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**EXPERIENCE OF USING PSYCHOLOGICAL AND
LINGUOCULTURAL KNOWLEDGE IN THE ANALYSIS OF
LITERARY TEXT (ON THE EXAMPLE OF "THE SINGING STONES"
BY A.ZH. ZHAKSYLYKOV)**

* Yengsebay G.Ye.¹, Izgereyeva D. Zh.², Mezgilbayeva Z.M.³

^{*1,2,3} al-Farabi Kazakh National University, Almaty, Kazakhstan

Abstract. The purpose of this scientific article is to train philology students to apply a creative approach to the analysis of literary text and study literature outside the scope of their specialty to develop analytical competencies. The main goal of the study is to improve students' analytical and literary skills, as well as to teach them the ability to recognize ethnic codes of national consciousness in a text and pay attention to the linguocultural aspect. The article proposes the use of artistic analysis, comparative analysis and critical thinking in the process of analyzing works of art. The scientific novelty of this work lies in its basis on innovative pedagogy and a creative approach to teaching, which is of interest for various types of analysis in education. The theoretical significance of the article lies in the provision of new methods for teaching and analyzing literary texts, and the practical significance lies in the possibility of applying these methods in various educational contexts. When analyzing a literary text, the study participants used psychological models to analyze the behavioral and motivational aspects of the characters, linguocultural aspects to reveal ethnic codes and metaphors in the text, as well as oneuro-practical methods to study perception and emotional reactions to the text. Students confirmed that in order to understand such a novel it is necessary to prepare in advance and acquire the appropriate knowledge. They highlighted the importance of an analytical approach and literary competencies when reading complex texts. This confirms the effectiveness and practical significance of the methods proposed in the article. The study showed that the use of psychological, linguocultural knowledge makes it possible to more fully and deeply analyze works of art, revealing significant details and linguocultural features. This helps philology students develop skills in the field of literary studies and cultural linguistics.

Keywords: oneiropractic, metaphysical model, natural science model, psychological model, cognitive mapping, precedent text, linguocultural features, ethnic code

Introduction

The study of fiction texts is one of the key tasks of the Faculty of Philology;

by analyzing the penetration of psychological and linguocultural knowledge into this process, it is possible to achieve an even deeper understanding of the text. The experience of using such knowledge in analyzing works of fiction represents an integral part of teaching students who need to be able to analyze at different levels.

The experience of analyzing a fiction text together with students of philological faculty described in this article includes not only linguistic, but also, if we look from a broad point of view, linguocultural, and, in a narrow sense, knowledge from other fields of sciences. In particular, we discuss a small study of the history of the development of oneiropractic to understand the purpose of using, a model of dream description in a fiction text. Our assumption was that by studying complex texts, students pump up not only their literary competencies, but also learn to look at the research task at hand from a scientist's perspective. With few caveats, this approach has been shown to be effective, up-to-date, and promising. This method allows students to expand their knowledge beyond philology and use it for a deeper and more comprehensive understanding of the text. Thus, utilizing knowledge of oneiropractic in the study of dreams within a fiction text enriches the research findings by teaching students interdisciplinary approaches and the bold use of scholarly knowledge from different fields.

Exploring the boundary areas of psychology, linguistics, and cultural studies when analyzing a fiction text allows students to see it in a new light, identify hidden meanings, and delve deeper into the world of literature. This experience not only enriches the educational program, but also develops students' critical thinking skills and analytical approach in researching sources of various natures.

As the analyzed texts we took excerpts from the pentalogy "Dreams of the Damned" by A.Zh. Zhaksylykov. The novel of five parts is a very important work of art of modern Kazakhstani literature: in terms of style and content, architectonics, vital ethical and philosophical issues, subtle psychologism, its physics and scientific approach. Also, this novel is recognized by numerous studies as an intextual, mythopoetic novel filled with real Turkic archaics.

