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E.Armiya<sup>1</sup>, S.A.Asanbaeva<sup>2</sup>, G.B.Shoibekova<sup>3</sup>

Kazakh National Women's Teacher Training University, Almaty, Kazakhstan

(E-mail: <sup>1</sup>erke0716@mail.ru, <sup>2</sup>asanbaevasaule1970@gmail.com

## REPRESENTATION OF PATRIOTIC FEELINGS IN LINGUISTIC CONSCIOUSNESS

**Abstract.** The article addresses the issues of selecting, adapting, and digitizing texts of patriotic content in the formation of linguistic consciousness. In contemporary educational contexts, the development of linguistic consciousness capable of generating oral and written texts and transforming them into meaningful communication between the author and the recipient is of particular relevance. At the primary school level, learners, in accordance with their age-related cognitive abilities, gradually acquire grammatical awareness and begin to master basic functional styles of language, which creates favorable conditions for integrating value-oriented content into language education. Linguistic consciousness is an interdisciplinary concept widely applied in philosophy, psychology, pedagogy, and sociology, as it reflects the interaction between language, thinking, and social experience. In primary education, this concept is especially important in the process of forming civic competencies through exposure to texts of patriotic content. Such texts contribute not only to language development but also to the internalization of cultural values and national identity. The study is based on a linguistic analysis of patriotic texts used in educational practice. Special attention is given to the principles of age-appropriate selection and adaptation of materials, as well as to the possibilities of digitization using modern educational technologies. Digital formats enhance accessibility, engagement, and multimodal perception of patriotic content. The article argues that the formation of linguistic consciousness should begin in early childhood, ensuring a balanced development of language competence, civic awareness, and cultural identity.

**Keywords:** patriotism, text, language, digitalization, selection, adaptation, competence.

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## Introduction

The formation of linguistic consciousness occurs through the gradual accumulation and internalization of linguistic knowledge, which contributes to shaping an individual's worldview and value system. Language functions not only as a tool of communication but also as a fundamental mechanism of socialization through which civic and patriotic values are transmitted. In this context, fostering a sense of patriotism in every child is essential as an integral component of civic competence, closely linked to linguistic awareness and cultural identity. The development of this competence enables learners to perceive their native language as a carrier of national values, collective memory, and social responsibility.

To achieve this goal, it is necessary to develop and implement a system of methodological and auxiliary tools aimed at editing, adapting and popularizing texts of patriotic content. These tools should create favorable conditions for students to independently compose texts, thereby fostering creative linguistic activity and reflective thinking. At the same time, authors of textbooks and educators are encouraged to integrate such materials into educational programs and digital resources, including the unified digital educational space of Kazakhstan. In this sense, the present article represents an initial step toward a broader set of measures focused on strengthening linguistic and civic education.

In the context of globalization, the formation of students' linguistic consciousness requires special attention to spiritual, moral and patriotic development, alongside the enhancement of educational potential. Global communicative processes often lead to the erosion of national and cultural specificity; therefore, purposeful work with value-oriented texts becomes especially relevant. Patriotic education through language allows students to maintain a balance between openness to global culture and preservation of their national linguistic identity.

An important condition for the effectiveness of this process is that texts of patriotic content should be accessible, meaningful and emotionally engaging for students. Only when such texts are fully understood and accepted can they contribute to the internalization of patriotic values. Furthermore, students should gradually develop the ability to independently produce texts of this type, which presupposes a staged pedagogical approach: selecting relevant texts, adapting them to educational goals, incorporating them into model examples, and subsequently digitizing them for wider use in modern learning environments.

The formation of a child's linguistic consciousness should begin at the elementary school level through systematic work with texts. Age-appropriate generalization, comparison and adaptation of artistic, literary, journalistic and patriotic texts constitute the main prerequisites for further educational development. This approach ensures continuity in linguistic education and supports the gradual expansion of students' cognitive and value-based competencies. As a result, linguistic consciousness is formed as an integrative phenomenon that combines language proficiency, cultural awareness and patriotic orientation.

## Materials and methods

The material for the present study consists of artistic, literary, journalistic, historical and educational texts with patriotic content used in the educational process of preschool and primary school students. These texts were selected from school textbooks, children's literature, educational-methodological manuals, and officially recommended teaching materials of the Republic of Kazakhstan. Special attention was paid to texts reflecting national values, cultural symbols, historical memory and civic ideals, as these elements play a significant role in the formation of linguistic consciousness and patriotic feelings.

The selection of textual material was carried out according to several criteria: thematic relevance, cultural significance, linguistic accessibility, and age appropriateness. The selected

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texts were analyzed in terms of lexical composition, grammatical structure, stylistic features and semantic load. This made it possible to determine their potential influence on the development of students' linguistic consciousness and their ability to internalize patriotic values. Particular emphasis was placed on identifying language units that express evaluative, emotional and axiological meanings related to patriotism.

The methodological basis of the research includes general scientific and linguistic methods. Theoretical analysis was used to examine scientific literature on linguistic consciousness, language personality and patriotic education. Methods of synthesis, generalization and systematization were applied to integrate interdisciplinary approaches from linguistics, pedagogy and cultural studies. Descriptive and comparative methods were employed to analyze linguistic features of patriotic texts and to compare their adaptation for different age groups.

An important methodological stage of the study was the adaptation of texts to the cognitive and linguistic abilities of children. This process involved simplifying complex syntactic constructions, clarifying culturally marked vocabulary, and preserving the core semantic and value content of the texts. Adapted texts were incorporated into model samples and educational tasks, which allowed students to work with them productively and gradually develop skills in independent text creation. The adaptation process ensured a balance between educational accessibility and the preservation of patriotic meaning.

The final stage of the methodology involved the digitization of adapted texts and their integration into digital educational resources. Digital formats were chosen to meet the needs of modern learners and to enhance motivation, interactivity and engagement. The digitization process aimed to create conditions for the sustainable use of patriotic texts within the digital educational space of Kazakhstan. Thus, the applied materials and methods ensured a systematic and consistent approach to studying the role of patriotic texts in the formation of linguistic consciousness.

