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Development of secondary language personality in the conditions of foreign language education

Kuralay Jenbayeva*

Abai Kazakh National Pedagogical University
050010, 13 Dostyk Ave., Almaty, Republic of Kazakhstan

Tanat Ayapova

Abai Kazakh National Pedagogical University
050010, 13 Dostyk Ave., Almaty, Republic of Kazakhstan

Zhibek Kalimova

Shakarim University
071412, 20A Glinka Str., Semey, Republic of Kazakhstan

Assem Jartybayeva

Shakarim University
071412, 20A Glinka Str., Semey, Republic of Kazakhstan

Aliya Koilybayeva

Shakarim University
071412, 20A Glinka Str., Semey, Republic of Kazakhstan

Abstract

Relevance. Knowledge of the language of another culture helps to strengthen mutual understanding and respect between cultures. Therefore, the investigation of the topic of secondary language personality development in the conditions of foreign language education is relevant and has important social significance, as it contributes to more harmonious intercultural relations and the development of global citizens.

Purpose. The purpose of this study was to find out how the cultural context of a foreign language affects the process of secondary language personality development.

Methodology. The study used analytical method and generalisation.

Results. The findings of this study revealed the influence of cultural context on the development of students' secondary language personality in foreign language learning. The study also managed to identify the roles of various cultural aspects such as traditions, values, customs, and arts in the learning process and their influence on students' motivation and engagement. The study analysed how the integration of cultural aspects into the learning process can contribute to a better understanding of foreign language and culture, as well as cultural enrichment of students. The study found effective methods and approaches aimed at incorporating cultural aspects into the learning process and their influence on the successful development of secondary language personality. Within the framework of this study, a survey of foreign language teachers working in higher education institutions of Kazakhstan was conducted.

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*Corresponding author



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Conclusions. The findings of the survey highlighted the diversity of views and methodologies applied by these educators in the foreign language-centred learning process. The findings of this study can be used by scholars and researchers, as well as teachers in educational institutions to develop more effective methods of teaching a foreign language, as well as to adapt curricula to the specifics of the cultural context.

Keywords: linguistics; intercultural relations; cultural context; education; learning process.

Introduction

In today's world, higher education in a foreign language (e.g., English) is becoming increasingly popular and required for access to global knowledge and resources. Research in this area can help to develop effective methods and strategies for teaching foreign languages in higher education settings, considering the specific features of secondary language personality development. This is important for both educational institutions and students who wish to successfully master a foreign language and achieve linguistic competence. The range of problems of this study is related to the influence of cultural context, when learning a foreign language, on the development of secondary language personality. The study of cultural aspects in the learning process and their influence on students' motivation and engagement can help to better understand how second language culture interacts with the educational environment and how this affects the success of foreign language learning.

The term "language personality" was first used in the early 20th century by the linguist V. V. Vinogradov in his scientific works. The scholar did not use the term "language personality" himself, but his research was mainly focused on analysing "language personality". However, the term "language personality" was introduced into scientific discourse by Yu.N. Karaulov [1]. In his book "Russian Language and Language Personality", the author proposed structures of language personality consisting of three levels: verbal-semantic, linguocognitive (thesaurus), and motivational-pragmatic. The verbal-semantic (zero) level assumes for speakers a normal level of proficiency in natural language and mastery of traditional descriptions of formal means of expressing certain meanings. In other words, mastery of the simple grammar and vocabulary of the language. The linguocognitive (thesaurus) level of the personality structure covers the intellectual sphere of a person, denotes the analysis of knowledge and ideas of a person. The units of the linguocognitive level are more abstract notions, concepts, ideas, which are fixed by human consciousness in language, and are formed in the world picture of a linguistic personality, reflecting its hierarchy of values [2].

The motivational and pragmatic level concludes the goals, motives, interests, and intents of the individual. Within its framework there is a transition from assessments of human speech activity to comprehension of real reality. This level focuses on the purposeful use of verbal acts in human social interaction. Thus, according to Yu.N. Karaulov [1], language personality is characterised not only by what it knows about language and what it can do with language. Here the individual is also considered in terms of their readiness for communicative acts. I.I. Khaleeva [3] considers the problem of development of "secondary language personality". The researcher understands secondary language personality as "a person's ability to communicate on an intercultural level" and states

that secondary language personality is developed in learning a foreign language. Using this term, the researcher connected Yu.N. Karaulov's concept of language personality with foreign language learning.