Kazakh writer Bakhytzhan Momysh-uly in the preface to the novel, which he called "Dreams of Purgatory", wrote that the author of the novel Aslan Zhaksylykov encodes in the ordinary story of the protagonist Jean complex philosophical truths, which familiarize the reader with excerpts from Sufism, Taoism, Buddhism. This text is about the human in a man, about deep meanings, about comprehending the laws of being, about the evolution of the human soul [1, p. 9-13].

When studying this novel, it becomes clear that such a large-scale, extended over many years, and at the same time delicate work on building a system of characters, a mythopoetic system, using the scientific, religious, existential, philosophical experience of the author must be studied literally in very detail,

and the relevance the novel is always preserved, as questions of humanity, morality, the problems of a little man, the crisis of an intelligent hero are raised here, the tragedy of the Semipalatinsk nuclear test site is described, the real and the mystical, dream and reality are mystically intertwined. The novel is written almost entirely through the literary device of internal monologue. Sometimes it seems that the hero is simply reflecting and reminiscing, sitting in a hospital room – and nothing happens, and at the same time everything happens – both on the scale of one person’s life and a small village, and the problems and questions affect all mankind. According to the author’s brilliant idea, the fiction is closely intertwined with the real tragic story of the explosions at the Semipalatinsk test site, and this is what makes the novel always topical and so important that readers should certainly study, talk about the novel, and be able to discuss and analyze – and here we come to our research, where we teach philology students to approach the analysis of a literary text not only from the perspective of the usual literary methods and analysis schemes, but also to use a creative approach, to study literature beyond the narrow boundaries of their specialty in order to enrich analytical competencies.

In our experience of studying the novel we were limited in time and could devote two seminars to this topic, but there were preliminary theoretical studies, questions and tasks to prepare for each seminar.

First of all, we studied the history of the novel’s creating: from the publication of the first part of the novel, “Singing Stones”, in 1997, to the publication of the final part of the cycle, “House meerkat”, in 2021, all in the “Prostor” magazine (Almaty, Kazakhstan).

We have also left time to discuss that the novel is the main artistic work of the writer, pentalogy, it reflects in expressive form existential and philosophical problems of war in the history of mankind, internal human development, rebirth of his soul.

The topic of nuclear testing in the Semipalatinsk military test site and the reaction of the society of that time to this event were also touched upon.

To cite excerpts from the work of researchers of the novel, we took extracts from scientific books, textbooks, articles: Valikova O. A. [2, p. 42], E. I. Esalnek [3, p. 571] and some others, whose names you could find below.

To study the basic concepts of oneiropractics and to construct a diagram of three dream models, we used a scientific article by Trunov D. G., Vodenikova M. A. “Concepts of dreams: basic concepts models” [4, pp. 59–69].

During a discussion with students of the first book of the novel we used the construction of scientific mapping on based on this article, in order to better understand the history of development the science of dreams, how they were treated by people at different stages of human and from which perspective and when began to apply their scientific approaches. As the result we had the scheme as follows (Figure 1):