## Results and Discussion

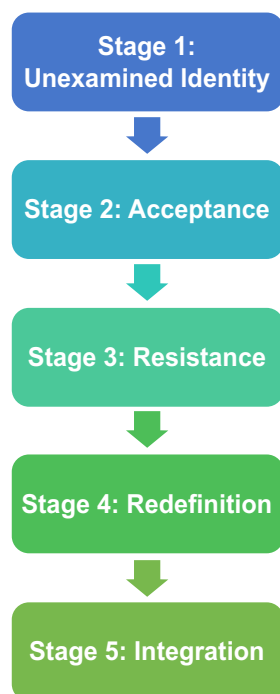
Before attending school, children should begin to develop a sense of love for the Motherland at the family level, which is later reinforced in kindergarten and primary school education. Early exposure to patriotic values creates a foundation for the formation of linguistic and civic consciousness, as language acquisition is closely connected with emotional experience and value orientation. This view is supported by the scientific literature reviewed in the present study, which emphasizes the importance of early patriotic education in the development of a child's personality.

At the same time, the analysis of existing research shows that, although many studies address issues of patriotic education, insufficient attention is paid to the linguistic aspects of this process, particularly to the selection, adaptation and digitization of texts with patriotic content. The lack of systematic research in these areas indicates a significant gap in modern pedagogical and linguistic studies. Addressing this gap constituted the main objective of the present article, as the relevance of these issues has increased significantly in the context of digitalization and globalization.

Texts of various functional styles—including artistic, literary, historical, journalistic and official texts—can possess strong patriotic potential. However, in their original form, such texts are often linguistically complex or excessive in volume for young learners. Therefore, the idea of a selective, adapted and digitized presentation of these texts is proposed. This approach makes it possible to preserve the core patriotic meaning while ensuring accessibility and relevance to the age-related cognitive abilities of students.

The collection of methodological guidelines *“On the Peculiarities of Organizing the Educational Process in Secondary Education Organizations of the Republic of Kazakhstan in the 2021–2022 Academic*

*Years*", prepared by the I. Altynsarin National Academy of Education, provides a regulatory and methodological framework for organizing education at the preschool and school levels. The prescribed reading texts included in these guidelines contribute to the development of students' competencies, the expansion of their linguistic repertoire, and the formation of personality traits grounded in national and civic values.



**Figure 1. Formation of Patriotic Feelings in Linguistic Consciousness**

The systematic development of pronunciation, writing, reading and listening skills enables students to communicate freely, exchange opinions, and independently compose texts. Through these skills, learners learn to structure their thoughts, express their viewpoints clearly, and effectively use information obtained from educational texts. The integrated use of all types of speech activity in working with patriotic texts contributes to the formation of a linguistic personality capable of meaningful oral and written communication, grounded in national consciousness and cultural identity.

"In accordance with the state program for the development of education and science of the Republic of Kazakhstan for 2020-2025, approved by the Degree of the Government of the Republic of Kazakhstan dated December 27, 2019 № 988, it is necessary to ensure the upbringing and training of individuals on the basis of universal values. "Patriotism refers to a universal, national value, taking into account the opinion that the feeling of love for the motherland helps to form such values as patriotism".

Subjects "Alippe", "Native language" (Ana tili), "Digital literacy" for 1 grade students for the 2021-2022 academic years. In teaching the subject "digital literacy" for traditional connected reading, our side is a research project with our son. Because the first great students get the opportunity to learn, write expressively, and successfully digitize the system.

Based on this, it is assumed that science will remain in the language personality, using patriotism, adaptation and digitization in content in the project.

3) The technical school was included in the criticism only of the VHI, i.e. language personality. In this regard, phonetic language guards, lexical guards, morphological guards, syntactic guards, word-formation guards were provided and restricted to language guards only. Today in terms

of the functionality of the Kazakh language, the research project also adapts the situation with manual language personality, as well as adjusts patriotism contents.



**Figure 2. Levels of Representation of Patriotic Feelings in Language**

A language personality is understood as an individual capable of generating meaningful oral and written texts and transforming communication between the addresser and the addressee into a purposeful and socially significant process. Such a personality demonstrates the ability to use grammatical structures and functional styles in accordance with communicative intentions and situational context. At the initial stages of education, the formation of a language personality involves the gradual mastery of grammatical awareness, lexical resources and stylistic variation, which together constitute the foundation of linguistic consciousness.

According to Y. N. Karaulov, a comprehensive study of linguistic consciousness requires an integrative research approach that considers the relationship between language and the individual within an anthropocentric framework. In this perspective, language is viewed not merely as a system of signs, but as a means through which personal experience, cultural values and social norms are conceptualized and expressed. Karaulov emphasizes that the notion of language personality permeates all aspects of language learning and, at the same time, transcends the boundaries between disciplines traditionally involved in its study.

The interdisciplinary nature of the concept of language personality explains its active use in various fields of holistic science, including linguistics, philosophy, psychology and sociology. This concept allows researchers to analyze language as a dynamic phenomenon shaped by cognitive, emotional and social factors. As a result, linguistic consciousness is interpreted not only as knowledge of language structures, but also as the ability to use language to construct meaning, identity and value-based orientations.

In the context of primary education, the concept of language personality acquires particular significance when mastering civic competencies and working with texts of patriotic content. Through systematic interaction with such texts, students develop not only linguistic skills but also a value-based attitude toward their native language, culture and homeland. Thus, the formation of a language personality in early education serves as an important condition for the development of patriotic feelings and civic consciousness.

