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Linguistic identity as the ultimate goal and means of learning

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Abstract

Relevance. In the modern world, which is characterised by the development of technology, globalisation, and cultural integration, the issue of the development of a linguistic identity, which is the basis of cultural, social, and intellectual development of a person, is of particular importance.

Purpose. The purpose of the study is to analyse the features and significance of the linguistic identity in the learning process, considering the connection between the cultural component and the language.

Methodology. To achieve research goals, the following methods were used: hypothetical and deductive, survey, and comparative.

Results. The results of the study have determined that teaching with an emphasis on the development of a linguistic identity is based on the integration of linguistic and cultural aspects of language. This allows students not only to assimilate grammatical and lexical structures, but also to understand the cultural and sociolinguistic features of the language community. The survey of students found that most of the respondents attach special importance to the terms “linguistic identity” and “linguistic worldview”, understanding their significant contribution to a comprehensive language education that can meet the needs and challenges of a globalised world. In turn, the teacher occupies an important place in the development of a linguistic identity, actively using individual and cultural aspects of the educational process. The analysis of the teacher's role in the development of a linguistic identity in the learning process shows that there is a special

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connection between culture and language, causing the development of critical abilities that make students active participants in a multicultural society.

Conclusions. The practical significance lies in the use of the findings by researchers who study the mechanisms, aspects, and features of the development of a linguistic identity in the learning process, and specialists in the field of philology and linguistics.

Keywords: worldview; intercultural communication; education; individual approach; worldview.

Introduction

Philology, studying language in its historical, cultural and social development, cannot ignore such a multifaceted concept as "linguistic identity". It goes beyond simple knowledge and the ability to use language, which includes a deep immersion in the linguistic worldview, the features of the mentality of the people and the personal characteristics of the individual. Language learning involves not only the process of mastering vocabulary, grammar, and pronunciation rules, but also immersion in a certain cultural reality, the formation of a new way of perceiving the world and, consequently, the development of a linguistic identity. Understanding and focusing on the development of a linguistic identity can radically change the approach to learning and its results. Modern education is actively working on the study of linguistic identity in the context of globalisation, migration processes, and technology development, where multilingualism and linguistic adaptation are important areas [1; 2]. Through the study of linguistic identity within the educational paradigm, one can better understand how language consciousness is formed, what factors influence its development and how speech reflects individuality. A linguistic identity is not just the result of learning a language, but a conscious choice that allows an individual to become part of an integrated society, preserving their identity and uniqueness [3; 4]. Its development should become a key moment in modern language education, as it combines both the ultimate goal and an effective means of teaching.

The view of a linguistic identity as the ultimate goal of learning implies not just the development of a language system, but also the establishment of a holistic image of the world, the ability to see the connections between language and culture, and the ability to critically evaluate language information. The consideration of the linguistic identity as a means of learning emphasises the role of language as a tool for the development of other competencies: critical thinking, intercultural communication, creativity [5]. The main problem of the research is to determine the optimal methods and approaches that would allow harmoniously combining these two aspects – the linguistic identity as a goal and as a means. In addition, an important problem is the integration of conventional and innovative teaching methods, and considering the individual characteristics of each student. Ultimately, the aspect of linguistic identity covers a wide range of issues that require detailed analysis and search for optimal solutions for the modern educational process.

There are many studies devoted to various connections between language and personality in the learning process. A. Kushkimbayeva et al. [6] investigate the verbal and semantic level of the linguistic identity. They consider aspects of the development of language competence within

the framework of personal development in the learning process. M.Ye. Seitova and M. Yessembayeva [7] analyse the philological and linguistic components of the educational process of students. The authors investigate students' willingness to communicate in English, considering the elements of the development of a linguistic identity. A.A. Baimyrza [8] considers the impact of educational programmes on the development of an individual. The researcher reveals the interrelation of the concepts of the development of the state language in the educational subject. In addition, Sh. Zharkynbekova et al. [9] investigate educational aspects in the development of a linguistic identity. The researchers consider the role of linguistic identity in multilingual education in the process of establishment of Kazakh identity. Sh. Mazhitayeva et al. [10] analyse the characteristics of the linguistic identity. They reflect in their research the theoretical components of the individual within the framework of linguistics, its structural and systemic properties. However, the authors have little investigated the aspects of the development of a linguistic identity, its most effective methods and approaches, and the relationship of this concept with general trends and cultural components.