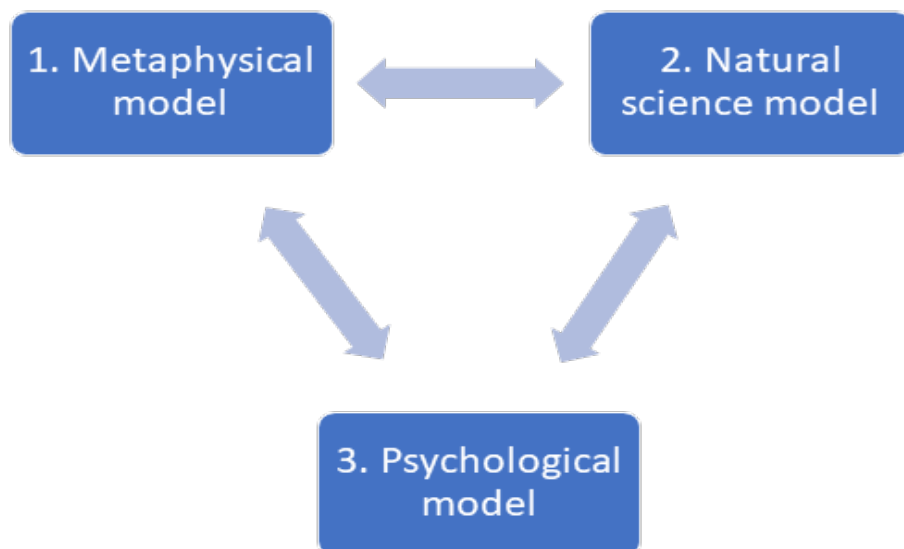


Figure 1 – Ideas about dreams: basic models

In this article, the authors considered three main models of dream perception, they study them from antiquity to the present day, and the metaphysical model of the idea about dreams is opposed to the natural science one, just as religion is opposed to science, while the psychological model, which was started by Sigmund Freud, puts himself in opposition to both metaphysics and the natural sciences.

Object of study. The object of this study is the use of the dream technique in a literary text (functions, issues, precedents in modern literature, etc.).

Subject of study. The subject of the study is excerpts from the book of A.Zh. Zhaksylykov’s “The Singing Stones”, which is the first part of the “Dreams of the Damned” pentalogy.

Aims of the study. The aim of the study is to improve the analytical and literary competencies of philology students.

1. To learn to read the ethnic codes of national consciousness in the text;
2. To pay attention to the linguocultural aspect when analyzing a work, as well as to the metatext, as this way we can quickly find hidden references to other texts and find the key to understanding the work.

3. To learn to look for information necessary to understand a text in related or other disciplines – in this case we gave students information from psychology on dream analysis.

4. To develop students’ skills of critical evaluation of information and argumentation of their point of view on the basis of the acquired knowledge about oneiropactics. That would help them not only to interpret the text in greater depth, but also to draw compelling analytical conclusions.

5. To encourage students to independently study and analyze the artistic text using the methods of oneiropactic, which promotes the development of their

creative thinking and the ability to see the text from a new angle.

6. To support students in developing skills in working with a variety of sources of information, including scientific publications in the field of oneiropractics, which broadens their horizons and allows them to deepen their studies of artistic works.

7. Teach students the analysis and interpretation of intercultural aspects in the text, using knowledge about oneiropractic to identify historical, socio-cultural and psychological contexts affecting the content and form of the work.

Methods and materials

The research materials, firstly, were excerpts from the book “The Singing Stones” by A.Zh.Zhaksylykov – the text was read and analyzed together with students. Secondly, the research material was psychological and linguocultural articles and books, for instance, the book “Russian language and linguistic personality” by Yu.N. Karaulova [5] and the article “Imaginations about dreams: basic models” by D.G. Trunov, M.A. Vodenikova [4].

Although, the research materials were the actual cognitive maps created by the students themselves – they are necessary and used for better assimilation of knowledge by the students. In order to understand how to create cognitive maps, we recommended students to read the textbook “Cognitive Mapping of Linguistic Knowledge” by L. Ekshembeyeva [6].

Results and discussion

Ethnic codes

As a topic for pre-prepared students’ blitz reports, we used various studies, in particular, A. B. Tumanova’s study on ethnic codes of Kazakh culture, which can be traced in the text. The researcher postulates that the ethical codes of each ethnic group, and the Kazakh people in particular, manifest themselves through proverbs, sayings, phraseology, through the peculiarities of world view and way of life (nomadic lifestyle of Kazakhs, Tengrianism, Islam) through the specificity of the surrounding nature, birds, animals (steppe, river and so on, depending on the region), as well as through a set of rules and concepts called mentality. [7, p. 110–126].