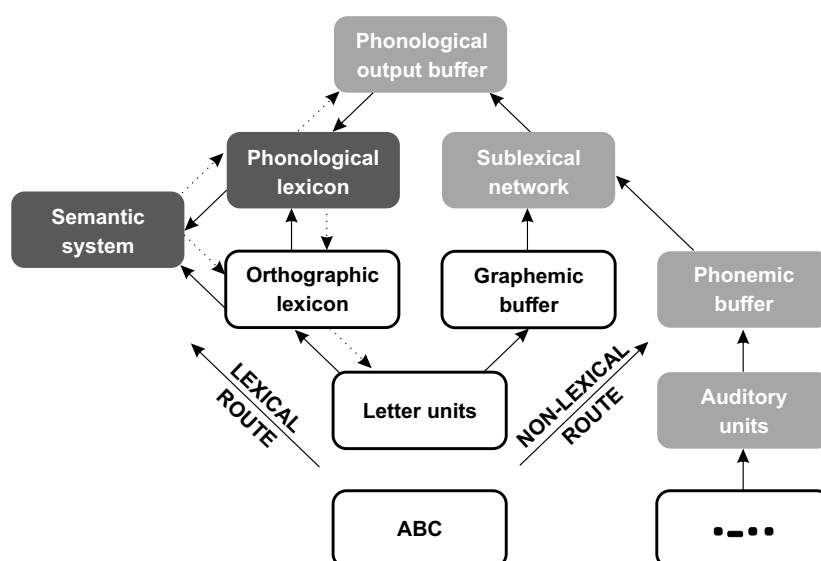
Recent research demonstrates a clear tendency toward interdisciplinarity, with an increasing focus on the anthropocentric paradigm in linguistic studies. This shift reflects a growing interest in the role of the human factor in language development, cognition and

communication. Theoretical investigations in linguistics have made a significant contribution to the development of Kazakh linguistic science, providing a solid conceptual foundation for understanding language as a socially and culturally embedded phenomenon.

At the present stage, however, it becomes necessary to move from predominantly theoretical considerations to the practical application of established linguistic concepts. In this regard, special attention should be paid to early language education, as the initial stages of language acquisition play a decisive role in shaping linguistic consciousness and value orientations. For a child acquiring the national language, it is critically important, first, to master language units necessary for everyday communication and social interaction, and second, to internalize patriotic values through language learning.

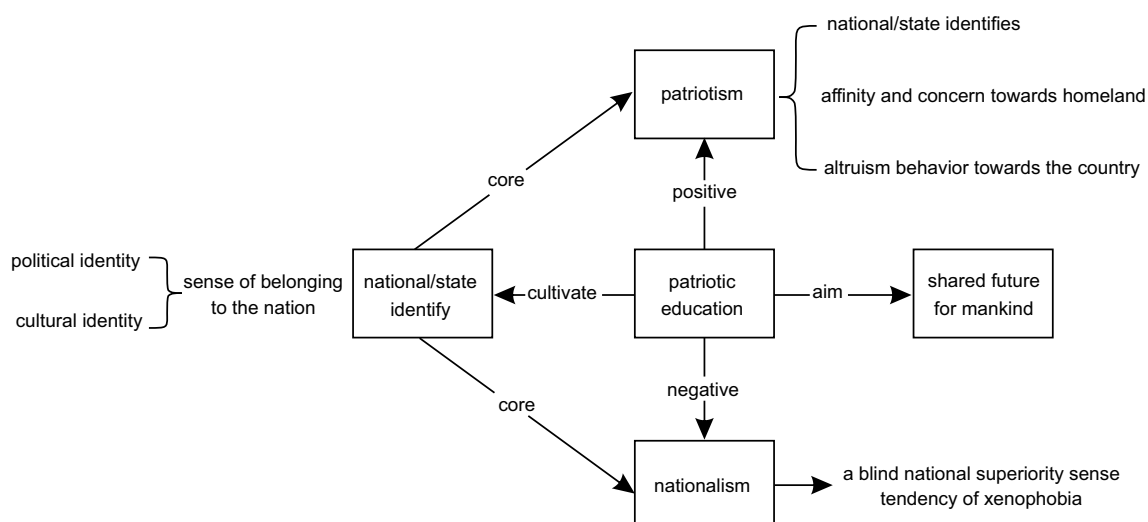
Patriotism, when integrated into language education, functions not as an abstract ideological construct but as a meaningful component of linguistic experience. The assimilation of patriotic values through texts, speech practices and communicative situations contributes to the formation of a stable connection between language, culture and national identity. This approach is especially effective in early childhood, when cognitive and emotional receptivity is particularly high.

To support these conclusions, a review of research in international and domestic scholarship was conducted, focusing on studies related to the assimilation of patriotic and civic values in the educational process. The analysis of these works confirms the relevance of integrating linguistic, pedagogical and cultural approaches in the formation of linguistic consciousness and highlights the need for further applied research in this field. S.S. Korenblit, A.G. Arushanova, E.S. Rychagova (2019) "Development of language personality of preschool children: theory, experience. Program and technology "fun day of preschool children ("VEDEDO") Practice-oriented monograph, In the work devoted to the development of language personality, language communication with children by teachers and students of pedagogical educational institutions, and researchers," Fun day of the preschool child "with the abbreviated version "VeDeDo", the ways of educating and teaching a preschool child in an atmosphere of joy, positive emotions, optimism and positivity are considered. A new generation that includes songs about various aspects of children's life (games, activities, walks, holidays, theatre, fairy tales, etc.); illustrations for songs; suggestions that reveal new forms of interaction between children and adults in the process of familiarizing themselves with methodical works of art. But, despite the fact that the work deals with the areas of education, patriotism is not mentioned.



**Figure 3. Lexical Semantics**

The article by E. A. Bashmakova, L. N. Fadeeva, and I. N. Sokolova (2016), entitled *“Formation of Language Personality as a Factor in the Development of Children’s Speech”*, examines the process of shaping a child’s language personality and emphasizes that speech development is a complex and creative phenomenon formed through interaction with adults. According to the authors, the linguistic environment created by parents and educators plays a decisive role in the development of children’s communicative abilities, as language acquisition is inseparable from social perception and imitation.



