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Search and experience of forming the language potential of schoolchildren

This article explores the theoretical foundations and practical strategies for developing the linguistic personality and language potential of schoolchildren in the modern educational environment. The study is based on the analysis of scientific works in the fields of linguistics, pedagogy, and psychology. The authors systematize the components and stages of linguistic development and emphasize the role of national-cultural values, precedent texts, and creative assignments. Innovative educational technologies are proposed as an effective tool for stimulating students' creativity, critical thinking, and cognitive skills. Special attention is given to the design of experimental tasks that encourage an independent construction of knowledge, integration of linguistic and cultural elements, and active participation in learning processes. Methods of comparison, systematization, and generalization were employed to verify the practical relevance of the proposed approach. The results of experimental work confirm that the structured use of precedent texts and national-cultural elements significantly enhances students' ability to express their individual linguistic identity. The article concludes with practical recommendations for applying the obtained results in school language education. The findings contribute to the ongoing efforts to modernize language teaching and promote students' self-development and self-realization through linguistic education.

Keywords: language personality, language learning, language competencies, personal potential, school experience, upbringing, independent search, functional literacy.

Introduction

In the context of globalization, considering the future of a nation's language and assuming responsibility for its vitality are essential. Language plays a central role in shaping national identity. A person who knows their native language well and has internalized its values is also better prepared to understand and engage with the values of other languages. This foundation is primarily built in the school environment. Therefore, the development of language education — adapted to the demands and changes of the time — remains a consistently relevant issue.

The linguistic personality is a consumer of both national culture and national language. The scientist N. Uali noted that "the language consumer possesses linguistic competences, communicative competences, as well as cultural-linguistic competences. And cultural-linguistic competence is the acquisition by a linguistic person of the appropriate cultural semantics, significance in the perception of speech (writing) and spoken (written) word" [1]. Formation of linguistic personality in the process of teaching Kazakh language is one of the main tasks of the unified pedagogical process. Consequently, productive realization of this goal, systematic organization of teaching and learning process depends on the knowledge and qualification of the subject teacher.

Modern education gives priority to independent search, introducing the student to independent learning, rather than relying solely on ready-made sources of knowledge. In the process of language teaching, the natural unity of the processes of learning, upbringing, education and development is realized. Due to the fact that the source of knowledge is mainly transmitted through discipline, mastering the Kazakh language at the modern level is an important nuance. Accordingly, it is necessary to create conditions for the learner to assimilate the learning material taking into account pedagogical and psychological requirements in the system of teaching. This is carried out through informational, educational, developmental, axiological planning, systematization and adaptation to the social environment of the activities of the pedagogical process during the teaching of the discipline. These functions play a huge role in the formation of the potential of a linguistic

personality, activation of participation in activities and are implemented in the conditions of a single, complex pedagogical process.

Speaking about the problem and the essence of the unity of the pedagogical process, B.T. Likhachev and I.P. Podlasyi note that it is a process of interaction between teacher and student, aimed at changing the personality of the student, and scientist N.D. Khmel, forming the theory of a unified pedagogical process in Kazakhstan, also characterizes it as a result of conscious activity of subjects [2], [3], [4]. It includes such components, such as purposefulness, duality, holistic content, methods, forms, teacher's actions, student's actions, which are the main features of a holistic pedagogical process (Fig. 1).
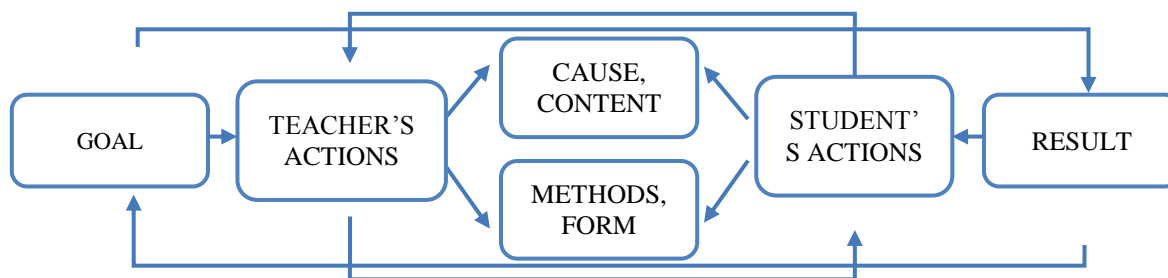
Figure 1. Scheme of holistic pedagogical components.