In this pedagogical experience, the teacher acts as a project manager and as a fellow researcher. As project manager, it is important to plan individual and group assignments and performances, as well as calculate the time for each student’s response. The answers should be short and substantive. In essence, the written response that each speaker prepares should not exceed 2 pages A4, while the oral response should not be longer than 4-8 minutes (depends on the number of students involved in the seminar). In the process of working out such a lesson it became clear that not all students are preparing for seminars or may be absent, in this case, the puzzle of the seminar risks not to work out, and therefore the

teacher is very important to be able to replace an unprepared or absent student, to tell about the necessary part of the study, so the teacher also becomes a participant of discussion and analysis. In these kinds of complex, many planned seminars it is important that students understand that this is a group work. Part of the research work on oneiropractic, ethical codes is scientific research conducted for a deeper analysis and understanding of the artistic text.

For example, when researching ethical codes in the text, it is important that students understand: the ethnic code is not only the Kazakh word in Russian, not only the speaking name. It can be a color (blue – sad, red – bloody, as well as a reference to clay, black – death and so on), it can be a mythological creature (dragon, bird-demiurge), can be common in the area of plants (wormwood, chengel, tamarisk) it may be a familiar natural phenomenon (wind, river movement).

Also in dream research, for example, the student describes a metaphysical model of dreams, and the discussion revolves around the fact that the consequence of such a model was the development of various dreaming practices that assumed that if you observe certain rituals, you can get an answer to your questions in a dream from the other side. But in the novel, the author of the lyrics incorporates a dream of the characters to truly describe the borderline state between life and death. In dreams Aidahar appears: Aidahar children called a nuclear test site, as it exploded and buzzed like a furious dragon, and in the passage gives a kind of prediction – earthworm, death, a reference to all victims of the site will die at an early age.

In the process of analyzing ethical codes in dreaming texts, one of the terms introduced for students was a contaminated picture of the world. This is the author's worldview, in which the ethnic linguistic features of different peoples are intertwined, which is characteristic of the Kazakh people (multiculturalism) and in particular for Aslan Zhaksylykov himself.

In the study of ethnic codes as one of the results got a kind of synopsis-cheat sheet how to look for similar codes in the text.

1) character names: Zhan (“soul”), Ainura (“moonlight”), Arman (“dream”), Uku (“owl”), Saule (“sunlight”), Manat (“brat”), etc. From Turkic meanings of these words, we can conclude that these are the charactonyms, and this is exactly how they act on the pages of the novel: Ainura and Saule are rivals for Zhan's heart, Zhan himself is the character of the novel, its soul, and the traitor Arman lives a dream and got Zhan's love, giving her a dream – wealth. Some names are literal: for example, Uku is like an owl.

2) geographical names: for example, Tyshkan (“mouse”).

3) national images-realias:

- plants common in the Kazakh steppe: tamarisk and chengel.

- polite greeting in the Kazakh language or calling Father: Assalamalakum!,

Koke.

An important feature of reflecting the mentality of the Kazakh people is the graphic representation of words in the text, which reflect the mental consciousness of the Kazakhs. So, for example, speaking about the respect of women for men, A.Zh. Zhaksylykov introduces the image of a man into the text, naming Him with a capital letter.

Linguocultural aspect

In the linguocultural aspect of the study of these sections of the text consisted in the introduction of the term precedent text, according to the interpretation of Y.N. Karaulov [5] is the text, well-known personality and its wide environment, including predecessors and contemporaries. This may be works of fiction, lyrics of songs, films, advertisements, political and publicistic texts, etc.

In the extracts presented for analysis students, not without the help of leading questions teacher, found the following examples:

The black, poured, blood stone weeps. He dreams of flying like a bird, white [1, p.93] – does not this contrast of stone and bird to the famous quote of Maxim Gorky about the born crawling (in this case lie), which can not fly.

...he flew like a gray wolf across the field of existences and reincarnations, flowed along the tree trunk of existences as a gray and fierce, the general of the damned... The phrase is an obvious reference to “The Tale of Igor’s Campaign”:

“That Boyan, full of wondrous powers,

Starting to the prophetic chant,

Circled the field like a gray wolf,

Soared under a cloud like an eagle,

Spread over the tree as thought” (arranged by N. Zabolotskiy) [8].