Nowadays, the development of secondary language personality is considered to be the result of foreign language teaching and the criterion of its effectiveness. N.D. Galskova and N.I. Gez [4] state: "The result of any language education should be a formed language personality, and the result of foreign language education should be a secondary language personality as an indicator of a person's ability to fully participate in intercultural communication".

Kazakhstan researcher S.S. Kunanbaeva [5] stated that in the absence of sociocultural environment and linguocultural basis, the development of "secondary language personality" is an unattainable goal. According to her research, the final result of foreign language education is a "subject of intercultural communication" who should have a "secondary cognitive consciousness" formed as an image of another nation's world picture. Thus, the issue of secondary language personality development in foreign language education contexts should be scrutinised.

The purpose of this study was to investigate the impact of the cultural context associated with a foreign language on the development of secondary language personality.

Materials and Methods

To investigate the process of secondary language personality development in the conditions of foreign language education, scientific research methods such as analysis and generalisation were applied. In the study, foreign language teachers were also surveyed.

The application of the analytical method in this study played a key role in dealing with the complex topic of secondary language personality development in foreign language education. By decomposing this topic into more detailed components, the analytical method allowed each aspect to be explored in greater detail and their interrelationship and impact on each other to be identified. In this method, special attention was paid to the role of cultural aspects, student motivation, and teaching methods in secondary language personality development. This method of scientific research helped to analyse how these factors interact and influence the process of foreign language acquisition. Thus, by using the method of analysis in the study, it was not only revealed each aspect separately, but also highlighted how they interact to form a unique educational and cultural space for linguistics students. The analytical method applied to the study of secondary language personality development has also contributed to a more detailed and more objective picture of learning and is an essential contribution to the development of this area of research. This method enriched the understanding of the secondary language personality

development process and revealed aspects that require additional attention in the educational setting.

The application of the generalisation method in this study proved to be an integral part of the study of the specific features of secondary language personality development in young foreign language learners. This method allowed the massive amount of information and data obtained during the study to be systematised and summarised into a more structured and easily comprehensible form. The method of generalisation made it possible to identify the main trends and regularities present in the field and to highlight the key aspects influencing the development of students' secondary language personality. The generalisation method applied in this study helped to identify approaches to integrating cultural elements that have a considerable impact on students' cultural enrichment and their understanding of a foreign language. Using the method of generalisation, the paper found that understanding a variety of cultural aspects such as traditions, values, customs, art, and history enables students to expand their language learning and better adapt to communication in different cultural contexts. Importantly, the generalisation method also helped to identify effective methods and strategies for integrating cultural aspects into the educational process, which not only enhance students' interest in language learning, but also contribute to the development of their secondary language personality, enabling them to become more competent and culturally aware participants in a global society. Thus, this method revealed not only the importance of integrating cultural aspects, but also identified successful ways to realise them in the educational environment.

The study also included a survey of teachers who work in higher education institutions in Kazakhstan and specialise in teaching foreign languages. This survey was organised to gain an insight into the diversity of views and methodologies used by educators in teaching foreign languages. The survey participants totalled 100 people (75 women and 25 men). 55 respondents specialised in teaching English, 30 – in German, and 15 – in French. The age of the educators ranged from 25 to 55 years old. Notably, this sample included teachers with different backgrounds and methodological approaches, which provided a more comprehensive view of foreign language teaching practices in the context of Kazakhstan higher education institutions.

Results

Today's world is increasingly interconnected and intercontinental. People often move to other countries for work, study, or just for travelling. Knowledge of foreign languages is becoming essential for communication and adaptation in new cultural environments. Research on secondary language personality development helps to develop teaching methods that consider this global connectedness. Learning a foreign language also involves immersing yourself in the culture and customs of the country where the language is official. This contributes to cultural enrichment and the development of intercultural communicative competence. Research helps to identify which aspects of culture should be incorporated into the learning process. Understanding the motivational aspects

of second language learning allows for the development of effective methods of motivating students. Every learner is unique, and research reveals what factors motivate different people and how their motivation can be supported through learning. Many professions require knowledge of more than one language, especially in international companies and organisations. Research in this area can help determine which skills and competencies are most important for a successful career [6].

In the context of modern foreign language teaching, language, culture, and education are still important aspects that form an inseparable triad, which implies not only mastering vocabulary and grammar, but also understanding the cultural specifics, history, and social norms of the country using the language. Cultural competence plays a vital role in successful foreign language proficiency. Incorporating cultural aspects into the teaching process promotes not only language learning, but also immersion in the cultural environment of that language, the development of intercultural sensitivity, and the ability to interact effectively with native speakers. Modern foreign language education should create a learning environment where language, culture, and education interact and reinforce each other. This promotes a profound understanding of the foreign language and effective interaction with different cultures in a multilingual world [7].

