

ANNOTATION

of the dissertation for the Doctor of Philosophy (PhD) degree
in speciality 6D011800 - «Russian language and literature» of
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«The synergetic model of student-financier's linguistic personality's formation (in terms of mastering clichéd forms of professional Russian speech)»

General description of the work. Training specialists in the education system, which is carried out at several levels is the main goal of higher education in the Republic of Kazakhstan. Modern teaching of the professional Russian language in non-linguistic universities is also an important component of the professional training of students.

The era of the fourth industrial revolution with its digital technologies, robotics, new economic conditions bring forward the tasks of developing mechanisms to guarantee the quality of graduates training and their competitiveness in the labor market. This is one of important the strategic tasks which are putting forward by the state. At the same time, the graduates model in the modern society intents a person with a non-linear thinking. Academician O. Baimuratov notes that non-linearity assumes expanded consciousness, which is in contrast to a direct linear thinking, and adequately reflects a complex reality with all its zigzags. The focus of our research is the formation of the linguistic personality of a student-financier and communicative competence as one of the components of the graduate model.

We find the psychological and pedagogical foundations of vocational training and teaching professional speech in the works of Russian, foreign, local and other researchers. Most of the works of these researchers have become the basis and context in the development of theoretical and practical foundations for the use of clichéd formulas in teaching professional communication in Russian for future financial professionals. This corpus of professional and economic terminology, which is actively used in teaching foreign language speech to students of financial direction, is an actively developing subsystem of the vocabulary of the Russian literary language.

The analysis of scientific sources, as well as the practice of teaching professional speech of students-financiers, allows us to determine the existing contradictions in the professional-communicative training of students-financiers:

– between the need to improve the quality of professional training of a specialist in the context of the fourth industrial revolution and the insufficient development of the theory and methodology for teaching professional speech to future specialists in the financial sector;

–between the teacher's efforts to improve the quality of students' professional training and the practical undeveloped methodology for motivating students' activities in specific learning situations;

–between the prevailing ideas about the structure and content of the activities of the subjects of the learning process and modern requirements for self-

training of students aimed at implementing the obtained knowledge in the life situations.

The relevance of the research arises from the need to assimilate clichéd formulas of economic growth from the point of view of linguistic pragmatism, the object of which is recognized as speech and speech as speech (text). This aspect acquires leading importance in the process of the inclusion in the training system of the Kazakh system of higher education of language disciplines. Training students, who graduated from schools with non-Russian language learning in higher educational institutions, to communicate in Russian is due to the need to intensify one of the most important language functions is the function of professional communication. Practice shows that often carriers of different languages in a polylingual audience experience difficulties in communication due to the low level of formation of communicative and sociocultural competencies, due to the weak ownership of speech behavior and culture as part of business communication.

The economy occupies an important place in the life of Kazakhstan's society, and the percentage ratio of specialists of the economic profile in the total number of specialists is quite high. At the same time, the Russian language today has the status of an official language in Kazakhstan and performs various functions serving professional communication, economic including. These cause the need to appeal to the communicative space of economic discourse.

The principle of saving human efforts is presented in synergetics that determines the methodological application of speech clichés in teaching professional Russian speech. The problem of using clichéd phrases is periodically highlighted in scientific literature. The trend towards widespread use of ready-made forms of expression in speech has been repeatedly noted by researchers. Sh.Bally, A.A. Potebnya, L.V. Shcherba, L.P. Yakubinsky, G.O. Vinokur, V.V. Vinogradov, M.M. Bakhtin, E.A. Zemskaya, D.E. Rosenthal, G.A. Zolotova, S.I. Ozhegov, V.G. Kostomarov, G. Ya. Solganik, V.N. Telia, T.M. Nikolaeva, I.A. Sedakova, T.M. Dridze, M.A. Krongauz, Yu.N. Karaulov, B.M. Gasparov and others wrote about this phenomenon.

The works of researchers who consider the problem of effective assimilation of a large amount of information is also raised an interest, which is especially important in the era of informatization. So, Yu.A. Kleiner believes that the concept of «formula» can include any segment of the text which is larger than the word and reproduced according to the rules that underlie the sound or semantic organization of the text and describe either the entire text or its part.

We, following M.R. Kondubaeva, introduce the concept of *clichéd formulas* in the aspect of synergetic laws. It is, firstly, the image of all scripts: the hierarchy of figures, models, diagrams, tables and other means that facilitate assimilation and help in the development of memory, thinking, especially, in critical thinking. Secondly, we have combined and generalized clichéd formulas to the universal theory of integral technologies.

The cliché formulas used by us are presented in such a way that the researcher could present a hierarchy of actions by presented model. Procedural

cliché formulas are used as a component of the technology of teaching the student's speech-thinking activity. The use of clichéd formulas is one of the features of the language, which lies in the fact that in the speech of a financier there are economic terms that act as a whole and are actually a cliché as a linguistic stereotype combined into a terminological minimum. All of it makes easy to memorize words and phrases and terms during the learning of a language.

The object of the research is the process of forming the linguistic personality of the future financier in the professional Russian language classes using a synergistic approach.