One of the dominant symbols in “Dreams of the Damned” is the image of a she-wolf: protecting, punishing, woman, mother, friend, animal, myth, embodiment of the expectations of the protagonist and guide between dreams and reality. She is also a mother goddess: it is known that the blue-eyed she-wolf in the mythology of the Turkic peoples is the ancestor of the Turkic tribes.

In addition to animalistic images, the work mentions the names of gods, prophets, iconic figures of the mythopoetic Turkic-Christian paradigm, powerful enough to arouse a long associative series in the reader’s mind: Messiah, Iblis, Ie, Kabanbay Batyr.

Dream analysis

Oneiropractice. When students make cognitive maps of the acquired knowledge, they learn to compare information from them with new knowledge.

Conclusion

Thus, after reading the first book from “Dreams of the Damned”, mainly the lamentations and cries of the main character addressed to his father, as well as his other dreams and visions, and having a glimpse into the second part, the

students came to the following conclusion:

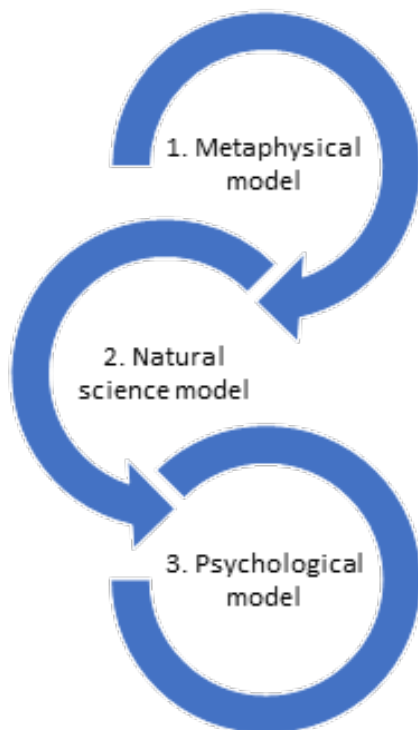


Figure 2 – Dreams in “Dreams of the Damned” book

According to the findings of our students, A.Zh. Zhaksylykov does not use any one dream model. All three, like a snake or a dragon, are intertwined with each other, interact, and that is why the text is so frighteningly multitasking and complex and not understandable the very first time – to understand such a complex novel we need to prepare, acquire knowledge and skills, analytical and literary ones.

Based on the seminars, we can say that the students acquired the following knowledge and skills:

1. Students gained experience in the in-depth analysis of complex artistic texts, which will allow them to understand and interpret more fully and meaningfully the works of Aslan Zhaksylykov and other authors.

2. Participation in the seminars allowed the students to master the methods of using scientific developments and knowledge about oneprocactics to reveal the meaning and depth of texts, as well as to enrich their critical thinking.

3. Students have mastered the skills of analysis of ethnocultural, linguistic and cultural features of texts, which will give them confidence in the study and interpretation of various aspects of artistic works.

4. The acquired competencies will allow students not only to successfully

study the works of Aslan Zhaksylykov, but also to effectively apply their skills in the analysis and interpretation of other texts, expanding their horizons and understanding of world literature.

5. The knowledge and skills acquired at the seminars will help students to deepen their understanding of literary works, develop their creativity and critical thinking, which will open up new opportunities in the study and analysis of artistic texts.