The purpose of the study is to consider the characteristics and role of a linguistic identity in the educational process, considering the relationship between culture and language. In this regard, the following tasks can be highlighted:

- to determine how a student's linguistic identity influences educational concepts and strategies;
- to establish the role of the teacher in the development of a linguistic identity, and to compare the historical and cultural features of Kazakh and Russian literary texts that broadcast a linguistic identity in the learning process.

Materials and Methods

The material and methodological basis of the study consisted of the following methods: hypothetical and deductive, survey, and comparative. The hypothetical and deductive method at the stage of consideration of the basic terms and concepts allowed establishing certain assumptions about the role and significance of the linguistic identity in the educational process. It helped to put forward hypotheses that the development of a linguistic identity not only improves the language and communication skills of students, but also contributes to the development of their critical thinking, cultural awareness, and intercultural competence. Its elements determined the identification of the features and mechanisms of the development of a linguistic identity within the framework of educational processes. This method identified trends and patterns that affect the development of a linguistic identity as a means and

ultimate goal of learning, considering concepts and strategies that are associated with the individual, language, and culture. It helped to identify a variety of tools that form the basis for the development of a linguistic identity and perform the corresponding functions, and to characterise educational goals within the linguistic component.

The survey at the stage of collecting information determined the significance of the concept of a linguistic identity and its role in the learning process. Thus, in August 2023, 74 students of different faculties of the Kazakh University of Technology and Business, aged 16-18 years, were interviewed in Astana. The main questions were following:

1. How do you understand the term "linguistic identity"?
2. How do you rate the importance of mastering the concept of linguistic identity in the learning process?
3. How do you assess the influence of the linguistic worldview on the perception of educational material?

This method allowed collecting primary data from respondents about their perception and understanding of the role of linguistic identity in the learning process, and how learning affects the development of their own linguistic identity. It showed how much students are aware of this concept and how they understand its meaning, considering terms that relate to the educational concept.

The comparative method at the stage of identifying features in the presentation of various concepts of linguistic identity allowed penetrating deeply into the specifics of culture and determining the unique characteristics of educational substantiations that are formed on the basis of the corresponding ideological and

interpretative realities. This method systematised information about the goals and means of linguistic education and identified common and various properties of the teaching component that is used in the process of developing a linguistic identity. Its elements led to the identification of differences in approaches to the image of the linguistic identity and the worldview as a whole, reflecting unique cultural and historical features, and educational goals and objectives pursued by teachers in the process of linguistic enrichment. This method established cultural and social factors that influence the representation of a linguistic identity in the process of language cognition. It helped to consider both unique and common features in the representation of the linguistic identity in the context of the educational paradigm in a deeper and comprehensive way, considering the connection of speech and culture.

Results

Conceptual features and methods of linguistic identity development

"Linguistic identity" is a concept that includes a complex interweaving of linguistic skills, cultural awareness and worldview [11]. If earlier the emphasis was on the formal aspects of language, today the focus is on the person who is the carrier, creator, and interpreter of speech content [12]. In the context of education, a linguistic identity can be considered as a tool and, at the same time, as the ultimate goal of learning [13]. In turn, as a means of cognition, it possesses a wide range of features that characterise the educational process (Table 1).

