

## ABSTRACT

**on PhD thesis submitted in fulfillment of the requirements  
in specialty 6D011700 – Kazakh language and literature  
titled «Linguoecology of the Kazakh-speaking media space: theoretical and  
methodological foundations»  
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**Topicality of the research.** The main object of linguoecology is the interaction of language and the environment. While the external environment affects language through society, language as a central component of the human psychosphere affects society as a whole and the individual, the moral and spiritual level of society at a certain stage.

Therefore, the actual problem of the linguoecology of the Kazakh language today is the relationship between the media space and the person. For these relationships to be safe, members of the public need to master the culture of media consumption and linguoecological knowledge. Because the language environment must be safe for humans. A safe linguistic environment is a lingosphere that is not polluted by aggressive bioenergetics, in vulgar words, clean, optimal for the functioning and natural development of language and speech, the formation and constant development of a linguistic personality. A safe linguistic environment is created by conscientious linguists. Therefore, the relevance of the study is determined by the need to study the linguoecological state of the language of the media space and to develop a methodology for the formation and development of the emotive competence of linguistic personalities on the basis of linguoecological knowledge.

**The aim of the research** is to develop a scientifically based methodology for the formation of the emotive competence of students, in order to identify the main linguoecological problems and their solution, through a comprehensive linguoecological analysis of the modern Kazakh-speaking media space.

**The object of the research** is linguoecological phenomena in the Kazakh-speaking media space, affecting the language and speakers.

**The subject of the research** is linguoecological knowledge that provides the linguoecological state of the Kazakh-speaking media space and its ecology.

**Research objectives:**

- to study modern research in the field of linguoecology, describe their achievements and directions of development;
- to substantiate the subject theory of linguoecology in Kazakh linguistics;
- to give a definition to the concept of media space within the framework of this study, to identify its place in the lingosphere;
- to establish and analyze the media space from the position of the linguoecological dimension based on the materials of its main elements - online media and social networks;

- to determine the meaning, content, structure of emotive competence, to distinguish it from emotional intelligence;
- to develop a methodology for the formation of emotive competence.

**Research methods.** During the research, the following methods were used: analysis, description, comparison, sorting, collection (in the development of theoretical materials); linguoecological monitoring (when determining the information balance in news headings); content analysis (when analyzing the content of programs, news texts, linguistic units, allowing to identify negativity and linguistic aggression); intent analysis (when analyzing the content of posts and comments of opinion leaders), statistical analysis (when analyzing the quantitative data of store names); survey, testing, observation, evaluation, experimentation, quantitative and qualitative analysis, diagnostic methods (when conducting an experiment).

**The scientific novelty:**

- the concept of linguoecology has been delimited from ecolinguistics, linguistic culture, the scientific substantiation of linguoecology has been approved;
- a comprehensive linguoecological analysis of the Kazakh-speaking media space and linguoecological monitoring of TV channels were carried out;
- identified the main linguoecological problems of the Kazakh-speaking media space, which were analyzed in the context of the models «language↔human», «human↔human», «language↔language»;
- the importance of linguoecological education is determined, including the formation of the emotive competence of students;
- the concept of «emotive competence» was proposed, the structure, content and functions of emotive competence were identified and substantiated;
- a three-stage technology for the formation and development of emotive competence has been developed, an experimental experience of this technology for efficiency has been carried out.

**Justification of the novelty and importance of the results obtained.**

The first result is new, since linguoecology is demarcated from ecolinguistics, linguistic culture and its substantive substantiation is determined. The theoretical and practical materials collected over the long history of the development of linguoecology, comprehensive theoretical and methodological research, various conflicting views are analyzed, and the status of linguoecology among the humanities and linguistic disciplines is scientifically substantiated.

The second result is new, since the media has been studied from a new spatial point of view, and for the first time a linguoecological monitoring of TV channels has been carried out. The monitoring results show that the media space is filled with negative messages about bloody events, violence, human physiological needs (food, physiological disorders, physical desires), negative emotions (fear, hatred, etc.).

The third result is new, since linguoecological problems in the media space are analyzed in the context of «language↔human», «human↔human», «language↔language» models to determine the ecological characteristics of complex phenomena, such as communicative, textual, informational environment

and revealed the influence of media technologies on the psyche and consciousness of the individual, socio-cultural processes in society.