The subject of the research is the development of a professionally-oriented integral teaching technology focused on the assimilation of clichéd forms of Russian professional speech.

The hypothesis of research which is the concept of a synergetic approach, while using clichéd formulas in order to form the linguistic personality of a specialist in the financial sphere in an economic university, will be successful and correspond to the social order **if**:

– update the content of the discipline «Professional Russian language», orienting it towards the implementation of an integrated approach that contributes to the effective development of clichéd formulas;

–develop a system of creative tasks that stimulate cognitive activity and activate the skills of independent «extraction» of knowledge, and, thereby, develop and improve key and professional competencies.

The main goal of the research is to develop a synergistic model of self-construction of the linguistic personality of student-financier based on the assimilation of clichéd formulas.

Research **methods** are:

–a descriptive method a descriptive method is used in the selection of financial terms expressed in clichéd formulas;

– the linguistic method contains a description of the economic vocabulary of the Russian language for linguodidactic purposes;

–the sociological and pedagogical method is a conversation with students, observation of the educational process

–a method of modeling the content of didactic material with clichéd formulas is necessary to achieve grammatical and educational goals;

– experimental includes pre-experimental sections, teaching experiment, post-experimental sections;

–statistical method includes a mathematical model for determining the effectiveness of the proposed method; a method of quantitative and qualitative analysis of the level of knowledge of financial terms and the skills and abilities of their use in professional activities.

The scientific novelty of the research lies in the fact that it is the first time when a synergetic model of the linguistic personality of financier-students was developed on the basis of mastering clichéd formulas. The use of this model will become true with a professionally-oriented integral technology

of teaching Russian professional speech of students-financiers.

The theoretical significance of the research lies in the implantation of a synergistic approach with mathematical modelling and a new type of modelling with the use of clichéd formulas in the process of teaching to students-financiers the foreign language speech.

The practical significance of the research lies in the fact that the materials and results of the study can be used to improve curricula, textbooks, as well as by practicing teachers who teach a professional Russian language course in non-linguistic specialties.

The use of modern achievements of the linguistic, psychological, pedagogical, linguo-didactic sciences as a methodological basis and theoretical prerequisites ensure **the scientific validity** of the research. A systematic approach to the problem of the study and its object which is based on a certain set of analytical methods serves as high efficiency of experimental teaching.

The main issues for defense:

1. A synergistic model of the linguistic personality of a student-financier is formed in the process of integrating cognitive-communicative, competence-based, socio-cultural, information technology approaches, as well as methods of self-construction of the student's personality, that leads to understanding and developing the own cognitive abilities, and increasing the motivation for learning and intellectual activity.

2. Teaching the professional Russian speech to students-financiers can be effective with an integrated (synergetic) approach based on modern scientific achievements of linguistics, psycholinguistics, didactics and linguo-didactics, which will clearly trace *emergence* (the process when a new quality of a student appear, namely the ability to think non-linearly as the basis of critical thinking), *bifurcation* (as the beginning of this process) and *fluctuation*, which fit very organically into the description of the formation process of future specialists` professional-communicative skills and abilities.

3. The model of coordination of the updated content of education in the context of the formation of the linguistic personality of a student-financier consists of three blocks: lexico-thematic, stylistic (SSRL [Scientific Style of the Russian language] + culture of professional speech), discursively productive.

4. Regular use of experimental methods, including the mathematical model, conditioned by the need to identify the degree of the effectiveness of the professionally-oriented integral technology of teaching Russian professional speech to students-financiers.

Research stages.

At the first stage (2013-2014yy.) psychological-pedagogical, linguistic and methodological literature was studied; general acquaintance with the research problem was carried out. As a result, the initial theoretical provisions for the development of the research hypothesis were determined, and the object, subject, goals and objectives of the research were formulated.

At the next stage (2014-2015yy.), educational materials were developed for conducting an ascertaining experiment aimed at determining the level of formation of the communicative competence of students of economic university, educational and methodological support of a formative experiment was carried out.

At the third stage (2015-2016yy.) analysis, interpretation and presentation of research results were carried out, practical recommendations were developed, and research prospects were determined.

Approbation of the research. The dissertation is the result of many years of study and implementation of the methods of teaching professional Russian in the higher education system. The verification of the working hypothesis, the experimental educational model for the development of economic terms based on clichéd formulas was carried out by conducting experimental training at the NARHOZ University (in 2013-2014, 2014-2015, 2015-2016 academic years).

The developed methodical system of teaching Russian professional speech for students-financiers based on the assimilation of clichéd formulas was tested at international scientific and practical conferences. The research results are reflected in the following publications: 4 articles in the Scopus journal, 7 articles in the journals of CCSES, 8 articles in various foreign and republican conferences, 2 textbooks on the professional Russian language, 1 textbook on the «Russian language» discipline for a 6th grade of a general education school and an electronic textbook «Praktikalyk Kazakh tili: Gylymy style [Practical Kazakh language: academic style]».

The structure of the research is determined by the tasks set, the logic of the research and consists of an introduction, three sections, a conclusion, references and applications.