Table 1. Features of the linguistic identity as a means of learning

Features	Characteristics
Understanding of individuality	Each student has their own experience, their own cultural and linguistic worldview. Interacting with a person, a teacher can find individual approaches that stimulate interest and motivation to learn a language.
Activation of previous experience	Linguistic identity carries all the previous linguistic experience. Using this resource, it is possible to create specific links between new material.
Development of critical thinking	A linguistic identity does not just reproduce speech structures, but also reflects on them, establishing certain relationships, analysing and drawing conclusions. This stimulates the development of critical thinking and the ability to analyse.
Development of intercultural competence	Understanding that each linguistic identity bears the imprint of culture, allows diving deeper into intercultural communication, destroying stereotypes, and expanding horizons.
Authenticity and emotional engagement	Linguistic identity is also an emotional dimension of learning. Using the student's personal experience, feelings, and emotions, it is possible to achieve a deeper and longer-term memorisation of the material.
Reflection and self-reflection	Linguistic identity presupposes the ability of an individual to self-reflection, comprehension of their speech behaviour, choice of communication strategies and educational approaches that are most effective the person.
Stimulation of autonomy	Working on their linguistic identity, the student becomes independent, and also chooses the necessary materials, methods and resources, adapting them.

Source: compiled by the authors.

Accordingly, the concept of a linguistic identity allows making the learning process deep, effective, and meaningful, due to which much greater results can be achieved than simply teaching individual language structures. Thus, the development of a linguistic identity is one of the key tasks of linguistic education. This process includes not only the acquisition of knowledge and skills related to language, but also the development of an individual's ability to use it effectively and adequately in various socio-cultural contexts. The linguistic aspect of the development of a linguistic identity involves an integrated approach, including a variety of teaching methods and practices [14]. Combining theoretical knowledge with practical experience allows students to develop their linguistic identity, adapt to various communicative situations, and successfully function in a multilingual and multicultural world.

Within the framework of the development of a linguistic identity as a means of teaching, the following educational methods can be distinguished: contextual – students are provided with real-life situations or scenarios that require active use of language, which helps them adapt speech in accordance with the situation; project – students

work on projects that require in-depth research of linguistic phenomena, analysis, and practical application of language knowledge; immersive – immersion in a language environment where the main language of communication corresponds to the language being studied, contributes to the rapid and natural acquisition of language skills; reflexive – students analyse their speech, realising mistakes and finding ways to correct them; interactive – role-playing games, discussions, debates that stimulate students to actively participate in communication, while developing a linguistic identity; critical analysis of texts – working with various textual data, including literary works, which allows students to develop analytical skills, learn to interpret and evaluate information; cultural – understanding the cultural specifics of the language, which plays an important role in the development of a linguistic identity through the study of the characteristics, traditions, and mentality of native speakers.

In the modern world, when education is becoming more individualised and focused on the needs of a particular student, the concept of a linguistic identity embodies a characteristic number of ultimate learning goals (Table 2).

Table 2. The ultimate goals of teaching a linguistic identity and their characteristics

Goal	Characteristics
Deep understanding of culture	Language is not only a means of communication, but also a reflection of culture and worldview. The desire to form a linguistic identity includes not only linguistic, but also cultural aspects.
Intercultural dialogue	Development of a linguistic identity presupposes readiness and ability for intercultural dialogue, understanding and recognition of the values of different cultures.
Adaptation in a multilingual world	In the modern globalised reality, the importance of multilingualism is increasing. Linguistic identity is able to adapt to different linguistic and cultural environments and quickly switch between languages.
Personal development	Through the process of becoming a linguistic identity, individual development takes place: horizons expand, self-knowledge deepens, and socio-cultural competencies develop.

Source: compiled by the authors.