Formation, development of linguistic personality in the course of a single pedagogical process is associated with the resolution of objective and subjective contradictions. We see the inconsistency of requirements and opportunities, incompatibility of activity and social situation, the complexity of social life, insufficient experience of the child and the contradictions between the needs of society and the needs of the individual and similar objective contradictions and the lack of ensuring the integrity of education and training, mass-counterproductive organization of the creativity of the individual and the pedagogical process, strongly noticeable subjective contradictions between the development of humanitarian education and the technicalization of the pedagogical process. Taking into account that in the period of teaching Kazakh language these contradictions serve as the driving force, it is necessary to plan the goals and directions of work on the formation of modern linguistic personality. It is also worth knowing the factors that shape language personality (Fig. 2).
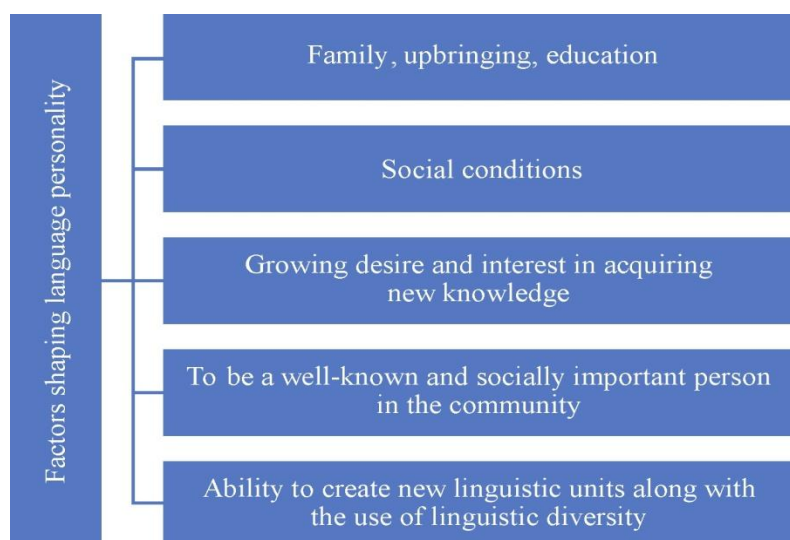
Figure 2. Factors shaping language personality

Figure demonstrates, that through cognition, developmental environment, life experience, linguistic continuity, specific (linguocognitive, anthropocentric, linguopsychological, etc.) sources of linguistic knowledge begin to form in the personality. The beginning of the formation of personality as a linguistic personality is traced in communicative, creative activity inherent only in its beginning, unique individuality,

distinctive thought and originality of its capabilities, etc. It continues to develop and distinguish itself from individual.

Researchers connect the integrity of "text-formation — text — perceiver" with the concepts of "linguistic integrity" and "linguistic image" in an artistic work, emphasizing that the "artistic world" and "figurative language" of an artistic work are formed this way. And we study and analyse the results and research process of the formation of linguistic personal potential in the course of the discipline.

Methods and materials

Language is a spiritual code reflecting the specificity of the nation. "The main condition for modernization of a new (education) type is the ability to observe this national code" [5]. It is true that the national code originates both in the literature of the nation and the culture of the nation, in the mentality that defines the identity of the nation. Recognition of the individual as a phenomenon of the nation is served by a set of concepts of virtue, honesty, morality, duty, culture, intelligence, reasonableness, etc., imbued with the national values of a conscious being.

Zh.B. Ermekova emphasized that "the introduction of the category of "linguistic personality" into linguistics allowed to fill the concept of "personality" with new content, to leave the sphere of structural-functional aspect of language study behind and to focus on anthropological linguistics, closely related to consciousness, thought and spiritual activity of man" [6]. Indeed, it is man who forms and introduces new elements into language, creates a new product as a "text-maker". We have the right to call him a writer, representing only creative works, not recognizing it as a property common to the creator, but inherent of a scientist, giving reasonable ideas about this or that phenomenon, and a qualified specialist, able to express a new opinion in the public, social environment or to advanced people. "According to three components of communicative universal educational activities, we carried out diagnostics in three directions: I direction: assessment of communicative-speech actions to transfer information and display the subject content and conditions of activity (communication as a prerequisite for internalization). II direction: assessment of communicative actions aimed at organizing and implementing cooperation (communication as cooperation). III direction: assessment of communicative actions aimed at taking into account the position of the interlocutor or partner in activities (communication as interaction)" [7].

The process of language personality formation is complex: along with the development of skills in cognition, study, analysis, understanding, practice, application, and evaluation, there are high requirements for critical, logical and creative thinking skills. Language personality is a modern professional soul, able to process information and data, to study and differentiate the connections of events, phenomena, to present "own product". "Education is the basic competence of students, such as the general cultural, personal and cognitive development, the ability to learn to form a personality" [8]. Review, article, labor, etc. "creative product" offered as knowledge and experience, with a fresh character, novelty, with which the past, present and future are connected, becomes the core of research, as well as the driving force in the development of creativity in speech activity.

Speech activity is one of the objects of research in the field of pedagogy, psychology, linguistics. Scientists interpret speech behaviour as the transmission of a certain message, thought, information, the function of transmission to the listener and as a unified whole of language and speech. Through speech behaviour, the learner establishes a relationship with his or her environment, reflects and reasons about what he or she is saying. From this simple step, the ability to perceive and generate texts characteristic of the linguistic personality begins to take some shape. The learner's perception of the content of the text, its generalization in the process of uttering a thought, becomes more and more complex as the scope expands. This process is filled with depth and specificity of reflection of reality, accuracy of thought and direction to a specific goal.

In European linguistics, this theory goes back to the works of W. Humboldt, I.A. Baudouin de Courtenay, F.de Saussure, etc., based on the nature of language, the relationship between language and speech, the language of the individual and the collective, or "a person educated by language," as expressed by Y.L. Weisgerber, who first formulated the problem of linguistic personality in a scientific context [9]. V.A. Maslova associates the first turn to linguistic personality with the name of the German scientist Y.L. Weisgerber, and in Russian linguistics the first step through the personality of the author and the personality of the hero was made by V.V. Vinogradov [10]. The term "linguistic personality" was clarified and introduced into science in 1982 at the VI International Congress of International Association Of Teachers Of Russian Language And Literature (MAPRYAL) by academician Yu.N. Karaulov [11]. He generalized and supplemented the concept of "linguistic personality" considered in the works of V.V. Vinogradov and G.I. Bogin from the point of view of scientific approaches to the theory of linguistic personality [12; 43].