**Figure 3. Related concepts of patriotic education (Zhang, Zhou & Sheng, 2022)**

This position confirms the necessity of systematically addressing patriotic themes in everyday communication with children. If we assume that words and meanings articulated by adults are internalized by children, then consistent verbalization of patriotic values becomes an essential component of early language education. Through repeated exposure to value-laden linguistic units, children gradually assimilate not only linguistic forms but also the cultural and ideological meanings embedded in them.

The authors’ assertion that “it is impossible to study a person outside of his language” further reinforces the anthropocentric approach adopted in the present study. Language acts as a primary medium through which personal identity, worldview and value orientations are formed. Consequently, the formation of a language personality cannot be separated from the cultivation of civic and patriotic consciousness, which is transmitted and reinforced through linguistic interaction.

In contrast to the above-mentioned works, which focus primarily on the formation of language personality and interpretive competence within educational contexts, the issue of patriotic feelings as a component of linguistic consciousness remains insufficiently explored. Existing studies tend to examine patriotism from sociological, political, or educational perspectives, while its linguistic representation, conceptualization, and verbalization are rarely treated as an independent object of analysis. This gap is particularly evident in studies addressing bilingual or multilingual settings, where patriotic meanings may undergo semantic transformation, reinterpretation, or attenuation under conditions of language contact and cultural transfer.

Within the Kazakhstani context, the investigation of patriotic feelings in linguistic consciousness acquires special significance due to the country’s multilingual environment, post-Soviet historical trajectory, and ongoing processes of national identity construction. The absence of systematic linguistic research in this area creates an opportunity for Kazakh scholarship to

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contribute original empirical and theoretical insights to global linguistics, cognitive studies, and discourse analysis. Consequently, the proposed research responds to a pressing scholarly demand and demonstrates strong potential for international relevance and interdisciplinary integration, which justifies its positioning as a priority research topic with a well-grounded rationale for substantial funding support.

E. V. Shevtsova in her work “Formation of patriotism in younger schoolchildren by means of folk pedagogy” demonstrates that patriotism can be developed in younger schoolchildren as a stable competence through the systematic use of folk pedagogical resources. The study emphasizes traditional cultural narratives, folklore, and value-oriented educational practices as effective tools for shaping patriotic attitudes at an early stage of cognitive and social development. Presented in the form of a project, this research offers a broad thematic coverage of patriotic content and highlights the formative role of culturally grounded education in value transmission.

At the same time, Shevtsova’s work primarily addresses patriotism from a pedagogical and axiological perspective, while the linguistic mechanisms underlying the formation of patriotic meanings remain outside the main scope of analysis. The language used in folk pedagogy is treated mainly as a medium of transmission rather than as an object of systematic linguistic inquiry. As a result, the processes of verbalization, conceptual structuring, and internalization of patriotic values in the linguistic consciousness of younger schoolchildren are not examined in sufficient detail.

In the context of contemporary interdisciplinary research, there is an increasing need to integrate pedagogical approaches with insights from linguistics, psycholinguistics, and cognitive studies. Modern science increasingly recognizes language not only as a tool of instruction but also as a key factor shaping worldview, identity, and value systems. From this perspective, the study of patriotic education requires an analytical focus on how patriotic meanings are encoded in texts, how they are interpreted by children, and how they contribute to the development of language competence alongside value-oriented consciousness.

Prior to the proposed research project, Kazakh scholarship has not produced systematic studies aimed at examining the formation of language competencies in younger schoolchildren through texts of patriotic content. Existing research has largely concentrated on the development of linguistic consciousness in relation to mastering grammatical structures, vocabulary, and communicative norms, without sufficient attention to the semantic and axiological dimensions of language. While several pedagogical studies address patriotic education in general terms, they do not provide a comprehensive linguistic analysis of the texts and discourses through which patriotic values are conveyed.

Therefore, the proposed project addresses a significant research gap by combining linguistic, pedagogical, and cognitive approaches to the study of patriotic content in educational texts for younger schoolchildren. Its interdisciplinary nature corresponds to current scientific trends and societal demands, particularly in multilingual and multicultural contexts such as Kazakhstan. Given its potential theoretical contribution and practical relevance for educational policy and curriculum development, the project demonstrates a strong justification for substantial research funding.

Linguistic consciousness refers to the system of mental representations associated with language, including meanings, concepts, and associations formed through social and cultural experience. It connects individual cognition with collective cultural knowledge. Within this framework, patriotic feelings are not merely emotions but structured concepts shaped by history, education, media, and everyday communication. In linguistic consciousness, the