The development of a linguistic identity should be the key goal of modern language education. This is not only a guarantee of effective language proficiency, but also a path to deep personal development, expansion of worldview and readiness for intercultural dialogue and consciousness. Linguistic consciousness plays a central role in the development of a linguistic identity, determining how an individual perceives and uses language in various contexts [15]. It is not formed in a vacuum, but is a reflection of the culture, history and social norms of the community in which the student lives. Linguistic features, such as idioms, proverbs, phraseological units, educate an individual, forming certain value orientations in them [16]. Therefore, a linguistic identity in an educational context is both a tool for achieving deep understanding and interaction with the world, and the ultimate goal of learning when a student becomes a full-fledged participant in linguistic and cultural communities [17]. This is a unique interweaving of

individuality and language skills, which enriches both the personal life of the student and society as a whole.

Understanding the linguistic identity becomes the foundation for creating effective pedagogical strategies based on an individual approach. Consequently, modern education is increasingly moving away from standardised teaching methods, preferring individualised tools that take into account the specifics of each student. This is especially true in the field of language teaching. The linguistic identity of each person is unique, and therefore, the cultural context allows revealing its full potential [18]. Each student has their own set of language interests and preferences. An individualised approach allows considering these features and developing a training programme that will be as effective as possible for a particular person. When the training is focused on specific interests and needs, it increases the motivation of students to learn the language and increase the level of involvement

in the educational process. An individual approach allows delving into the study of specific language structures that are most relevant and interesting, which, in turn, contributes to the development of stable speech skills.

Thus, it was found that a linguistic identity is not a set of knowledge and skills related to language, but a multifaceted reflection of how an individual perceives the world, expresses their thoughts and feelings and interacts with the surrounding society. Language and culture are in constant interaction, forming and modifying the linguistic identity. Understanding a language is not just knowing words and grammar, but accepting the cultural context in which it is used. The student forms their cultural identity based on linguistic images, concepts, and values. The linguistic identity thus becomes a reflection of their identity, helping the individual to determine their place in cultural and social spaces. This process is complex, multifaceted, and continues throughout the entire educational life. However, it allows an individual to perceive the linguistic worldview more fully and deeply,

and to meet the modern challenges of globalisation and multilingualism. In conclusion, it was determined that an individual approach to teaching a linguistic identity acts both as a means and the ultimate goal of learning. It allows creating a training programme that best meets the needs and interests of each student, making the educational process more effective and interesting. This contributes to the development of deep and stable language skills, and the motivation for further language learning.

The role of the teacher in the development of a linguistic identity in the learning process, considering the connection between culture and language

A linguistic identity acts as an individual system of linguistic means that determines a person's ability to communicate and transmit information. The process of its development is closely related to the activity of the teacher, and in this context, the role of the teacher is extremely important (Table 3).

Table 3. The role of a teacher in the development of a linguistic identity in the learning process

Role	Characteristics
Source of knowledge	The teacher is the first source of knowledge about the language for the student. The teacher conveys not only the rules of grammar and vocabulary, but also the cultural context in which speech functions.
Motivator	Motivation to learn a language often depends on the teacher. The teacher's task is to inspire, maintain interest and show what opportunities the knowledge of speech opens up.
Role model	The teacher serves as a model of correct pronunciation, intonation, and culturally specific behaviour and reactions.
Support and mentoring	The language learning process can be full of difficulties and collisions. The teacher helps to overcome language barriers, gives advice on overcoming difficulties and becomes a mentor in the way of the student's language development.
Adaptation of techniques	Each student is unique, so the teacher adapts the teaching methods so that they meet the needs and characteristics of each student.
Development of critical thinking	The teacher helps students analyse and interpret language structures, texts and cultural contexts, thus developing critical thinking.
Creating an environment for communication	It takes practice to make a language "live". The teacher creates conditions for students to immerse themselves in the language environment by organising dialogues, discussions, and project assignments.

Source: compiled by the authors.

Thus, it can be noted that the role of a teacher in the development of a linguistic identity is multifaceted and crucial. The teacher not only transmits knowledge, but also shapes students' value system, attitude to language and culture, helps to develop critical thinking skills and effective communication. This process requires professionalism, patience, and love for work.