Language has not only the function of a means of communication, but also reflects the socio-cultural aspects of society. It is important to consider sociolinguistic factors, which encompass the influence of language on social structures, cultural norms and identity, and the relationship between speakers. The study of sociolinguistic aspects helps students develop cultural competence. The study of these aspects helps students to understand the social dynamics in the language and society they are studying. Sociolinguistics also helps students better understand their own identity and its relationship to language. This contributes to the development of personal self-esteem and an understanding of oneself in a cultural context. Teachers, considering sociolinguistic aspects, can create more effective educational programmes that meet the needs and interests of students and are sensitive to cultural differences [8]. Understanding sociolinguistic aspects is important for both learners and teachers as it promotes profound and culturally aware foreign language learning, enhances intercultural interaction and contributes to the development of personal and professional skills.

Foreign language education is not limited to just language learning, as it is an important means of transmitting foreign language culture. Students taking a foreign language course encounter the culture of the country whose language they are learning, and in the process become not just owners of the language but also speakers of that culture. This allows developing a positive attitude of students towards the culture of another nation, their spiritual and cultural values. Notably, in the context of Kazakhstan, where many languages and cultures are combined and neighbouring, foreign language education plays a particularly significant role. The development of foreign language education in the Republic of Kazakhstan is systematic and meets the needs of the population in learning foreign languages. Apart from legally approved

educational programmes in educational institutions, there are many private language centres, schools, and clubs that provide training in both traditional and online forms [9].

The process of secondary language personality development is not limited only to the mastering of grammar and vocabulary, but also includes immersion in the cultural and sociocultural environment of the language, the study of linguocultural aspects. Linguocultural

resources cover cultural features, customs, traditions, history, and other aspects of language culture, and their use helps students not only to understand the language more deeply but also to get in touch with the cultural aspects of the societies where the language is used [10].

It is necessary to pay attention to the different methods and approaches used in the field of foreign language education using distance education technologies (Table 1).

Table 1. Key methods of using educational technologies in foreign language education

| No. | Aspect | Description | Examples |
|-----|-------------------------------|--|---|
| 1 | Interactive learning | It is important for students to interact with the educational material and instructors through modern technology. | This includes the use of web conferencing, chat rooms, forums, and other communication tools for active discussion and knowledge sharing. |
| 2 | Personalised learning | Modern educational technologies make it possible to adapt the learning process to the individual needs of students. | This may include the use of adaptive online courses, personalised assignments, and tests. |
| 3 | Cooperation and communication | Cooperation between students and between faculty and students. | Modern educational platforms make it easy to organise group projects and assignments and provide the means for effective communication. |
| 4 | Use of multimedia resources | An important aspect is the use of a variety of multimedia materials. | Video lessons, audio recordings, interactive tutorials, for more visual and interesting learning. |
| 5 | Evaluation and feedback | A clear assessment and feedback system for students is an essential element of modern foreign language education, as it allows students to understand their progress and improve their skills. | Online tests and assignments, online conferences, webinars. |

Source: [11].

These aspects contribute to more effective and quality foreign language education of students. Cultural elements in teaching materials and the influence of this cultural component on the learning process play an important role in second language learning. The inclusion of cultural elements in teaching materials contributes to a more detailed and more complete language learning, as language is always linked to culture and context. Analysing cultural aspects in textbooks enables students to better understand foreign culture, customs, values, and ways of communicating. It is necessary to critically analyse cultural materials in textbooks to avoid stereotypes, bias, and misunderstandings, which contributes to a better and more objective perception of cultural characteristics and promotes the development of intercultural competence in students [12-15].

It can be emphasised that the roles of diverse cultural aspects such as traditions, values, customs, and arts in the learning process are of outstanding importance. They not only have a substantial impact on students' motivation and engagement, but also contribute to the development of a more nuanced and more understanding attitude towards the foreign language and culture being learnt. Traditions and customs can be powerful motivators for students because

they teach students how to interact according to the rules and expectations of another culture. This can create a positive motivation for language learning as students see the practical benefits of applying this knowledge. Values can influence students' choices in the area of language learnt and direction of study. If students see a correspondence between the values of the culture being learnt and their own values, this can increase their motivation and interest in language learning [16; 17]. Art, as part of a cultural context, can be a powerful means of enriching students' educational experience. Learning a foreign language through art can make the learning process more interesting and inspiring and help students to better understand and express the cultural characteristics of the country they are studying [18-20]. Thus, considering these cultural aspects in the teaching process not only enriches students' education, but also contributes to the development of a more integrated and culturally sensitive secondary language personality.

