaneous speaking. When learners must simultaneously plan content, select linguistic forms, monitor accuracy and respond to interlocutors, cognitive overload may occur resulting in breakdown in fluency. These findings suggest that spontaneous speaking difficulties should not be attributed solely to linguistic deficiencies but rather understood as the interaction between cognitive constraints and language system development [Qurbi, 2025].

Speaking Anxiety and Multilingual Contexts

Speaking anxiety has been consistently identified as a central psychological barrier to spontaneous oral communication. T. Rakhimzhanova provides a comprehensive examination as English speaking anxiety among EFL preservice teachers in a multilingual Kazakhstani context. The study conceptualizes speaking anxiety as a multidimensional phenomenon which involve emotional tension, cognitive overload and behavioral avoidance which becomes particularly pronounced during spontaneous tasks [Rakhimzhanova, 2022].

T. Rakhimzhanova identified fear of making mistakes, apprehension about negative evaluation, limited confidence in rapid vocabulary retrieval and professional pressure as key sources of anxiety. Importantly, the study demonstrates that even learners with relatively high linguistic competence may experience intense anxiety when required to speak without preparation. The multilingual background of learners further increases cognitive load as frequent language switching leads to hesitations, selfcorrections and reduced fluency [Rakhimzhanova, 2022].

Although learners employ various coping strategies such as simplification, paraphrasing, or self-encouragement. These strategies are often applied intuitively rather than systematically. As a result, their effectiveness in reducing anxiety remains limited. The findings highlight the necessity of pedagogical intervention aimed at developing both communicative strategies and emotional regulation skills [Salieva, 2024].

Pedagogical Factors and Classroom Conditions

Pedagogical methodology plays a crucial role in shaping learners' spontaneous speaking ability according to F. Orazbayeva, R. Rakhmetova and A. Rauandina traditional teacher centered instruction that prioritizes memorization the accuracy limits opportunities for authentic interaction. In contrast, interactive teaching methods such as discussions, communicative tasks and collaborative activities create conditions that encourage learners to express ideas freely, negotiate meaning and take linguistic risks [Orazbaeva, 2021].

Similarly, Z. Salieva and S. Abzhanova argue that speaking proficiency is influenced by both internal and external factors. Internal factors include anxiety, fear of mistakes, low self-confidence and difficulties in idea generation, while external factors involve classroom practices, teacher feedback and the availability of communicative speaking activities. When classroom emphasizes

accuracy over fluency and discourage risk taking, learners tend to avoid spontaneous speech and rely on prepared and memorized language [Salieva, 2024].

Contemporary studies further support these conclusions. S. Ambawani, I. Astarari and E. Rukiati demonstrate that communicative, learner-centered classrooms reduce affective barriers and promote more fluent and adaptive spontaneous speech [Ambawani, 2025]. In addition, A. Maharani et al. establish a strong relationship between learner confidence, intrinsic motivation and success in unprepared oral communication, confirming that psychological readiness is a prerequisite for spontaneous speaking [Maharani, 2025].

Research shows that the most effective approaches for encouraging spontaneous speech are:

- Improvisation and drama. These techniques help students overcome language barriers.
- Creating communicative needs. Situations are designed that require immediate response.

Students have to solve these problems with words.

- Using compensatory strategies. This includes learning to paraphrase, using similar words, and non-verbal communication.

These techniques involve cognitive, psychological, and pedagogical factors (see Figure 1).