The purposeful activity of a linguistic personality is a contribution to the development of not only national culture, but the whole human culture. This issue in recent years has become the main goal of scholars not only in the formation of personality, the development of its creative abilities, but also in the evaluation of the national heritage and its presentation for the benefit of the future.

It is especially important to form students' experience of participation in social life, to orient them in the pedagogical process to master many types of independent activities in extracurricular time, to organize, control and guide the processes of self-improvement. Organization of the pedagogical process aims at:

development of personal adaptation skills in the framework of the social system;

practical study of the problems of a linguistic personality ability forming in school conditions;

involvement of students in creative work through active participation in the pedagogical process, expanding their opportunities, etc.

Clarification of the directions of work and conducting the pedagogical process based on the specified features will allow to form a personality. This reflects the nature of the unity of the pedagogical process:

adaptation of personality to the social environment in the pedagogical process is connected with the activity of exchange of actions in the creative environment;

orientation to creativity contributes to faster assimilation, understanding of the ways of different types of activity, formation of the subject of activity in the pedagogical process and availability of goals and results in the pedagogical process;

the basis of the pedagogical process is integrative and effective in the development of own qualities based on integrated knowledge and experience.

It is advisable to consider 4 elements of social experience: knowledge; experience of activity (implementation); experience of creative activity; application of knowledge, experience and evaluation of emotional and value attitudes in achieving the result. As an example of this, a linguistic personality continuously expands its knowledge and remains in constant pursuit of new understanding. It assimilates the life experiences of previous generations and acquired material, overcoming challenges and shortcomings through creative exploration. This process unlocks new possibilities, establishes fresh directions for inquiry, and enables effective engagement with emerging information. The reality is that a person who embodies these qualities, alongside theoretical knowledge, cultivates a rich personality culture and engages in conscious actions that elevate them to the level of a linguistic personality. That person not only recognizes the struggle of morality, love for country and culture, good and right, right and wrong, but also thinks critically, analyses and generalizes it, draws his own conclusions and shows determination as a person. This process focuses on knowing, understanding, interpreting the personality and its conscious analysis, meaningful reasoning, becoming a recognizable personality in terms of intellectual awareness (IQ) and emotional values (EQ), practicality (PQ) based on learned knowledge. Person's linguistic personality shapes culture and self-consciousness and whole being. These are:

a person knows that every new information is related to other sources of knowledge;

is able to distinguish informational significance and current issues in any field of knowledge;

systematicity examines the structural relationship and continuity of the internal part of the topic, problem, or situation under consideration;

and realizes own responsibility for processing information, creating an expressed thought, and presenting it as own solution, participation in the formed text.

This goal, placing great responsibility on students, requires the identification of productive approaches and directions of training and education. In the course of work, we widely used methods, techniques of the program of critical thinking through problem-based learning, writing, and thinking in combination with information and communication technologies on the problem of formation of abilities and qualities of language personality. These technologies were chosen purposefully and contributed to achieving the expected results. In particular, informational technology, which is a set of methods and means used to collect, store, process and disseminate information, stimulates students' interest, creating spreadsheets, creating modelling programs, which is a great opportunity to familiarize the language personality with the "product of own thought".

The works of outstanding personalities in the history of the nation, scientists of linguistics and other figures of education contribute to the formation of the attitude to the nation. The development of the personality of person's cognition based on the worldview of the nation is the basis for the formation of linguistic consciousness and inner spiritual potential. "Students demonstrate social and interpersonal skills by interacting with a classmate. This process occurs when the teacher establishes mutual trust and friendship with stu-

dents through language and language communication, when it is possible to communicate spiritually with them" [13].

The methods of comparison, analysis, systematization, and generalization were used as the basis for the research of these ideas in scientific aspect.

Results and Discussion

The issue of students' personal linguistic potential formation in general education schools is a topical issue that does not leave the respective agenda. It does not deviate from the requirements of scientific research in this direction. For example:

1) Study of the language psychology, crossword puzzle and speech activity in normal and altered state of consciousness, which is affecting the student on the basis of task texts (from the point of view of psycholinguistics);

2) Systematic implementation of the language learning activities in the process of teaching and learning, control, analyse the result (from the point of view of linguodidactics);

3) Realization of the directions of work through deepening the student's source of linguistic knowledge with the study of the language of fiction, the development of cognitive skills, the use of linguistic values (from the philological point of view).

Realization of the necessary endeavors directions in the educational process at school, the achievement of the predicted result assumes the unity of education and upbringing, while the learning process depends on the peculiarities of the methodology of choosing effective methods and techniques. This determines the purpose, content, conceptual foundations of learning and teaching methodology of teaching discipline, obtains reliable, accurate, systematized information about pedagogical processes and particulars (diagnostics, monitoring, etc.). Methodology is a set of principles and approaches to the organization and construction of theoretical and practical activities. It includes the tasks of mastering important primary, basic sources of knowledge (theories, concepts, assumptions, etc.) Within the framework of humanitarian education, methodology fosters the ability to effectively apply acquired knowledge to enhance practical outcomes. This, consequently, provides an opportunity to increase the cognitive and creative activity of the student and formulate the idea through critical thinking.