In addition, it is worth paying attention to the fact that learning, being a complex and multidimensional process, always functions at the intersection of various disciplines. However, culture and the development of the learner's linguistic identity play an important role in this process.

Every language is a reflection of the culture in which it exists. Words, phraseology, sentence structure – all this bears traces of the history, traditions, and values of the people. When learning a language, students are automatically immersed in the cultural context of the studied speech. Understanding this connection allows teachers to adapt the teaching methodology so that it is most effective for a specific audience. Language adaptation: understanding the cultural context of a language helps learners adapt more easily and quickly to a new linguistic environment. It allows overcoming cultural barriers and avoiding misunderstandings. Modern methods

of language teaching focus not only on grammar and vocabulary, but also on cultural aspects. This approach helps students to better understand the material and see deeper connections between language and culture.

It is also important to consider the individual's linguistic worldview, conditioned by culture, history, traditions, and many other factors. In the context of the educational concept of the linguistic identity, this understanding becomes key for the formation of a deep and multidimensional approach to language learning [19]. Understanding that each linguistic identity perceives the world in their own way helps to form empathy and respect for others. Learning in this way stimulates intercultural dialogue and promotes intercultural exchange. This is a dynamic process that depends on many factors: the cultural environment to individual psychological characteristics [20]. However, without a deep understanding and awareness of the role of language in an individual's life, it

is impossible to talk about a full-fledged linguistic identity. In the modern world of globalisation, understanding a variety of linguistic worldviews allows students to see a broader context, develop global thinking, and be ready for international interaction [21]. The linguistic worldview allows students not only to learn a language, but also to understand its essence, cultural and social roots, which makes the process of cognition deeper and enriched.

Based on this, the results of the student survey emphasise that 65% of respondents interpret the term “linguistic identity” as “an identity whose development occurs through language and cultural environment.” 35% of students mean by this concept “an individual who actively uses language to express their worldview and identity.” In addition, more than 50% of all students surveyed understand the importance of mastering the concept of linguistic identity in the learning process (Figure 1).

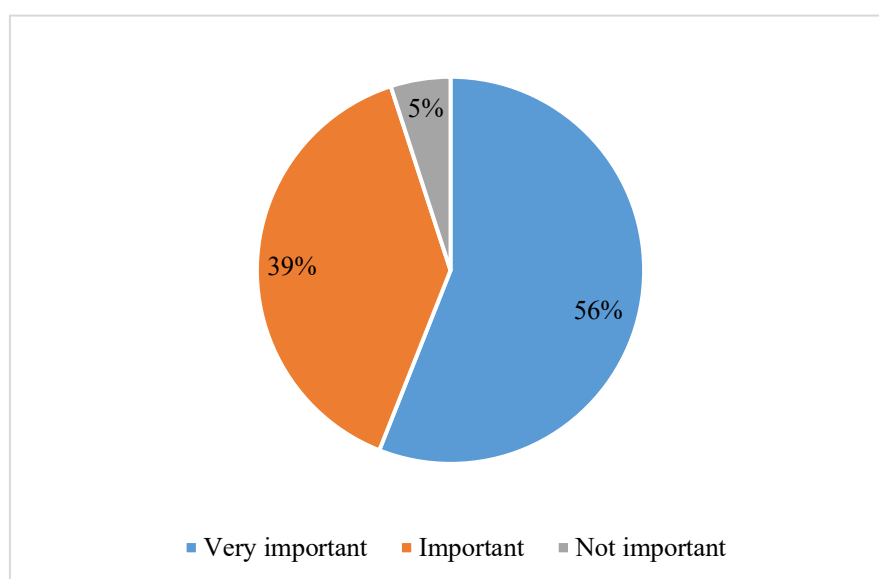


Figure 1. The degree of importance of mastering the concept of linguistic identity in the process of teaching students in % ratio

Source: compiled by the authors.