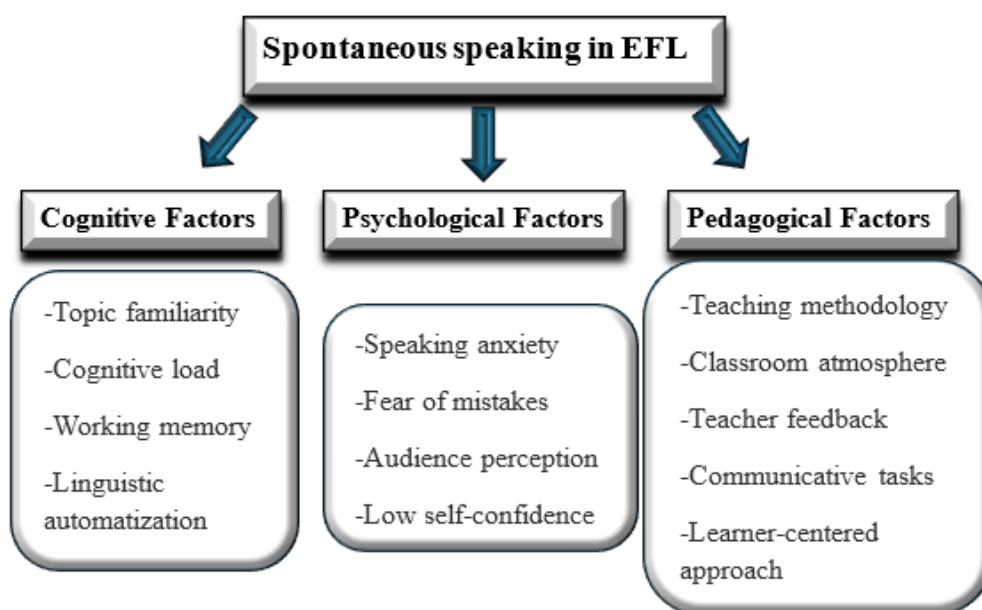


Figure 1 – Spontaneous speaking in EFL

Conclusion

The theoretical analysis presented in this article demonstrates that spontaneous speaking in EFL learning is shaped by a complex interaction of psychological, linguistic and physiological factors. Cognitive challenges such as limited topic familiarity and insufficient linguistic automatization interact closely with affective variables including speaking anxiety, fear of negative evaluation and low self-confidence. At the same time, pedagogical conditions - particularly interactive, learner centered methodologies and supportive teacher practices – play a decisive role in reducing anxiety and fostering spontaneous oral communication.

The findings suggest that effective development of spontaneous speaking skills requires an integrated instructional approach that simultaneously addresses learners' emotional readiness, strengthen linguistic automaticity and provides meaningful opportunities for authentic communication. This approach is particularly relevant in multilingual EFL contexts where cognitive load and anxiety may be intensified. Future research may further explore how these factors interact across proficiency levels and educational settings contributing to more effective pedagogical models for spontaneous speaking development.

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М.С. Базарбаева

E-mail: malika_2_0_0_3@inbox.ru

Г.И. Байгунисова

E-mail: baigunisova@mail.ru. *Корреспондент авторы: baigunisova@mail.ru

Л.Н.Гумилев атындағы Еуразия ұлттық университеті, Астана, Қазақстан

АҒЫЛШЫН ТІЛІН ШЕТ ТІЛІ РЕТІНДЕ (EFL) ОҚЫТУ БАРЫСЫНДА ӨЗДІГІНЕН СӨЙЛЕУГЕ ӘСЕР ЕТЕТІН ПСИХОЛОГИЯЛЫҚ, ЛИНГВИСТИКАЛЫҚ ЖӘНЕ ПЕДАГОГИКАЛЫҚ ФАКТОРЛАР

Аңдатпа. Өздігінен сөйлеу ағылшын тілін шет тілі ретінде (EFL) үйренушілер үшін ең күрделі дағдылардың бірі ретінде кеңінен мойындалады, себебі ол эмоциялық және

когнитивтік қысым жағдайында нақты уақыт режимінде сөйлеуді талап етеді. Мақалада ағылшын тілін шет тілі ретінде (EFL) оқыту контексінде өздігінен сөйлеу дағдыларының қалыптасуына ықпал ететін психологиялық, лингвистикалық және педагогикалық факторлардың теориялық негіздеріне талдау жасалды. Халықаралық және Қазақстандық ғалымдардың еңбектеріне сүйене отырып, мақалада сөйлеу мазасыздығы, аудиториян тарапынан қабылдауы, оқыту әдістемесі, тақырыптың таныстық деңгейі және тілдік автоматтандыру мәселелеріне қатысты ғылыми тұжырымдар жүйеленді. Талдау нәтижелері өздігінен сөйлеу қабілетінің когнитивтік шектеулер, аффекттік факторлар және сыныптағы практикалық тәжірибе арасындағы өзара ұдайы байланыс нәтижесінде қалыптасатынын көрсетті. Зерттеу нәтижесінде өздігінен сөйлеуді тиімді дамыту үшін білім алушылардың эмоционалдық дайындығын ескере отырып, олардың шетел тілін автоматты түрде сөйлеуін қамтамасыз ететін әрі қолайлы коммуникативтік орта қалыптастыратын кешенді педагогикалық тәсілдер қажет деген қорытынды жасалады.