Importance in the formation of linguistic personality is mostly defined by cognition and creativity. A person, embodied in his cognition, derives the stored information through language and is responsible for its form. Cognition is constantly evolving. "The information arising in consciousness by means of external influences is supplemented by the empiric experience of man. In addition, ontological passages of the world arise in the simplest image of the world reflected in language. For example, metaphorization of thought is a basic mental action, a way of knowing and expressing the world" [14]. Based on cognition, experience and creativity, person can develop new application skills. Cognitive activity makes a student able not only to work on a task, but also to develop and to improve his abilities in accordance with external influences and internal needs. A linguistic personality, adept in the methodologies and cultural aspects of task execution, can actively enhance logical and creative thinking, as well as personal competencies. This includes analyzing information gathered through reading, engaging in conversations, or attentive listening. Moreover, within the framework of critical thinking, such an individual can evaluate the accuracy or inaccuracy of their opinions and positions, substantiate them with arguments, and exhibit rationality in verbal expression.

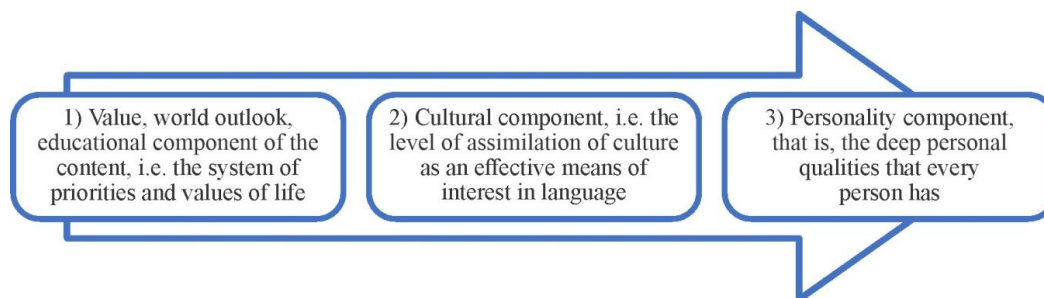V.A. Maslova presented the components of linguistic personality as follows (Fig. 3) [15].

Figure 3. Components of linguistic personality

Formation of the potential of a linguistic personality is realized through its metaactivity, metacognition mastering the methods and techniques of assimilating new information. Metaknowledge is considered in

connection with metacognition. In her article, K.B. Zhanadilova, noting that academic knowledge, functional skills, personal relationships and competencies are not enough to prepare the learner for life, emphasizes the need for a new qualitative meta-cognition and meta-cognition for the organization of the learning process in the renewed content of education and preparation of the learner for life [16]. Her opinion that "knowledgeable person" should be replaced by "creatively thinking, acting, self-developing" is especially important. According to the studies of foreign scientists, metacompetence is a practical ability necessary for solving life tasks [17]. Metacompetence is referred to the class of "flexible" skills (soft skills), emphasizing that it is a source of opportunities for the development of abilities to adapt to the environment, making non-standard decisions in emerging situations, etc. H. Schaeper notes that "soft skills or flexible skills" include a mixed form of thinking, professional thinking, creativity, empathy, emotional intelligence, and concentration management; flexibility and predisposition, attitude to development (mindfulness, mental growth) [18].

Samples of assignments in Kazakh language of schoolchildren will be aimed at developing the potential of the individual, pursuing the development of the abovementioned skills. For example, if we take the assignment for the 5th grade, the final evaluation on the section "Animal World and Plant World. Vocabulary", it is obvious that the very system of conveying the topic is based on the skills of working with information along with linguistics. The assigned learning objective: 5.4.4.1 use derived words formed by suffixes and compound words in oral and written speech; 5.4.3.1 use homonyms, antonyms, synonyms according to artistic features; 5.3.4.1 talk about or describe a familiar person, a particular address, and an event, maintaining the introductory, main, concluding sections of an essay. In assignment 1, which includes reading, writing skills, suggested tasks in accordance with the learning objectives, it is necessary to find and emphasize derivative and compound words from texts A and B. The task is presented in Table 1 below.

T a b l e   1

Task 1. Find and underline derived and complex words in the given texts

Text A	Text B
Grandpa paints well, he has several kinds of self-portraits, all excellent provenance. You come to find a picture on the pages of every notebook. Not to mention there are few sketches, story drawings too, that are worthy of attention of expert artists themselves. Inside the large black sketchbook — full of carvings. Subtle patterns that do not repeat each other, like the magic pictures I used to make on the windowpane as a child. It is a kind of beauty and ingenuity that comes from the nature and the things it has created. To this day I am surprised: my grandfather never looked at the carving in front of him, did not even think of creating something original, he just used to speak about something and worked with scissors. (Z. Akhmetova "Shuaqty kunder (Sunny days)"	Saturday and Sunday are ahead — two days off. Batyrkhan took his relatives to Medeu, Koktobe, and walked around Almaty a lot. This Alatau foothills, untouched by household animals, was very much liked by his brother Baibol. When he saw the dense fir-trees covered with greenery, rows of birches and a swaying green glade, his eyes became calm. - "Oh, what a place we have here! It is not in vain they say that "Zhetisu is the beauty of all lands." What rivers in the gorges, which roar thunder! — And no matter how many animals grazed here, the richness of this greenery would be enough for everyone," he said, staring into eyes.

Assignment 2 requires compound words to be sorted into groups.

Әке-шеше (ake-sheshe), шаңсорғыш (shansorgysh), итмұрын (itmuryn), ҚазҰПУ (KazUPU), отыз екі (otyz eki), км (km), АҚШ (AKSH), тырс-тырс (tyrs-tyrs), үлкенді-кішілі (ulkendi-kishili), Екібастұз (Ekibastuz), ағайын-туыс (agaiyn-tuys), жаттап отыр (zhattap otyr), жалт-жұлт (zhalt-zhult), ҰБТ (UBT), ақ сақалды (ak sakaldy), дм (dm), Республика сарайы (Respublika saraiy), Жайлаукөл (Zhailaukol), мүйізтұмсық (muiiztumsyk), жарқ-жұрқ (zhark-zhurk). The task is presented in Table 2 below.