The results show that the majority of students are aware of the significance of the concept of “linguistic identity” and consider it important both for teaching and for general pedagogical practice. This indicates that modern methods of teaching at universities integrate this concept into their educational programme. In addition, 78% of respondents noted the positive influence of the linguistic worldview on the perception of educational material. Most students attach great importance to the linguistic worldview in the learning process and consider it a key element for a deep understanding of language and culture. This indicates the need to integrate this approach into modern educational content to ensure high-quality and comprehensive education. They transform the traditional idea of a linguistic identity, emphasising that language and culture are inseparable, where it is important to give students the opportunity not only to speak a foreign language, but also to understand, feel, and appreciate the culture of its native speakers.

Thus, in the learning process, one of the key factors determining the success of the development of a linguistic identity is the role of the teacher. The teacher does not just transfer knowledge about language and culture, but also

stimulates interest in them, helps the student to discover and develop their language abilities. The connection between culture and language is undeniable. Culture is reflected in language, its vocabulary, grammar and stylistics, and language, in turn, forms a worldview, a way of perceiving and interpreting reality. A teacher who understands this close relationship is able not only to teach a student to use the language competently and effectively, but also to expand their cultural horizons, develop the ability to see, and appreciate the diversity of cultural contexts. After analysing the role of the teacher in the development of a linguistic identity in the learning process, it was found that understanding the influence of cultural aspects becomes not only an academic issue, but also an urgent pedagogical task. The importance of studying the connection between culture and the linguistic identity of the student is to ensure the harmonious development of the individual in a multinational and multicultural world, to prepare the younger generation for successful social adaptation, intercultural communication, and active civic participation. In conclusion, it can be said that the connection between culture and linguistic identity in the learning process remains one of the key factors of

successful language acquisition. Understanding this connection contributes to a deep and comprehensive study of speech and immersion in the cultural context, making the learning process rich and productive.

Discussion

In the era of globalisation and intercultural communication, language ceases to be just a communication tool – it becomes a reflection of individuality and worldview. Each person has their own unique style of communication, which reflects their personality, worldview and cultural background. The tone, the choice of words, the pace of speech – all this can tell about the personality of the speaker [22]. In this context, the concept of “linguistic identity” comes to the fore as a key goal and at the same time a means of learning, which provides unique tools for learning language as a living organism closely related to various processes. According to D. Kim [23], the linguistic identity is not separated from the cultural context. Developing it, the student begins to understand more deeply the subtleties of the culture of the people, to understand idiomatic expressions, and to perceive linguistic references. In the process of learning, language becomes a tool for expressing thoughts, feelings and ideas. The better an individual knows the language, the more accurately and deeply they can convey their spiritual component through speech. The process of cognition becomes more interesting and exciting when a participant in educational activities not only learns new words, but also interacts with them on a deeper level [24]. The development of a linguistic identity transforms the passive process of assimilation of information into the active formation of an original subject capable of deep understanding, adaptation and effective intercultural communication. The hypotheses of the researcher in question coincide with the results obtained, emphasising the trends in the development of the linguistic identity as the ultimate goal and means of learning.

M.L. Kerr and J.L. Borelli [25] suggest that literary works provide a unique opportunity to immerse themselves in the emotional world of characters, which develops empathy and understanding of complex linguistic and cultural relations in the learning process. Through them, students can learn and memorise new words and expressions in a certain context, which makes the learning process more natural and effective. Literature opens the doors to the world of cultural realities, allowing to understand the historical, social and cultural aspects of people's lives, where phraseological units are an important tool for studying linguistic nuances. After all, behind each phraseological unit there is a history or cultural context that allows better understand the mentality of the people. Literary texts using phraseological units are an integral part of the process of becoming a linguistic identity. They help students to better understand the language and culture and develop critical thinking, empathy, and intercultural communication skills. Studying a language in a historical context allows students to understand how it developed and changed over time, what factors influenced its development. In this way, it is possible to learn a lot about the values, traditions, worldview of the people. Linguodidactics, focusing on the cultural aspects of the language, allows students not only to learn grammar and

vocabulary, but also to immerse themselves in the cultural space of the language [26]. The results of this study also emphasise that literary works provide an opportunity to understand the cultural and historical components of the language.