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concept of “homeland” often occupies a central position. It is associated with emotionally charged images such as land, family, native language, traditions, and historical memory. These associations are reinforced through repeated linguistic use in texts, speeches, and narratives. Patriotic feelings are represented in language primarily through vocabulary with positive evaluative meaning. Words such as *homeland*, *motherland*, *nation*, *people*, and *independence* carry strong emotional and symbolic connotations. In many languages, the homeland is metaphorically conceptualized as a mother, which emphasizes emotional attachment, care, and moral duty. Additionally, evaluative adjectives (e.g., *great*, *sacred*, *native*) intensify patriotic meanings. Such lexical units function not only as descriptors but also as markers of value orientation within linguistic consciousness. Metaphorical thinking plays a key role in representing patriotic feelings. Conceptual metaphors such as *THE HOMELAND IS A LIVING BEING* or *THE STATE IS A FAMILY* structure how individuals emotionally relate to their country. National symbols—flags, anthems, and historical figures—are also linguistically encoded as powerful signs that evoke collective pride and unity. In political and educational discourse, metaphors of struggle, protection, and growth are frequently used to strengthen patriotic sentiment. These metaphors shape linguistic consciousness by framing the nation as something valuable that must be protected and developed. Patriotic meanings are actively constructed and reinforced in various types of discourse, including political speeches, school textbooks, literature, and media texts. Repetition of key linguistic formulas, slogans, and narratives contributes to the formation of stable patriotic concepts in linguistic consciousness. Literary texts, in particular, play a significant role by combining emotional expression with aesthetic form. Through poetry and prose, patriotic feelings become deeply personalized while remaining part of collective cultural experience. Patriotic feelings in linguistic consciousness are grounded in cognitive processes that organize knowledge about the nation, history, and collective experience. From the perspective of cognitive linguistics, patriotism can be understood as a mental construct formed through categorization, conceptualization, and evaluation. These processes allow individuals to structure abstract notions such as duty, loyalty, and national pride into comprehensible linguistic forms. Mental images associated with the homeland are often emotionally marked and culturally specific. They are activated through key words, narratives, and symbols that function as cognitive triggers. Over time, these triggers become stable elements of linguistic consciousness, shaping how individuals interpret social and political realities. Historical memory plays a crucial role in the formation of patriotic meanings. Language serves as a repository of collective memory, preserving narratives about significant historical events, national heroes, and shared struggles. Through textbooks, commemorative speeches, and literary works, historical memory is linguistically encoded and transmitted. The repetition of historical narratives in public discourse reinforces a shared vision of the past and contributes to national cohesion. Linguistic consciousness absorbs these narratives, integrating them into value-based judgments about the nation and its future. Patriotic feelings are closely connected with national identity, which is reflected in the linguistic worldview of a community. Each language constructs reality in a unique way, highlighting culturally significant concepts. In this sense, patriotic values are embedded in grammatical structures, idiomatic expressions, and culturally marked vocabulary. The linguistic worldview shapes how speakers perceive their relationship with the state, society, and other nations. Expressions of unity, belonging, and responsibility are key components of patriotic discourse and are deeply rooted in linguistic consciousness. Education is one of the primary domains in which patriotic feelings are consciously cultivated. School curricula, textbooks, and classroom communication use specific linguistic strategies to form positive attitudes toward the homeland. These include evaluative language, symbolic narratives, and

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moral imperatives. Through repeated exposure to such discourse, learners internalize patriotic concepts as part of their linguistic consciousness. Education thus functions as an institutional mechanism for the reproduction of national values. Modern media plays a significant role in shaping linguistic consciousness. News reports, political speeches, and social media texts actively construct patriotic meanings through framing, repetition, and emotional appeal. Media discourse often employs simplified narratives and strong metaphors to evoke national pride or solidarity. Political discourse, in particular, uses patriotic language to legitimize power and mobilize citizens. This reinforces the emotional and symbolic dimensions of patriotism within linguistic consciousness. In a globalized world, patriotic feelings interact with multicultural and intercultural influences. Linguistic consciousness adapts to these changes by incorporating new meanings while preserving core national values. Comparative linguistic studies show that while the concept of patriotism is universal, its linguistic representation varies across cultures. Understanding these differences is essential for intercultural communication and mutual respect between nations. The representation of patriotic feelings in linguistic consciousness demonstrates the close relationship between language, culture, and national identity. Patriotic meanings are embedded in lexical choices, metaphors, symbols, and discourse patterns that reflect collective values and historical memory. By analyzing these linguistic mechanisms, we gain a deeper understanding of how patriotism is formed, maintained, and transformed within society. In the modern world, where cultural boundaries are increasingly fluid, the study of patriotic representation in linguistic consciousness remains essential for preserving national identity and fostering intercultural dialogue. Today, anthropological linguistic methodology is gradually taking shape in domestic linguistic didactics. This means that the formation of the student as a linguistic personality in the context of culture is of particular importance. Thus, the development trends in linguistics and linguodidactics demonstrate the relevance of searching for and substantiating technologies and methods that create conditions for the formation of the student as a linguistic personality. Such a linguistic personality deeply understands the connection to the history and culture of its people and feels the importance of passing on national values, cultural and historical memory to future generations. These values are important conditions for the survival of the people and the state. Teaching Kazakh as a native language in primary and secondary schools proves that the state and society recognize the aesthetic and cumulative function of the national language as important. A significant contribution to the formation of students' cultural and cognitive competence, expanding their initial knowledge about the culture and history of their people, introducing them to the worldview of the Kazakh language, basic concepts, Methodological systems, technologies, and methods have been developed that allow for a deeper understanding of cultural, cognitive, and precedent texts. At the current stage, the methodology of teaching the Kazakh language summarizes the results of previous research and identifies the main principles and directions for bringing students closer to the culture of their people through language. In the context of educational modernization, the student's personality, his ability to self-determination and realization, the skills to make decisions and implement them come to the fore. The main task of language teaching at school is to develop a linguistic personality. If the main task of language teaching in school is to form a linguistic personality, then language literacy should be considered an integral part of the culture of the student's personality. The concept of linguistic personality consists of linguistic competences, value principles regarding the native language, linguistic consciousness, and linguistic worldview. From a linguistic perspective, linguistic personality is the set of linguistic abilities and characteristics that allow a person to create and understand texts of varying complexity, depth, and purpose. The majority of domestic researchers, describing the term

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“linguistic personality”, associate it with the image of the linguistic world, and this concept is interpreted as a certain scheme of perception of reality, fixed in language and closely related to culture. Since the systems of perceiving the world are different in different languages, the linguistic representations of the world also differ from each other, they are like peculiar “semantic islands” in the ocean of multilingual mentality. The linguistic personality of a student is formed in the process of mastering various forms of social consciousness, as well as in the process of communication, verbal communication, and analysis of socio-historical experience. The development of linguistic personality is carried out through teaching, upbringing, and interaction with the environment. The effective formation of a linguistic personality is based on the development of cognitive processes, including speech, attention, and thinking skills. At school age, students’ speaking skills develop rapidly: they expand their vocabulary, learn to independently make oral presentations, formulate and justify their thoughts, write compositions, and create plans for oral and written texts. The development of communicative and speaking skills is one of the main directions in the formation of a linguistic personality. To form grammatically correct speech, it is important to know the rules of speech etiquette, as they, along with the features of language culture, can have a positive impact on the effectiveness of communication and dialogue. School-age students’ attention develops significantly, its stability increases, and there is a sharp shift and redistribution of thinking processes. This phenomenon occurs due to the development of conceptual, linguistic-logical, and abstract thinking. The structure of cognitive processes is an integral complex of intellectual and volitional processes that are important for the development of the whole personality during the formation of the linguistic personality of adolescents. The process of forming such a personality begins with the formation of a number of criteria. The criteria for the development of a student’s linguistic personality consist of the following components:

1. Level of mastery of phonetic-orthoepical, morphemic-word-formative, lexical-semantic, and morphological-syntactic language operations

The level of mastery of basic language operations reflects the degree to which learners have internalized the fundamental structures of the language system. Phonetic and orthoepical competence ensures correct pronunciation and intonation, which are essential for intelligible oral communication. Morphemic and word-formative skills enable learners to understand how words are constructed and how meanings change through affixation, while lexical-semantic competence supports accurate word choice and comprehension. Morphological and syntactic mastery allows students to construct grammatically correct sentences and express relationships between ideas.

In primary education, the development of these language operations forms the foundation of linguistic consciousness. Their gradual integration supports not only technical language accuracy but also the ability to express culturally and socially meaningful content, including patriotic ideas. A high level of mastery in these areas facilitates the transition from reproductive language use to conscious and purposeful speech activity.

2. Level of development of skills in working with text, ensuring content coherence, compositional structure, and linguistic design of connected utterances

Textual competence involves the ability to perceive, analyze, and produce coherent texts that demonstrate logical organization and semantic integrity. This includes understanding the content structure of texts, identifying main and supporting ideas, and maintaining thematic consistency. Skills related to compositional structure enable learners to organize utterances according to genre and communicative purpose, while linguistic design ensures stylistic appropriateness and clarity.

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The development of these skills is especially important when working with texts of patriotic content, as such materials often contain complex cultural and value-based meanings. Through structured interaction with texts, learners acquire the ability to articulate personal attitudes, interpret symbolic language, and produce connected utterances that reflect both linguistic competence and civic awareness.

3. Features of the motivational, cognitive, and behavioral components of communicative behavior in interaction with different partners

The motivational component of communicative behavior reflects a learner's willingness to engage in communication and express ideas, while the cognitive component relates to understanding communicative goals, norms, and strategies. The behavioral component manifests in the actual implementation of speech acts, including the selection of appropriate language forms and adherence to social conventions in interaction.

Interaction with different communicative partners—teachers, peers, or unfamiliar interlocutors—requires flexibility and awareness of social roles. The harmonious development of motivational, cognitive, and behavioral components enables learners to participate effectively in dialogue, demonstrate respect for others, and express value-based positions, including patriotic attitudes, in socially appropriate ways.

4. Level of motivational and operational readiness for active speech activity

Motivational readiness refers to the internal desire and confidence to participate in speech activity, while operational readiness involves the availability of linguistic tools necessary for effective expression. Together, these components determine a learner's ability to initiate, maintain, and complete communicative acts in both oral and written forms.

In educational practice, fostering motivational and operational readiness supports active language use rather than passive reproduction. When learners are motivated and linguistically prepared, they are more likely to engage in discussions, express personal opinions, and reflect on socially significant topics. This readiness is crucial for developing a stable linguistic personality and civic consciousness.

5. Degree of creative expression in speech and communicative behavior; level of development of skills for monitoring and evaluating speech activity

Creative expression in speech is characterized by the ability to use language flexibly, generate original utterances, and employ figurative and expressive means to convey meaning. It reflects a higher level of linguistic consciousness, where language is used not only correctly but also creatively and purposefully in diverse communicative situations.

Equally important is the development of self-monitoring and evaluative skills, which allow learners to reflect on their speech activity, identify errors, and improve communicative effectiveness. The ability to assess one's own speech fosters autonomy, responsibility, and continuous development, contributing to both linguistic competence and the formation of a reflective, socially aware communicator. Communication is one of the main elements for the successful development of a linguistic personality. It is considered as an assessment of an object through language. In this regard, communication is carried out on the basis of a certain model, norm, principle or law. Therefore, it should be considered as a sufficient and effective means of forming the linguistic personality of students. The formation of a linguistic personality, along with the successful development of cognitive processes, contributes to the awakening of "cognitive interest" in students.

As for the general content of the methodological manual by A. D. Ryskulbekova, "A Set of Educational Tasks for Primary School Students," within Russian scholarship, the proposed educational tasks are primarily aimed at developing the communicative competence of primary

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school students. Within this framework, civic competence is addressed as one of the important educational outcomes, and patriotism is presented as one of its thematic channels. However, patriotic content in the manual functions mainly as a contextual background for communicative activities rather than as an independent object of linguistic analysis. Consequently, the mechanisms through which patriotic meanings contribute to the formation of linguistic consciousness and language competence in younger schoolchildren remain insufficiently conceptualized.

The dissertation by G. A. Tulegenova entitled “Patriotic Education of Schoolchildren Based on the Humanities in Primary School” emphasizes that democratic transformations in contemporary Kazakhstan necessitate more effective forms of patriotic education for the younger generation. The relevance of this issue is обусловлена historical factors: during the Soviet period, Kazakhstan, like other union republics, was governed by a unified communist ideology for many decades. Following independence, a clearly articulated and coherent patriotic ideology did not immediately emerge; instead, the dominant discourse focused on ideas of unity and the preservation of a multiethnic national character.

This ideological shift has led to a situation in which patriotic education exists primarily in fragmented or symbolic forms rather than as a systematically structured value system. As a result, the formation of patriotic consciousness among children and adolescents requires renewed conceptualization, particularly within the educational sphere. In this context, the humanities are viewed as a key platform for instilling patriotic values, as they provide cultural, historical, and linguistic frameworks through which national identity can be meaningfully constructed.