T a b l e   2

Task 2-Grouping complex words

Біріккен сөздер (Compound words)	Қысқарған сөздер (Abbreviations)	Қос сөздер (Joined with hyphen)	Тіркескен сөздер (Paired words)

On the Assignment 3 it is necessary to add one more word to the list of given words (mind, country, dance, mood, mountain, clean, foal, good) to create compound words. During Assignment 4, it is necessary to find homonyms, synonyms to the given sentences.

The following sentences are provided for the assignment (see Table 3):

- Бетіндегі күлкі, қуаныш ізі тез арада ғайып болды (The smile on the face and the trace of joy quickly disappeared).

- Әжемнің жүзінен ерекше сұс аңғарғандай болдым (It seemed to me that there was some special hint on my grandmother's face).

- Ашулы түрімнен қаймықты (My angry expression made him coward back).

- Енді алғашқы үзілісте ойын жаңа қызған (Now at the first break, the game only heats up).

- Оларға жаңа үйдің жаны толған қызық (They want this house to be filled).

- Арық бойларын мөлдір су қуалап, күн көзімен жалтылдап ойнай бастады (The river began to play with clear water, reflecting the rays of the sun).

- Аман аппақ, құдай арық бала (Aman is a white, skinny boy).

T a b l e 3

Task 3. Find homonyms, synonyms in the text

Homonym	Synonym

As a part of our research, we designed the tasks in such way that they integrate the development of students' language, cognitive, and personal competencies. The practical implementation of these tasks in an educational setting is carried out through active and creative forms of work that focus on independent reflection and the creative processing of linguistic material.

First and foremost, the tasks aim to foster creativity, as they involve the creation of original texts based on pre-existing expressions (proverbs, aphorisms) and their interpretation in contemporary communicative contexts. Students are also required to write essays, short stories, and other compositions utilizing specified lexical and semantic structures.

Secondly, the development of critical thinking is ensured through tasks that involve the comparative analysis of cultural concepts, identification of various interpretations of proverbs in native and studied languages, formulation of questions for the text, argumentation of one's own position, and identification of subtexts and hidden meanings.

Thirdly, students' cognitive skills are enhanced through tasks that require logical construction of spoken utterances, generalization and systematization of linguistic phenomena, classification of lexical units into thematic groups, and building models of linguistic concepts such as "Linguistic personality" and "precedent texts".

To make the learning experience more engaging and enjoyable, we have employed various forms of work that also contribute to the development of their research, creativity, and critical thinking skills. These include:

- Project assignments, such as the preparation of mini-projects on topic "Proverbs as a Mirror of Culture";

- Game forms: creation of "linguistic quests" where students reconstruct the meaning of previous texts based on clues;

- Role-playing games: staging dialogues where certain proverbs or aphorisms must be used in speech;

- Debates: defending different points of view while using precedent expressions;

- Creation of posters or presentations on national and cultural values from linguistic perspective.

Writing an essay with a volume of 80–100 words, observing the structure, choosing one of the two topics given in Task 4.

1. One of the things that is dear to human beings and cannot be reclaimed is time. And wasting time is like wasting life. Organize your thoughts and write an essay on the topic "Time is a precious treasure".

2. Animals and plants occupy a distinctive life in the life of mankind. We know that everything is a particle of nature, in close contact with each other. Collect your knowledge, information about nature and animals, write an essay on the topic "Our duty to protect nature."

Scoring table. Evaluation criterion (Table 4).

Task 4. Scoring table. Evaluation criterion

Task №	Descriptor	Score
	Learner	
1	Picks derived words from text A	2
	Picks compound words from text B	2
2	Collects compound words into groups	4
3	Forms a compund word by adding some word to given ones	8
4	Finds homonyms	2
	Finds synonyms	2
5	Picked one topic and wrote an essay, maintaining structure	10
Total		30

As we can see, the content of the thematic part and the tasks are oriented to increase the level of meta-subjectivity, based on the learner's ability to apply knowledge in practice in accordance with the requirements of the knowledge test, on the manifestation of competence and the level of assimilation of interdisciplinary sources of knowledge when analyzing information. It is evident that building a learner's flexibility and competence not only in working with information but also in using it as needed, literacy in utilizing their capabilities over time contributes to improving their linguistic potential. Speaking about the fact that in the process of working with information it is useless to simply memorize it and it is necessary to master new ways of working with information, K. Zhanadilova wrote about the formation of information competence that "information received by a person throughout his life is received and processed by a modern person only for 1 month. In the world information doubles every two years." [16].

Pupils of 8th grades and ChatGPT, which can analyze different data, were offered the task of linguistic analysis of the translation of the poem "Mountain peaks are sleeping in the night" by the poet Abai Qunanbaiuly. The task is presented in Table 5 below.

Task 4. Language analysis of Abai's translation poem "Mountain peaks are sleeping in the night"

J.W. Goethe (original)	Abai Qunanbaiuly (kazakh)	M.Y. Lermontov (russian)
Uber allen Gipfeln ist Ruh' In allen Wipfeln Spurest du Kaum einen Hauch, Die Voegelein schweigen im Walde. Warte nur, balde Ruhest du auch.	Қараңғы түнде тау қалғып, Ұйқыға кетер балбырап, Даланы жым-жырт, дел-сал қып, Түн басады салбырап. Шаң шығармас жол-дағы, Сілкіне алмас жапырақ. Тыншығарсың сен-дағы, Сабыр қылсаң азырақ.	Горные вершины Спят во тьме ночной; Тихие долины Полны свежей мглой; Не пылит дорога, Не дрожат листы. Подожди немного, Отдохнешь и ты.