L.M. Van Swol and A.A. Kane [27] emphasise that linguistic education, being one of the key areas of academic training, has a number of levels, each of which has its own goals, objectives, and features. Their understanding and significance in the modern world is critically important for those who seek a deep knowledge of languages and cultures. Therefore, the use of historical texts, literary works, songs, folk tales and other authentic materials can help students see how the language was used in different historical periods. Comparing it with other speech, it is possible to identify the relevant connections and features that play a key role in the deep and comprehensive development of linguistic identity. This approach enriches learning by giving students the opportunity to explore the cultural and historical space of the language. In the context of globalisation, the ability to understand and speak several languages is becoming an important asset. Linguistic education provides tools for effective intercultural communication. With the development of technologies, especially in the field of artificial intelligence and machine translation, linguists face new challenges and opportunities [28]. In a world where conventional boundaries are erased, understanding a language in the context of its culture becomes a key skill. When analysing the data, it is noted that the linguistic educational system relies on cultural and historical aspects, however, it considers the challenges of globalisation, and technological opportunities.

According to L.A. Spitzley et al. [29] the level of linguistic education determines the depth and breadth of understanding of the language. Regardless of whether the goal is basic communication or scientific research, high-quality linguistic training plays a crucial role in the development of a competent linguistic identity. Language and culture are two closely related categories, the development of which occurs in parallel and interdependently [30]. In the philological context, the study of this connection acquires a special depth and versatility. Many words and concepts that exist in one language are absent in another, which reflects the unique cultural characteristics of the people. Religion and philosophy can influence the development of language categories, concepts, and how people express their thoughts. The features of everyday life, traditions, and rituals are reflected in speech, forming unique lexical and grammatical structures. Proverbs, sayings and various idioms are real “cultural capsules” that contain age-old wisdom, national characters, and worldviews. Great events, such as wars, migrations or cultural contacts, can make changes in the language, enriching it with new words or changing the structure of the linguistic identity. The results of the researchers coincide with the conclusions obtained in this study, emphasising that linguistic identity is developed under the influence of a large number of internal and external factors in which it is located.

According to N. Del Maschio et al. [31], the linguistic identity, combining elements of speech, literature, history, and culture, provides a unique tool for analysing the relationship of these categories. Through

linguoculturological methods, it is possible to trace how language reflects cultural heritage, and vice versa, how cultural processes influence the development of language. Language is considered not just as a means of communication, but as a complex phenomenon that reflects the diversity of the culture of the people. Its study takes place at the intersection with other sciences: history, sociology, ethnography, philosophy. By analysing and comparing cultural aspects of different languages, students develop critical thinking and learn to see the world in a broader context. The cultural component of language learning offers a deep and comprehensive approach to learning, which makes the process not only enriching, but also informative, expanding the cultural horizons of students and immersing them in the world of global communication. Each language and literary work has its own vision of the world, a way of perceiving and interpreting reality that reflects the interests, values and experience of a particular period or epoch [32; 33]. The hypotheses and substantiation of the researchers coincide with the results of this study, emphasising the importance of language learning in various interpretations and spaces considering its connections with other scientific aspects.

Thus, after analysing the information about the linguistic identity in the framework of training, it was determined that the connection of language, history, and culture is an inexhaustible topic for philological research. It allows a deeper understanding of their historical, socio-cultural and psychological dimension, which is the key to understanding the soul of the people. When developing a linguistic identity, unique methods are provided for the analysis and interpretation of language and literature, due to which it is possible to penetrate deeper into the essence of cultural codes, traditions, and world perception. Moreover, it was found that the linguistic worldview is a field for research that allows a more complete and deep understanding of human culture and spirituality. Each language and each literary work acts as a unique "mirror" that reflects the infinite diversity of human experience.