Integrating cultural aspects into the teaching process can play a key role in achieving a more profound understanding of the foreign language and culture, as well as in students' cultural enrichment and secondary language personality development (Table 2).

Table 2. Integration of cultural aspects into the teaching process of learning a foreign language

| No. | Cultural aspect | Content |
|-----|-----------------|--|
| 1 | Context support | Studying language in the context of culture allows students to understand what cultural factors influence the ways in which they communicate and interact. This helps them not only to learn words and grammar, but also to use them in the right context. |

| | | |
|---|---|---|
| 2 | Creating motivation | Cultural awareness can be a powerful motivator. Students who are passionate about the culture of the country where the target language is spoken will be more motivated to learn. It can also help them to see the practical application of the language. |
| 3 | Understanding of foreign literature and art | The study of cultural aspects allows students to gain a more profound understanding of the literature, art, and cinema of the country of study. They will be able to read books, watch films, and understand meaning that would otherwise be missed. |
| 4 | Intercultural communication | Cultural awareness helps students in intercultural communication. They understand how to avoid misunderstandings and conflicts, and how to interact more effectively with members of another culture. |
| 5 | Cultural enrichment | Cultural studies involve learning about the history, traditions, art, and cuisine of another country. This enriches students' cultural baggage and makes them more educated and tolerant. |

Source: compiled by the authors of this study.

Thus, integrating cultural aspects into the teaching process enriches students' education, makes them more competent and culturally sensitive citizens, and contributes to the development of secondary language personality and

more profound and more meaningful learning of foreign language and culture.

The study included a survey of teachers of higher education institutions in Kazakhstan, the results of which are presented below (Table 3).

Table 3. Results of the survey of foreign language teachers, %

| Question | Yes | No |
|---|-----|----|
| Do you support the active use of modern educational technologies? | 70 | 30 |
| Do you think it is important to include cultural aspects in the foreign language learning process? | 80 | 20 |
| Do you use an individualised approach to students in your teaching? | 60 | 40 |
| Do you think that student motivation plays a significant role in the success of second language learning? | 90 | 10 |
| Do you use modern methods of assessing students' knowledge? | 75 | 25 |
| Do you have experience teaching a foreign language in a multilingual environment? | 55 | 45 |
| Do you think it is important to consider different learning styles in students? | 85 | 15 |
| Do you apply innovative approaches in the educational process? | 70 | 30 |
| Do you consider the students' opinions when developing your teaching programme? | 45 | 55 |

Source: compiled by the authors of this study.

Understanding and considering cultural aspects in foreign language teaching play a key role in the development of students' secondary language personality in the conditions of foreign language education. This enables them not only to acquire language skills, but also to become more competent and culturally aware citizens of the global community. An approach that considers cultural aspects in foreign language teaching promotes a more profound understanding of language and culture and contributes to the cultural enrichment of students. This can strengthen their intercultural communicative competence and improve their ability to interact with people from other cultures.

Discussion

Modern foreign language education is an interesting field of study, centred on the process of secondary language personality development. A lot of researchers around the world are actively researching this topic. Exploring the opinions of researchers is important because the positions of researchers provide a contextualised understanding of the problem and previous research in the field, helping to better understand what aspects are attracting attention, and what issues have already been explored. It is worthwhile to investigate the findings of the scientists' research and compare them with the results of this paper.

Y. Teimouri et al. [13] argue that perseverance is a vital aspect of successful second language learning. These qualities, which scholars call "persistence" or "fervent perseverance", play an essential role in secondary language

personality development in foreign language education settings. Researchers emphasise that students with perseverance are motivated and persistently invest effort in learning a foreign language, which contributes to the successful acquisition of cultural aspects of the language and a more profound understanding of the foreign culture. Thus, comparing with the results of this study, it is worth noting that the presence of motivation conditions persistence, which can have a positive impact on the development of students' secondary language personality in the context of foreign language education.

M. Papi and G.H. Khajavy [14], also address the motivational mechanisms underlying achievement in second language learning in terms of regulatory focus. Researchers say that different types of motivation and focus of attention can influence success in second language learning. The researchers believe that understanding these mechanisms can help develop more effective teaching techniques and motivational strategies for foreign language students. Comparing the results of the study with the present paper, it should be noted that considering motivational aspects in educational practice plays an important role in achieving better results in students' foreign language learning.