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**КӨРКЕМ МӘТІНДІ ТАЛДАУДА ПСИХОЛОГИЯЛЫҚ ЖӘНЕ
ЛИНГВОМӘДЕНИ БІЛІМДІ ҚОЛДАНУ ТӘЖІРИБЕСІ
(А.Ж. ЖАҚСЫЛЫҚОВТЫҢ «ПОЮЩИЕ КАМНИ» КІТАБЫ
НЕГІЗІНДЕ)**

*Еңсебай Г.Е.¹, Изгереева Д. Ж.², Мезгілбаева З. М.³

*^{1,2,3}эл-Фараби атындағы Қазақ ұлттық университеті
Алматы, Қазақстан

Аңдатпа. Бұл ғылыми мақаланың мақсаты – филолог студенттердің аналитикалық құзыреттіліктерін дамыту үшін көркем мәтінді талдауға шығармашылық көзқарасты қолдануға және өз мамандығының шеңберінен тыс әдебиеттерді оқуға дағдыландыру болып табылады. Зерттеудің негізгі мақсаты – студенттердің аналитикалық және әдеби дағдыларын жетілдіру, сонымен қатар мәтіндегі ұлттық сананың этникалық кодтарын танып, лингвомәдени аспектіге көңіл бөлуге үйрету. Мақалада көркем шығармаларды талдау барысында көркемдік талдау, салыстырмалы талдау және сыни тұрғыдан ойлауды қолдану ұсынылады. Бұл жұмыстың ғылыми жаңалығы оның инновациялық педагогикаға негізделуінде және білім берудегі көркем мәтінді талдаудың әртүрлі нұсқалары үшін студенттердің қызығушылығын тудыратын оқытуға шығармашылық көзқараспен қарауды үйретуде жатыр. Мақаланың теориялық маңыздылығы көркем мәтінді оқыту мен талдаудың жаңа әдіс-тәсілдерін ұсынуда, ал практикалық маңыздылығы бұл әдістерді әртүрлі білім беру контекстінде қолдану мүмкіндігінде. Оқу студенттерге күрделі мәтіндерді талдауға және тиімді дайындалуға, қажетті білім мен дағдыларды алуға, сонымен қатар аналитикалық және әдеби құзыреттіліктерді дамытуға мүмкіндік береді. Әдеби мәтінді талдау кезінде зерттеуге қатысушылар кейіпкерлердің мінез-құлық және мотивациялық аспектілерін талдау үшін психологиялық модельдерді, мәтіндегі этникалық кодтар мен метафораларды ашу үшін лингвомәдени аспектілерді, сондай-ақ қабылдау мен эмоционалдық реакцияларды зерттеудің практикалық әдістерін пайдаланылады. Сонымен қатар мәтіндегі құрылым мен мағыналық байланыстарды талдау үшін когнитивтік карта қолданылды. Зерттеу нәтижесінде студенттер романды түсіну үшін алдын ала дайындалып, тиісті білім мен дағдыларды меңгеру керек. Олардың күрделі мәтіндерді оқу кезінде аналитикалық көзқарас пен әдеби құзыреттіліктің маңыздылығы да аталып өтеді. Бұл мақалада ұсынылған әдістердің тиімділігі мен практикалық маңыздылығын растайды. Зерттеу психологиялық, лингвомәдени және онейропрактикалық білімдерді пайдалану көркем шығармаларды неғұрлым толық және терең талдауға, мәтінді түсінуге және лингвомәдени ерекшеліктерді ашуға мүмкіндік беретінін көрсетті. Бұл филология студенттеріне әдебиеттану және мәдени лингвистика саласындағы дағдыларды дамытуға септігін тигізеді.

Тірек сөздер: онейропрактика, метафизикалық модель, жаратылыстану моделі, психологиялық модель, когнитивтік карта, кейс мәтіні, тілдік-мәдени ерекшеліктері, этникалық код

**ОПЫТ ИСПОЛЬЗОВАНИЯ ПСИХОЛОГИЧЕСКИХ И
ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИХ ЗНАНИЙ В АНАЛИЗЕ
ХУДОЖЕСТВЕННОГО ТЕКСТА (НА ПРИМЕРЕ КНИГИ А.Ж.
ЖАКСЫЛЫКОВА «ПОЮЩИЕ КАМНИ»)**