The work is performed according to the terms of the assignment. Results are analysed. We have identified the peculiarities of personality and artificial intelligence functioning. The task is presented in Table 6 below.

Features of the functioning of personality and artificial intelligence

Students' work steps	AI's work steps
Students, depending on their interest, first of all, made a table like the one above, familiarized themselves with the translation by Lermontov and the original work by Goethe. Divided into groups, they discussed the content of the poem in their groups and shared their opinions. Final thoughts were presented to other groups. A complete morphological, lexical, syntactic analysis was performed. They formulated their thoughts on the peculiarity of the Abai language, figurative linguistic coloring in comparison with the original. Argumented their words according to the rules.	Having received the terms of the task, the ChatGPT immediately wrote the answer: Let us conduct a linguistic analysis of Abai's work "Mountain peaks are sleeping in the night." Phonetic analysis: there are vowels and consonants that create harmony between word and sound. There are sounds [қ], [ғ], [ұ], [н], characteristic of the Kazakh language. Morphological parsing: the poem consists of several sentences describing the mountain, nature in the dark time of the day. There is a noun, an adjective, a verb. Semantic analysis of mountains describes the image of mountains in the dark time of day, demonstrating their scale, power, and grandeur. A figurative comparison is used: "тау қалғып" (the mountain is slumbering), which creates an image of dark and strong mountain peaks. Lexical analysis: synonym, homonym.

The students shared their reports and thoughts on the activities performed and formulated the idea that human creativity is more realistic and productive than what artificial intelligence can give. They emphasized that even an artificial intelligence that worked within preinstalled automatic program depended on human activity and ideas.

Another interesting experience was to answer a question posed by the students, where AI builds a reasoning tree on the question "what is the difference between human and AI?" It answered as follows:

1. Computational power and information processing. Artificial intelligence has excellent processing power and can process large amounts of data in a short amount of time. Although humans have exceptional creativity and analytical abilities, they cannot always compete with AI in terms of speed and accuracy of information processing.

2. Emotional intelligence. Although modern AI systems can detect and analyze the emotional states of humans, they do not have emotions or feelings of their own. Unlike humans, artificial intelligence cannot empathize or experience its own emotions.

3. Creativity and intuition. Humans have the ability of creative thinking and intuition, which allows them to find new solutions and see things in an abnormal state. Artificial intelligence can create something new based on data and algorithms, but its true creativity and intuition is limited.

4. Self-awareness. A person can know himself as a person, to analyse his own opinion and thoughts, feelings and actions. Artificial intelligence does not possess these qualities and does not have self-awareness in the same sense as a human being. Thus, despite some similarities in information processing and decision making, there are fundamental differences in thinking, emotionality and creativity between AI and humans.

While analyzing and discussing the given response, the students recognized the advantages of human cognitive activity and creative expression. Simultaneously, an examination of the ability to formulate thoughts and construct coherent texts allowed us to address the level of individuals' linguistic potential development, as guided by the established principles of linguistic potentialformation and the corresponding table of developed skills. It is presented in Table 7 below.

Orientation and emerging skills of the formation of the potential of the linguistic personality

Orientation	Score	Indicators and properties
DISCUSSION	5	Can analyse a proposed situation, text
	4	Discusses wrong and right opinions during analysis
	3	Does not pay attention to wrong, correct opinions
	2	Cannot analyse
COLLECTION	5	Can summarize their understanding in a meaningful structure
	4	There will be uncertain moments in the thought's accumulation
	3	Serious errors in arguing are made
	2	Cannot clarify the situation or summarize it when exploring the text
COMPARISON	5	Can clearly identify situations, commonalities, and differences when studying a text
	4	Can find similarities and features of thoughts, life events, and phenomena in a text
	3	Makes serious errors in comparison
	2	Cannot compare any or most phenomena
REVIEW	5	Can distinguish and identify features of thought, topical or whole part in text, opinion, and story content
	4	Can use critical thinking skills when reviewing
	3	Makes serious errors in task performance, in reviewing
	2	Cannot systematically do a review, performs the task unsatisfactorily
EVALUATION OF SIGNIFICANCE	5	The student has a good command of distinguishing thoughts in a text, conveying a topic to parts of a thought, making a plan on a topic, stating the main thought in two to three sentences, naming words, reasoning, etc.
	4	Makes mild errors in highlighting when identifying meaningful, significant parts
	3	Makes mistakes in practice, application
	2	Cannot reflect the essence and meaning of the read material
SELF-SUFFICIENCY	5	The student independently fulfils the learning task, independently finds the problem and ways to solve it, actively participates in mastering problem exercises and knowledge, tries to consolidate, and supplement the answers of friends, makes decisions independently.
SELF-SUFFICIENCY	4	Independently solves the problem under the guidance of the teacher or with the support of the group
	3	A student shares a ready-made solution, shows passivity in performing the task, needs help
	2	Student's independent activity is weak (absent)
MENTAL FLEXIBILITY	5	Can carry out creative transfer of knowledge
	4	Can copy knowledge by means of correspondence (analogy)
	3	Makes serious mistakes in transferring knowledge, gives wrong ideas and answers when performing tasks such as "Analogy"
	2	Is not able to transfer knowledge, is not able to perform tasks in a formulaic, stencil way, using any analogies