A complementary perspective is offered in the work by Zh. Tolen, S. Tuleyeva, E. Asyltayeva, and N. Aitymbetov, who examine the concept of “patriotism” from both cultural and civic viewpoints. In their interpretation, patriotism encompasses respect for one’s native land and ancestors, love for compatriots, readiness to provide mutual support, and a continuous personal contribution to the prosperity of the country. The authors highlight not only the political dimensions of forming civic consciousness but also the diverse educational strategies employed across different national contexts.

International experience demonstrates that patriotism is often cultivated through symbolic, institutional, and discursive mechanisms. In the United States, for instance, patriotic education is reinforced through state symbols, film production, and media narratives, as well as through officially designated commemorative dates. In Japan, since 2003, knowledge related to patriotism has been formally integrated into educational assessment starting from the age of eleven. These examples illustrate that patriotic values are not formed spontaneously but are embedded within structured educational and communicative systems.

In Kazakhstan, patriotic education is largely realized through national holidays such as Independence Day, Constitution Day, and the Day of Unity of the Peoples of Kazakhstan, as well as through youth-oriented initiatives, including the formation of the Youth Maslikhat in 2016, which brings together representatives from different regions of the country. While such events play an important symbolic role, they are insufficient on their own to ensure the deep internalization of patriotic values. Consequently, patriotic ideology should begin to form in early childhood and be closely linked to the development of a linguistic personality, in which language serves not only as a means of communication but also as a carrier of cultural memory, values, and national identity.

Taken together, the reviewed studies demonstrate that patriotic education has been actively examined within pedagogical, sociocultural, and civic frameworks, both in Kazakhstan and internationally. Scholars emphasize the importance of early value formation, the role of national traditions, and the influence of state-level educational strategies on the development of patriotic

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consciousness. However, despite the diversity of approaches, patriotism is predominantly treated as a moral, civic, or ideological construct, while language is most often viewed merely as a medium for transmitting ready-made values rather than as a formative mechanism shaping meaning, identity, and consciousness.

Thus, the existing body of research reveals a clear methodological and theoretical gap concerning the linguistic dimension of patriotic education. There is a lack of systematic studies that examine how patriotic meanings are encoded in educational texts, how they are internalized by younger schoolchildren through language, and how this process contributes to the formation of linguistic personality. Addressing this gap allows for the integration of linguistic, cognitive, and pedagogical perspectives and responds to contemporary societal needs in multilingual contexts. Consequently, further research in this direction is not only scientifically justified but also socially significant, reinforcing the relevance of targeted funding for projects aimed at exploring the representation of patriotic feelings in linguistic consciousness.

### **Conclusion**

Considering the existing scientific works, there is a clear need to select and adapt texts of patriotic content within Kazakh linguistics in accordance with the age-specific cognitive and linguistic abilities of learners. Such adaptation should take into account not only linguistic complexity but also the semantic and axiological accessibility of patriotic meanings for younger schoolchildren. Carefully designed texts can facilitate the gradual internalization of national values while simultaneously supporting the development of language competence in an educational setting.

At the same time, contemporary educational practice requires consideration of the possibilities offered by digitalization. The integration of patriotic texts into digital educational platforms, interactive applications, and multimedia resources expands their pedagogical potential and increases learner engagement. Modern technologies allow for the diversification of textual formats, enabling the inclusion of audio, visual, and interactive elements that reinforce the emotional and cognitive perception of patriotic content in the classroom.

The diversification of educational texts through patriotic themes also contributes to enriching classroom discourse and broadening the functional range of learning materials. Patriotic content, when embedded in various genres and communicative tasks, supports the formation of civic and cultural awareness alongside linguistic skills. As a result, patriotic texts become not only a means of ideological education but also an effective resource for developing communicative, interpretive, and reflective abilities in students.

Examining the topic “Representation of Patriotic Feelings in Linguistic Consciousness” enables a deeper understanding of national identity and collective consciousness as reflected in language. Patriotic sentiment manifests itself in linguistic consciousness not only at the conceptual level but also through specific linguistic units, including metaphors, phraseological expressions, and symbolic meanings that encode the national cultural code. Core concepts such as “homeland,” “country,” “land,” “flag,” “independence,” and “spirit of the nation” function as semantic anchors that preserve historical memory and transmit cultural values across generations.

Moreover, the representation of patriotic feelings extends beyond the lexical level and is shaped by pragmatic, emotional, and cognitive dimensions of language use. Evaluative meanings, rhetorical strategies, and figurative language intensify emotional attachment to the homeland and contribute to the construction of a shared national identity. Overall, the manifestation of

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patriotic feelings in linguistic consciousness constitutes a complex linguocultural phenomenon grounded in historical experience, cultural values, and spiritual continuity, playing a significant role in strengthening national consciousness and fostering civic identity through language.

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The research paper contains no conflicts of interest.

**Contribution of the authors.** **E.Armiya:** collected units expressing the meaning of patriotism, determined their representation, translated them into English. Conducted a literature review, supervised and fully supervised the writing of the article. **S.A.Asanbayeva:** wrote the conclusion and results of the article.

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**Е. Армия, С.А. Асанбаева, Ғ.Б. Шойбекова**