Conclusions

As a result of the research, it was found that linguistic identity is a complex structure due to a number of components that determine how a person interacts with the language environment and uses speech to express thoughts, feelings, and identity. It represents the individual acquisition and use of language, and the ability for linguistic self-expression, communication, and critical perception of linguistic information. The development of a linguistic identity plays a central role in learning, as it is

both a tool and the ultimate goal of the educational process. In addition, it was found that in the world of globalisation and multicultural contacts, the ability to understand and be understood by representatives of other cultures is key. A linguistic identity can adapt to various social and professional situations by choosing the appropriate language style. Each student has a unique language background, experience, and needs that should be considered. According to the conducted survey of students, it was determined that all respondents understand the concept of "linguistic identity" within the framework of cultural, individual, and linguistic aspects. In turn, 56% of students highlight a special importance in the introduction of the linguistic identity as an educational concept. More than 70% of the surveyed students suggest that the linguistic worldview is an important tool for learning.

It was also determined that the work of a teacher requires not only deep knowledge in the field of linguistics and cultural studies, but also awareness of their role as a mediator between the student and the richness of linguistic and cultural heritage. The role of a teacher in the development of a linguistic identity in the learning process is so significant that without pedagogical skills, understanding of the cultural specifics of the language and an individual approach to each student, it is impossible to achieve high results in the educational process. In addition, it was found that the development of a linguistic identity is a key aspect of modern education, especially in the context of globalisation and multilingualism. The connection between culture and language implies an integrated approach to language learning, considering the relationship of language with culture, history, and social processes. The cultural component in teaching helps students develop critical thinking, analyse and evaluate information considering different cultural perspectives. This component in the development of a linguistic identity is not just an additional element of learning, but also its integral part in achieving the final educational goals. Accordingly, it can be concluded that the purpose of the study has been achieved. However, the study of the philological components of a linguistic identity in the learning process requires further research, considering the challenges and obstacles of a modern integrated society.

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Conflict of Interest

None.

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Мовна ідентичність як кінцева мета і засіб навчання

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Анотація

Актуальність. У сучасному світі, який характеризується розвитком технологій, глобалізацією та культурною інтеграцією, особливого значення набуває питання розвитку мовної ідентичності, яка є основою культурного, соціального та інтелектуального розвитку людини.

Мета. Мета дослідження - проаналізувати особливості та значення мовної ідентичності в процесі навчання, враховуючи зв'язок між культурною складовою та мовою.

Методологія. Для досягнення мети дослідження використано такі методи: гіпотетико-дедуктивний, опитування, порівняльний.

Результати. За результатами дослідження визначено, що викладання з акцентом на розвиток мовної особистості ґрунтується на інтеграції лінгвістичного та культурологічного аспектів мови. Це дозволяє студентам не лише засвоювати граматичні та лексичні структури, але й розуміти культурні та соціолінгвістичні особливості мовної спільноти. Опитування студентів показало, що більшість респондентів надають особливого значення поняттям "мовна особистість" і "мовна картина світу", розуміючи їхній вагомий внесок у всебічну мовну освіту, здатну відповідати потребам і викликам глобалізованого світу. У свою чергу, вчитель посідає важливе місце у розвитку мовної ідентичності, активно використовуючи індивідуальні та культурні аспекти освітнього процесу. Аналіз ролі вчителя у розвитку мовної ідентичності в процесі навчання показує, що між культурною та мовою існує особливий зв'язок, який зумовлює розвиток критичних здібностей, що роблять учнів активними учасниками мультикультурного суспільства.

Висновки. Практичне значення полягає у використанні результатів дослідження дослідниками, які вивчають механізми, аспекти та особливості розвитку мовної ідентичності у процесі навчання, а також фахівцями у галузі філології та лінгвістики.

Ключові слова: картина світу; міжкультурна комунікація; освіта; індивідуальний підхід; світогляд.