Orientation	Score	Indicators and properties
THOUGHT PROCESS	5	The student will be able to systematically, logically, argumentatively, and competently present own thought, observe the norms of literary language
	4	Norms of literary language, style, slight errors in word usage are observed, there is systematization of thoughts, argumentation of one's thought, scattering in argumentation
	3	Serious mistakes are made in sentence construction, correct use of words, the necessary sequences, reasoning, etc. are violated
	2	The logicality of the student's speech (conformity to logic) is not present
SPEED OF THINKING	5	Thinks very quickly, works smart, knows logical steps well and is active in solving problems in the moment, can choose the right solution, expresses an important opinion
	4	Thinks quickly, makes decisions confidently, haste in reasoning
	3	Thinks slowly, decision-making speed is weak
	2	Thinking requires practice and improvement

At the same time, theoretical concepts concerning linguistic personality were revealed, attention was paid to typologies, models of linguistic personality. In this context, the linguocultural approach considers the linguistic personality as a cumulative representation of an individual who embodies the language and national-cultural traditions of a specific group. V.V. Vorob'ev highlights the concept of the national linguistic personality, emphasizing the integration of language and culture as a core focus of linguoculturology [19]. Additionally, V.A. Maslova views the linguistic personality as a social phenomenon, underlining its role in the broader societal framework.

In the linguodidactic direction, we also took into account G.I. Bogin's opinion that the model of linguistic personality is a structure consisting of a systematized list of levels of linguistic personality development, i.e., considering linguistic personality as a person capable of performing linguistic actions, creating and perceiving linguistic works [12; 57]. From these two, the following aspects are emphasized: cognitive (Yu.N. Karaulov, A.P. Babushkin et al. "determination of human language activity through linguistic knowledge"), pragmatic, according to cognitive scientists (I.P. Susov, E.A. Gorlo, etc.) (pragmalinguistic) and communicative (K.F. Sedov, S.A. Sukhikh, etc.); national (V.V. Vorobiev, et al. "linguistic personality is a part of the national culture armed with the national language") [11], [19], [20], [21], [22], [23], [24]. Consideration according to these aspects allowed us to identify, to reveal aspects of linguistic personality formed in students. During its definition, we recognize the initial steps of the types of vocabulary language personality, speaking personality, dialect language personality, emotional language personality, historical language personality, elitist language personality. We have gained the ability to differentiate and study the characteristics of personality through recognizing the linguistic personality typology.

To enhance the scientific clarity of the presented material, it is considered appropriate to distinguish between the theoretical foundations and practical approaches to the formation of students' linguistic personality.

Theoretical Foundations

The main channel for the formation of students as a linguistic personality is through language classes. For a student learning another language, along with Kazakh, the experience of cognition of specificity and identity of each language is realized when familiarizing with art works or performing tasks on language acquisition. Students engage in the process of creating their own text by familiarizing themselves with the texts and analysing them.

The formation of linguistic personality involves understanding the cognitive and pragmatic intentions embedded in the language of individuals. The theoretical foundation is based on the works of researchers such as G.E. Imasheva, who investigated the linguistic personality of M. Dulatuly, G.A. Muratova, who explored the linguistic personality of Abai, and others [25], [26].

Precedent texts, including proverbs and winged expressions, are emphasized for their cognitive and emotional significance in the development of linguistic personality. Through the use of such texts, students

not only expand their linguistic repertoire but also internalize culturally significant patterns of throught and communication. Subjectivity of personality is reflected in an individual's attitude towards the world, society, and oneself, and expressed through language [27].

Recent studies note the growing tendency to view the linguistic personality as a consumer of language. According to A.K. Zhukenova, the model of forming linguistic competence consists of four stages: perception of the model, imitation of the model, substitution and transformation, and communication [28].

Practical Implementation

To implement the formation of linguistic personality in the educational practice, a variety of methods are used:

- Analyzing the language of a particular personality, considering cognitive and pragmatic intentions;
- Conducting diachronic studies of the language used by historical figures across various works;
- Modelling a linguistic personality based on individual texts;
- Inferring the linguistic personality of an author through the analysis of the language used by literary characters;
- Performing information analysis aimed at assimilating features of national identity.

Assignments are developed based on the scientific and methodological foundations established by the mentioned researchers. These assignments aim at training students perform linguistic analyses and enhance the quality of their language learning materials.

A priority approach in developing students' argumentative skills is the use of winged expressions. Students learn to apply opinions and ideas concisely, understanding their purpose and the context of their usage. Choosing culturally significant statements as proofs in argumentation trains students in presenting themselves as linguistic individuals.

Furthermore, the integration of personality-oriented pedagogical practices supports the student's autonomy, creativity, and ability to choose the content and methods of learning. This aligns with the broader objectives of renewed education program that emphasize the development of the whole personality through dialogue, creativity, and free decision-making.

The satisfaction of diverse educational needs is linked with mastering dynamically developing knowledge fields, which is critical for students' self-development. Therefore, the formation of linguistic personality in schoolchildren is closely related to pedagogical and psychological approaches that account for individual qualities, age characteristics, and the developmental dynamics of abilities. Special emphasis is placed on fostering students' creative linguistic potential to enhance the overall quality of education.