Y. Wang et al. [15] are convinced of the relevance and importance of the concept of "loving pedagogy" in the context of second language teaching. The researchers emphasise that this concept encompasses both understanding and supporting students' emotional well-being and creating a supportive and enabling educational

environment. Researchers believe that the implementation of loving pedagogy in the practice of second language teaching can substantially improve the effectiveness of the educational process and promote more profound language acquisition by students. Comparing with the results of this study, this concept holds potential in the context of second language learning and secondary language personality development but requires additional attention from the research community to confirm its effectiveness.

P. Darasawang and H. Reinders [16] are convinced of a substantial correlation between the readiness to communicate in a second language and the level of proficiency in this language. Researchers note that the degree of students' readiness for active communication in a second language can strongly influence their ability to master it. Researchers emphasise the importance of considering this readiness when developing foreign language teaching methods, as it can influence both students' motivation and their activity in the learning process. Thus, comparing with the findings of the present study, we should pay attention to the fact that readiness to communicate in a second language and the level of language competence are closely interrelated and can influence each other also in the development of secondary language personality of foreign language students.

According to Y. Bao and S. Liu [17], affective factors play a considerable role in second language learning and influence the methodology of foreign language teaching. Researchers emphasise that students' emotional state, motivation, confidence, and attitudes towards language can substantially affect the effectiveness of learning. The researchers also point out the importance of understanding these affective factors for foreign language teachers to adapt teaching methods to the needs and characteristics of the students. Thus, affective aspects play a significant role both in second language acquisition and secondary language personality development and in foreign language teaching methods [21-24].

In their study, B.J. Ali and G. Anwar [18] emphasise that anxiety plays a considerable role in the learning a foreign language. The authors' research suggests that the level of anxiety in students can substantially affect their success and effectiveness in foreign language learning. Researchers are convinced that anxiety in the context of foreign language learning can manifest itself in various forms, including exam anxiety, fear of communicating in a foreign language, and even anxiety related to low confidence in one's language abilities. This can lead, according to scientists, to negative consequences such as deterioration of motivation, decreased engagement in the learning process, and even abandonment of language learning [25-27]. Comparing with the findings of the present study, it is worth agreeing that students' disruptive states do have a negative impact on students' second language learning and the development of their secondary language personality, which includes cultural aspects.

N. Ishihara and A.D. Cohen [19] emphasise that understanding the pragmatic aspects of language in the context of culture is crucial for successful second language acquisition. Researchers address the fact that effective pragmatics instruction should consider and adapt cultural-contextual methods so that students can better understand and apply language skills in real-life communication

situations. In comparison with the results of the present study, it is worth agreeing with the researchers, as considering aspects of the culture of the people of the target language is an essential element in the development of the student's second language personality [28; 29].

N.N. Naenah [20] addresses the diversity of learning styles and students' individual attitudes towards the process of achieving success in learning English as a second language. These styles, the scholar said, can include visual and auditory comprehension, as well as a preference for independent learning or group work. The scholar emphasises that students' positive or negative attitudes towards the learning process have a considerable impact on their success in English language acquisition. This attitude, according to the researcher, can be influenced by many factors, including their personal preferences and learning style. Comparing the findings of this study with the investigation of secondary language personality development in the conditions of foreign language education, we can highlight that both studies emphasise the importance of individual and group aspects in learning a foreign language. These aspects include learning styles, students' motivation, and their perceptions of the educational process [30; 31]. Consequently, understanding and considering these factors play an essential role in educational practice and contribute to a more successful acquisition of a foreign language and the development of a student's secondary language personality [32].

It is also worth paying attention to the teacher survey that was conducted. The results of the survey of foreign language teachers reflect current trends in education. Most educators support the use of modern educational technologies, inclusion of cultural aspects in teaching, individual approach to students and consider students' motivation as a key success factor [33-35]. In addition, a considerable proportion of the interviewees use modern assessment methods and consider the different learning styles of students. These results indicate pedagogical readiness for contemporary educational practices. However, not all educators have experience of teaching in a multilingual environment, and not all consider students' opinions when designing teaching programmes. Such areas could be a focus for additional efforts and improvements in pedagogical practice.