*Еңсебай Г.Е.¹, Изгереева Д. Ж.², Мезгильбаева З. М.³

*^{1,2,3}Казахский национальный университет имени аль-Фараби
Алматы, Казахстан

Аннотация. Цель данной научной статьи заключается в обучении студентов-филологов применять креативный подход к анализу художественного текста и изучать литературу вне рамок своей специальности для развития аналитических компетенций. В данной статье на основе проведенных исследований автором предлагается изучение литературы постмодернизма. Основной целью исследования является повышение аналитических и литературоведческих навыков у студентов, а также обучение умению распознавать этнические коды национального сознания в тексте и обращать внимание на лингвокультурологический аспект. В статье предлагается использование художественного анализа, сопоставительного анализа и критического мышления в процессе анализа художественных произведений. Научная новизна данной работы заключается в ее основании на новаторской педагогике и креативном подходе к обучению, что представляет интерес для различных видов анализа в образовании. Теоретическое значение статьи заключается в предоставлении новых методов обучения и анализа художественных текстов, а практическое значение состоит в возможности применения этих методов в различных образовательных контекстах. Исследование позволяет студентам эффективнее подготовиться к анализу сложных текстов, приобрести необходимые знания и умения, а также развить аналитические и литературоведческие компетенции. При анализе художественного текста участники исследования использовали психологические модели для анализа поведенческих и мотивационных аспектов персонажей, лингвокультурологические аспекты для раскрытия этнических кодов и метафор в тексте, а также онейропрактические методы для изучения восприятия и эмоциональных реакций на текст. Кроме того, использовалось когнитивное картирование для анализа структуры и смысловых связей в тексте. В результате исследования студенты подтвердили, что для понимания подобного романа необходимо предварительно подготовиться, приобрести соответствующие знания и умения. Они выделили важность аналитического подхода и литературоведческих компетенций при считывании сложных

текстов. Это подтверждает эффективность и практическую значимость методов, предложенных в статье. Исследование показало, что использование психологических, лингвокультурологических и онейропрактических знаний позволяет более полно и глубоко анализировать художественные произведения, обнаруживая значимые детали и лингвокультурные особенности. Это помогает студентам-филологам развивать навыки и компетенции в области литературоведения и лингвокультурологии.

Ключевые слова: онейропрактика, метафизическая модель, естественнонаучная модель, психологическая модель, когнитивное картирование, прецедентный текст, лингвокультурные особенности, этнический код

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Information about the authors:

Yengsebay Gulnaz – PhD student, al-Farabi Kazakh National University, Almaty, Kazakhstan, e-mail: gulnazensebay@gmail.com

Izgereyeva Diana Zhenisqyzy – магистрант, al-Farabi Kazakh National University, Almaty, Kazakhstan, e-mail: dizgeri@bk.ru

Mezglilbayeva Zere Muhammedovna – doctoral student, al-Farabi Kazakh National University, Almaty, Kazakhstan, e-mail: mzere@mail.ru

Авторлар туралы мәлімет:

Еңсебай Гульназ Ерболқызы – PhD докторант, әл-Фараби атындағы Қазақ ұлттық университеті, Алматы, Қазақстан, e-mail: gulnazensebay@gmail.com

Изгереева Диана Жеңісқызы – магистрант, әл-Фараби атындағы Қазақ ұлттық университеті, Алматы, Қазақстан, e-mail: dizgeri@bk.ru

Мезгілбаева Зере Мухамедқызы – докторант, әл-Фараби атындағы Қазақ ұлттық университеті, Алматы, Қазақстан, e-mail: mzere@mail.ru

Информация об авторах:

Енсебай Гульназ Ерболовна – докторант PhD, Казахский национальный университет имени аль-Фараби, Алматы, Казахстан, e-mail: gulnazensebay@gmail.com

Изгереева Диана – магистрант, Казахский национальный университет имени аль-Фараби, e-mail: dizgeri@bk.ru

Мезгильбаева Зере Мухаммедовна – докторант, Казахский национальный университет имени аль-Фараби, Алматы, Казахстан, e-mail: mzere@mail.ru