*Қазақ ұлттық қыздар педагогикалық университеті, Алматы, Қазақстан*

### **Тілдік санадағы отансүйгіштік сезімінің репрезентациялануы**

**Аңдатпа.** Мақалада тілдік сананы қалыптастыруда отансүйгіштік сезімді қалыптастыру мәселесі, мәтіндерді іріктеу, бейімдеу қарастырылады. Адресат пен адресант арасындағы коммуникация ауызша және жазбаша түрде өтетін болғандықтан, мәтін тудыра алатын сана даярлау бүгінгі жаңа Қазақстан үшін өте өзекті. Бастауыш сынып оқушысы өз жасына сәйкес қажетті лексикалық бірліктер мен оларға тән грамматикалық тұлғалар мен функционалды стильдерді мүмкіндіктерінше қолдана алады. Осыған қарап, тілдік сананы философиялық, психологиялық және әлеуметтанымдық т.б. тұтас ғылым салаларында қолданылатын пәнаралық термин деп білеміз. Тілдік сана қалыптастырудың бастауыш сыныпта отансүйгіштік мазмұндағы мәтіндерді игертуде, азаматтық құзыреттілікті меңгертуде басты қажетті құрал екендігі мақалаға арқау болған. Бұл мақала отансүйгіштік сезімнің тілдік сана қалыптастыруға арналған зерттеу шеңберінде бекітілген тақырыпты негізге ала отырып әзірленген. Ғылыми мақалада тілдік сананы қалыптастыруда отансүйгіштік мазмұндағы мәтіндерді іріктеп, бейімдеп, цифрландырып пайдалану қажеттігі айтылған. Мәтіндерді іріктеп, бейімдеп, цифрландыру мақсаты – балалардың жас ерекшелігіне, қабылдауына байланысты туындаған тәсіл. Тілдік сана қалыптастыру баланың кішкентайынан басталу керек. Жас-жасқа бөліп, барлық сынып-сынып бойынша тілдік тұлғаның қалыптасуына назар аудару керек. Осыған дейін тілді структуралық тұрғыдан оқытып, лингвистикалық білімді құрылымдық тұрғыда беруді көздеген жүйе болды. Бүгінде қазақ тілі функционалды аспект тұрғысынан зерделеніп жатқан шақта, мәтін арқылы тілдік сана қалыптастыру, сонымен қатар отансүйгіштік мазмұндағы мәтіндерді бейімдеп беру ұсынылып отыр.

**Түйін сөздер:** отансүйгіштік, мәтін, тіл, цифрландыру, іріктеу, бейімдеу, құзыреттілік.

**Е. Армия, С.А. Асанбаева, Ғ.Б. Шойбекова**

*Казахский национальный женский педагогический университет, Алматы, Казахстан*

### **Репрезентация патриотического чувства языкового человека**

**Аннотация.** В статье рассматривается проблема чувства патриотизма в формировании языковой сознание с применением подбора, адаптации текстов. Поскольку общение между адресатом и адресантом происходит в устной и письменной форме, подготовка лица, способного генерировать текст, очень актуальна для современного нового Казахстана. Учащийся начальных классов может по возможности использовать необходимые для своего возрасталексические единицы и присущие им грамматические сознаний и функциональные стили. Исходя из этого, мы знаем, что языковая сознание является междисциплинарным термином, используемым в областях целостной науки, таких как философия, психология и социология и т.д. Основным необходимым инструментом формирования языковой



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сознание в начальных классах является овладение текстами патриотического содержания, овладение гражданскими компетенциями. Данная статья разработана на основе темы, закреплённой в рамках исследования, посвящённого формированию языковой сознание чувства патриотизма. В научной статье подчеркивается необходимость выборочного, адаптивного, оцифрованного использования текстов патриотического содержания в формировании языковой сознание. Цель отбора, адаптации и оцифровки текстов-подход, возникший в зависимости от возраста, восприятия детей. Формирование языковой сознаний следует начинать с самого раннего ребенка. Необходимо выделить возраст и обратить внимание на формирование языковой сознаний по всем классам-классам. До этого существовала система структурного обучения языку и структурной передачи лингвистических знаний. В соответствии с этим передавались только языковые компетенции и ограничивались предметными компетенциями.

**Ключевые слова:** патриотизм, текст, язык, оцифровка, отбор, адаптация, компетентность.

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#### **Information about the authors:**

*Armiya Erkezhan* – corresponding author, PhD student, Kazakh National Women's Teacher Training University, Almaty, Kazakhstan. E-mail: erke0716@mail.ru, ORCID: <https://orcid.org/0000-0002-6827-5276>

*Asanbaeva Saule Asanbaevna* – Candidate of Philology, Acting Professor, Kazakh National Women's Pedagogical University, Almaty, Kazakhstan. E-mail: [asanbaevasaule1970@gmail.com](mailto:asanbaevasaule1970@gmail.com), ORCID: <https://orcid.org/0000-0001-9156-3412>

*Shoibekova Gaziza Beisenbekovna* – Candidate of Philological Sciences., associate professor, Kazakh National Women's Pedagogical University, E-mail: shoibekova\_gaziza@mail.ru ORCID: <https://orcid.org/0000-0001-9484-1318>

*Армия Еркежан* – хат-хабар үшін автор, PhD докторант, Қазақ ұлттық қыздар педагогикалық университеті, Алматы, Қазақстан. E-mail: erke0716@mail.ru, ORCID: <https://orcid.org/0000-0002-6827-5276>

*Асанбаева Сәуле Асанбаевна* – филология ғылымдарының кандидаты, профессор м.а., Қазақ ұлттық қыздар педагогикалық университеті, Алматы, Қазақстан. E-mail: [asanbaevasaule1970@gmail.com](mailto:asanbaevasaule1970@gmail.com), ORCID: <https://orcid.org/0000-0001-9156-3412>

*Шойбекова Гази́за Бейсенбекқызы* – филология ғылымдарының кандидаты, қауымдастырылған профессор, Қазақ ұлттық қыздар педагогикалық университеті, Алматы, Қазақстан. E-mail: shoibekova\_gaziza@mail.ru ORCID: <https://orcid.org/0000-0001-9484-1318>

*Армия Еркежан* – PhD докторант, Казахский национальный женский педагогический университет, Алматы, Казахстан. E-mail: erke0716@mail.ru, ORCID: <https://orcid.org/0000-0002-6827-5276>

*Асанбаева Сау́ле Асанбаевна* – кандидат филологических наук, и.о. профессора, Казахский национальный женский педагогический университет, Алматы, Казахстан. E-mail: [asanbaevasaule1970@gmail.com](mailto:asanbaevasaule1970@gmail.com), ORCID: <https://orcid.org/0000-0001-9156-3412>

*Шойбекова Гази́за Бейсенбековна* – кандидат филологических наук, ассоциированный профессор, Казахский национальный женский педагогический университет, E-mail: shoibekova\_gaziza@mail.ru ORCID: <https://orcid.org/0000-0001-9484-1318>