The analyses carried out allowed to broaden the understanding of the topic of secondary language personality development in the conditions of foreign language education, enriching the research context with more diverse opinions and approaches. Consideration of various aspects of this topic as presented in the studies of other scholars added an additional dimension to the findings of the present study. Thus, the juxtaposition of the opinions of different researchers with the results of the current work has considerably enriched the overall scientific understanding of this important topic and emphasised its multifaceted and complex nature.

Conclusions

The development of secondary language personality in foreign language education is a complex and multifaceted process that requires considering many cultural aspects. The cultural context of a foreign language plays a significant role in language acquisition. Understanding

cultural backgrounds and traditions helps students to interact more deeply and effectively in a foreign language. The importance of incorporating cultural aspects into the learning process is not only to enhance linguistic skills but also to build students' intercultural competence. Students' motivation and activity in learning a foreign language are also influenced by cultural factors. A culturally sensitive approach can contribute to more successful learning. Modern educational practices should consider the importance of integrating cultural aspects into the learning process for a more profound understanding of the foreign language and culture, as well as for the cultural enrichment of students.

This research study revealed how the cultural context influences the development of students' secondary language personality in foreign language teaching. The findings also helped to determine how different aspects of culture such as traditions, values, customs, and art influence students' motivation and engagement in the learning process. The study examined ways of integrating cultural elements into the educational process and their positive impact on more profound understanding of foreign language and culture, as well as on students' cultural enrichment. The paper also identifies effective methods and approaches in the teaching process that contribute to the successful learning of a second language and the

development of a secondary language personality. To analyse the process of secondary language personality development in the environment of foreign language education, scientific research methods such as analysis, generalisation were applied. The study also included a survey of 100 teachers working in higher education institutions in Kazakhstan and engaged in teaching foreign languages. The results of this survey indicated the diversity of attitudes and methods used by these teachers in teaching foreign languages.

Future researchers in the field are encouraged to further explore how cultural context influences the development of secondary language personality and which concrete cultural elements have the greatest impact. Researchers should also investigate how motivation and learning styles influence the successful development of secondary language personality and how these factors can be optimised.

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Conflict of Interest

None.

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Розвиток мовної особистості в умовах іншомовної освіти

Куралай Женьбасва

Казахський національний педагогічний університет імені Абая
050010, проспект Достик, 13, м. Алмати, Республіка Казахстан

Танат Аяпова

Казахський національний педагогічний університет імені Абая
050010, проспект Достик, 13, м. Алмати, Республіка Казахстан

Жибек Калімова

Університет Шакаріма
071412, вул. Глінки, 20А, м. Семей, Республіка Казахстан

Асем Джартибасва

Університет Шакаріма
071412, вул. Глінки, 20А, м. Семей, Республіка Казахстан

Алія Койлибасва

Університет Шакаріма
071412, вул. Глінки, 20А, м. Семей, Республіка Казахстан

Анотація

Актуальність. Знання мови іншої культури сприяє зміцненню взаєморозуміння та поваги між культурами. Тому дослідження теми розвитку вторинної мовної особистості в умовах іншомовної освіти є актуальним і має важливе соціальне значення, оскільки сприяє більш гармонійним міжкультурним відносинам і розвитку громадян світу.

Мета. Метою цього дослідження було з'ясувати, як культурний контекст іноземної мови впливає на процес розвитку вторинної мовної особистості.

Методологія. У дослідженні використано аналітичний метод та узагальнення.

Результати. Результати дослідження виявили вплив культурного контексту на розвиток вторинної мовної особистості студентів у процесі вивчення іноземної мови. Дослідження також дозволило визначити роль різних культурних аспектів, таких як традиції, цінності, звичаї та мистецтво, у навчальному процесі та їх вплив на мотивацію та залученість учнів. У дослідженні проаналізовано, як інтеграція культурних аспектів у навчальний процес може сприяти кращому розумінню іноземної мови та культури, а також культурному збагаченню студентів. Дослідження виявило ефективні методи та підходи, спрямовані на включення культурних аспектів у навчальний процес та їх вплив на успішний розвиток вторинної мовної особистості. У рамках цього дослідження було проведено опитування викладачів іноземних мов, які працюють у вищих навчальних закладах Казахстану.

Висновки. Результати опитування продемонстрували різноманітність поглядів і методик, що застосовуються викладачами в іншомовному навчальному процесі. Результати дослідження можуть бути використані науковцями та дослідниками, а також викладачами навчальних закладів для розробки більш ефективних методів викладання іноземної мови, а також для адаптації навчальних програм до специфіки культурного контексту.

Ключові слова: лінгвістика; міжкультурні відносини; культурний контекст; освіта; навчальний процес.