The fourth result is new, since negatively charged words in the media space create aggressive texts in the information environment of a modern person, in the information and linguistic space of life, narrowing the linguistic consciousness of people and forming a negative linguistic image of the world. Various linguistic mechanisms that destroy the mechanisms of the ecology of language and humans have been studied, such as manipulation of linguistic consciousness, psychophysiological changes in the human body, distortion of reality, the spread of negative messages that lead to emotional «collapse», which determines the importance of linguoecological education and the formation of emotive competence.

The fifth result is new, since the content of emotive competence has been formulated from a linguoecological point of view. Emotive competence - knowledge of emotions, their functions, the emotional fund of one's language (and other languages), means of nominations, expression and description of one's emotional state in the process of communication, taking into account the language worldview of a partner, maintaining emotional equality in communication; a set of knowledge, skills and abilities to mitigate linguistic aggression, maintain emotional tolerance, overcome conflicts, reduce the emotional tone of negative information.

The sixth result is new, since a three-stage author's technology for the formation and development of emotive competence is proposed. The first stage of training is aimed at presenting the lexico-phraseological basis of the emotional concept. Implements a set of methods for semantization and application of emotional lexical and phraseological units in students' speech. The second stage of training – the exercises – is aimed at strengthening the lexical and phraseological base of the emotional concept in the memory of students. In addition, this stage gives students an understanding of the role of lexical and phraseological units of emotional concepts in emotional communication. The third stage of training – application – is aimed at using the lexical and phraseological base of the emotional concept in various situations of emotional communication, including with the aim of influencing the emotional speech of a partner.

#### **Statements for the defense:**

1. Linguoecology and ecolinguistics – the names of disciplines related to different branches of science (linguoecology to ecology, ecolinguistics to linguistics), which have their own individual forms and research goals.

2. The subject of linguoecology is aimed at a person and, thus, affects social and cultural norms or the violation of these norms in speech. Therefore, her task is to diagnose the current state of the language, with the aim of preserving, rehabilitating and reviving damaged linguistic components and phenomena, studying the linguistic personality as a carrier and creator of speech and communicative functions, directing her efforts towards the formation of a positive bioenergetic field and the image of humanistic, environmental thinking.

3. The media space is the main digital ecosystem, in which the boundaries of the movement of information and communication links are blurred in the context of technogenic civilization and information globalization, in which cultural codes and

information are produced, aestheticized and broadcast based on ideological, emotional and even subconscious expectations of the audience.

4. Negativism in the media space is capable of increasing the density of the negative tissue of texts, thereby intensifying the state of internal discomfort, stress, anxiety and anxiety, and causing psychological and physical disorders. With regular repetition, these mechanisms are able to increase individual and group aggression, leading to the loss of positive values.

5 Emotional competence is a set of emotional knowledge, skills and abilities that a person understands in emotions and their functions, character, names, emotional semantics of linguistic units, emotional valence of linguistic symbols, develops in the process of speech and provides effective social communication.

**The practical significance** of the work is due to the possibility of using the obtained results and conclusions when conducting special seminars and scientific courses, such as «Linguoecology », «Language culture», «Culture of the word», «Pragmalinguistics», «Language of the media» in higher educational institutions, to a certain extent provides direction for research in this area. The research results contribute to the establishment of the substantive substantiation of the linguoecology of the Kazakh language, the systematization of the conceptual and terminological space, the development of emotive, communicative, ethical, pedagogical directions of linguoecology; can be used in the process of writing textbooks, solving theoretical and applied problems for the formation of professional and communicative competencies of future linguists, improving the theory of pedagogy, methods of teaching the Kazakh language.

The personal contribution of the PhD student consists in the independent organization and implementation of all stages of the research, namely, in obtaining initial empirical data, their analysis and generalization, in carrying out linguoecological analysis and linguoecological monitoring, in determining the basic theoretical provisions of the dissertation and developing a methodology for the formation of emotive competence, in the implementation of experimental - experimental testing of the developed technique, in the processing and interpretation of experimental data, in the preparation of publications on the topic of research and testing of its results in other forms.

**Approbation of the thesis outcomes.** The main provisions and results of the dissertation work are set out in 13 publications, including 1 in an international scientific publication included in the Scopus database, 3 in publications recommended by the Control Committee in the field of Education and Science of the Republic of Kazakhstan (Ministry of Education and Science of Kazakhstan), 9 – in collections of international scientific conferences, also approved at an expanded meeting of the Department of Kazakh Linguistics of the ENU named after L.N. Gumilyov.

**Volume and structure of the thesis.** The dissertation work is presented on 163 pages. The work consists of an introduction, a main part, including 3 sections, a conclusion, a list of used literature and applications.