Тірек сөздер: өздігінен сөйлеу, ағылшын тілін шет тілі ретінде оқыту (EFL), сөйлеу мазасыздығы, коммуникативтік құзыреттілік, аффективтік факторлар, когнитивтік факторлар, педагогикалық тәсілдер, сөйлеу дағдылары.

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М.С.Базарбаева

E-mail: malika_2_0_0_3@inbox.ru

Г.И. Байгунисова

E-mail: baigunisova@mail.ru. *Автор для корреспонденции: baigunisova@mail.ru

Евразийский национальный университет имени Л.Н.Гумилева, Астана, Казахстан

ПСИХОЛОГИЧЕСКИЕ, ЛИНГВИСТИЧЕСКИЕ И ПЕДАГОГИЧЕСКИЕ ФАКТОРЫ, ВЛИЯЮЩИЕ НА СПОНТАННУЮ РЕЧЬ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ КАК ИНОНСТРАННОМУ (EFL)

Аннотация. Спонтанная речь широко признается одной из наиболее сложных навыков для изучающих английский язык как иностранный (EFL), так как требует порождения речи в реальном времени в условиях эмоционального и когнитивного напряжения. В данной статье представлен теоретический анализ психологических, лингвистических и педагогических факторов, влияющих на развитие навыков спонтанной речи в контексте обучения EFL. Опираясь на исследование зарубежных и казахстанских ученых, в работе синтезируются выводы, касающиеся речевой тревожности, особенности восприятия речи аудиторией, методики преподавания, степени знакомства с темой и с языковой автоматизацией. Анализ показывает, что способность к спонтанной речи формируется в результате динамического взаимодействия когнитивных ограничений, аффективных переменных и практики в учебной аудитории. В исследовании делается вывод о том, что эффективное развитие спонтанной речи требует комплексного педагогического подхода, в котором одновременно учитывались бы эмоциональная готовность обучающихся, факторы, укрепляющие их языковой автоматизм, которые, в конечном итоге, и создают поддерживающую коммуникативную среду.

Ключевые слова: спонтанная речь, английский язык как иностранный (EFL), речевая тревожность, коммуникативная компетенция, аффективные факторы, когнитивные факторы, педагогические подходы, навыки устной речи.

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Information about author:

Bazarbayeva Malika Serikovna, master student in Teacher Training in Foreign Language Program, L.N. Gumilyov Eurasian National University, Astana, Kazakhstan

ORCID: 0009-0008-6832-2213

Baigunisova Gulbarshin Idrisovna, Doctor of philology, dotzent, Professor of the Foreign Languages Theory and Practice Department, L.N. Gumilyov Eurasian National University, Astana, Kazakhstan

ORCID: 0000-0001-8964-853X

Сведения об авторе:

Базарбаева Малика Сериковна, магистрант программы подготовки педагогов иностранного языка, Евразийский национальный университет им Л.Н. Гумилева, Астана, Казахстан

ORCID: 0009-0008-6832-2213

Байгунисова Гүлбаршин Идрисовна, доктор филологических наук, доцент. Профессор кафедры теории и практики иностранных языков. Евразийский национальный университет им. Л.Н. Гумилева. Астана, Казахстан

ORCID ID: 0000-0001-8964-853X

Авторлар туралы мәлімет:

Базарбаева Малика Сериковна, магистрант, шет тілдері педагогтерін даярлау бағдарламасы, Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Астана, Қазақстан

ORCID: 0009-0008-6832-2213

Байгунисова Гүлбаршын Ыдырысқызы, филология ғылымдарының докторы, доцент. Шетел тілдерінің теориясы және тәжірібесі кафедрасының профессоры. Л.Н. Гумилёв атындағы Еуразия ұлттық университеті. Астана, Қазақстан

ORCID: 0000-0001-8964-853X

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