Conclusion

A learner who has developed as a linguistic person can show himself as a functionally literate person. Person acquires competences that can be used in the existing field. A learner who clearly realizes that each text, literary work is created by an individual, develops his creativity with confidence. He establishes the purpose and objectives of researching the author (work). From this moment, creativity takes root, driving the search for ways to realize the ideas and content arising in one's own mind. In the process of developing a project or plan, the learner feels a need for phonetic, morphological, lexical, and syntactic knowledge of the language system. Consequently, the student becomes oriented toward processes of research and study. When constructing a text — be it formal, scientific, or simple — they learn to recognize the differences and adapt to building a text based on its field of application.

Analyzing the assignment texts, the word creator focuses on the selected material, aligning it with the true author's interest in the creation of the work. They discuss clear and reasoned approaches to realizing the thought, the originality of the work process in relation to the event, and engage in reflection. The student identifies an author providing prose or poetic work and prepares to express their opinion by receiving information and reading it. In doing so, they perceive themselves as participants within a holistic system of interconnected processes [29].

Such a personality establishes the criterion of awareness by analyzing the influential function for the reader and the distinctive features of the author's language. It identifies the relevance and importance of information, laying the foundation for one's actions by examining the outcomes of human linguistic activity. This individual demonstrates competence in the systematic construction of language within a text — a source of integrative knowledge derived from the author's language usage as well as extra-linguistic knowledge.

The student understands that a text is constructed through sentences organized in a sequential manner. Recognizing that a text is only understood accurately when it is composed correctly, the student directs their attention to crafting it according to the required standards.

The self-analysis of a conscious being is crucial for the development of society. However, along with the development of skills of analysing information, forecasting, setting goals, evaluating the perfect deed, the expressed thought, it is also legitimate to have internal distrust, internal objections and doubts. This, in turn, requires the improvement of knowledge sources in psychological terms as well. This is also the rationality of forming the abilities and potential of a linguistic personality: a learner finds psychological support and answers to his questions through the process of studying a work and engaging with a task.

A linguistic personality is an individual who is unique, meets the criteria of a true personality, and possesses qualitative traits that distinguish them from others. This linguistic personality is a creative person, capable of forming texts, embodying a business-minded soul, and presenting their "product of creativity." B.I. Nurdauletova described the term "linguistic personality" as follows: "A personality is the possessor of an intellectually unusual being... Personality is primarily characterized by individuality. Secondly, one must recognize, feel, and embody the values intrinsic to humanity, and these values must be reflected within oneself. Thirdly, the intellectual cognition stemming from personality must manifest as a particular form of culture (such as the art of words, drawings, sculptures, music, etc.)." Likewise, M. Heidegger's viewpoint that an individual's traits are revealed through their language is supported by countless examples, instances, and the legacy of orators taught in schools, starting with al-Farabi.

The search for the formation of personality has been successfully realized in the humanitarian school-lyceum of Kazakh culture by A. Kyraubayeva [30; 72]. "Folk education, in our opinion, should not be limited to ethnography. Folk wisdom gives meaning to the child's soul. Not to unduly restrict their freedom, not to suppress the child. Special attention must be given to the culture of speech, appearance, and behavior. From this ancestral tradition, we learn how to raise an ambitious citizen of our nation," she said, encapsulating the foundation of the national school concept. Steps to form the linguistic potential of an individual at Kazakh language lessons are clearly reflected in methodical manuals written on the experience of the school. In the world the scientist speaks about, there is a concept of language personality in the being of generation recognized as "Kazakh phenomenon." If it is so, then the formation of linguistic personality potential of schoolchildren is an imperative of a present world.

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Оқушылардың тілдік әлеуетін қалыптастыру тәжірибесі мен ізденісі

Мақалада қазіргі білім беру жағдайында мектеп оқушыларының тілдік тұлғасын қалыптастыру және тілдік әлеуетін дамытудың теориялық негіздері мен практикалық тәсілдері қарастырылған. Зерттеу лингвистика, педагогика және психология саласындағы ғылыми еңбектерді кешенді талдауға, сондай-ақ эксперименттік жұмыс барысында алынған эмпирикалық деректерді жалпылауға негізделген. Авторлар ұлттық-мәдени құндылықтардың, прецеденттік мәтіндер мен шығармашылық тапсырмалардың рөліне назар аудара отырып, тілдік тұлғаның даму компоненттері мен кезеңдерін жүйелейді. Инновациялық білім беру технологияларын қолдану оқушылардың креативтілігін, сын тұрғысынан ойлау қабілеттерін және танымдық белсенділігін арттырудың тиімді ынталандырудың тиімді құралы ретінде ұсынылады. Эксперименттік тапсырмаларды әзірлеу барысында білім алушылардың ақпаратты өз бетінше меңгерулері, тілдік және мәдени элементтерді интеграциялау, коммуникативтік құзыреттілікті қалыптастыру мақсат етіледі. Ұсынылған әдістердің практикалық маңыздылығын тексеру үшін салыстыру, жүйелеу және жалпылау әдістері қолданылды. Эксперименттік жұмыстың нәтижелері прецеденттік мәтіндер мен ұлттық мәдениеттің элементтерін жүйелі түрде қолдану оқушылардың тілдік белсенділігін арттырып, олардың жеке тілдік даралығын дамытуға ықпал ететінін көрсетті. Мақала соңында берілген мектептегі тілдік оқытуға қатысты ұсынымдар білім беру

процесін жаңғыртуға және тілді меңгеру арқылы оқушылардың өз қабілеттерін іске асыра білу дағдыларын дамытуға ықпал етеді. Мақала материалдары қазақ тілі мұғалімдеріне, бастауыш және орта мектеп оқытушыларына, әдіскерлерге, педагогика және лингводидактика саласындағы мамандарға, сондай-ақ оқушылардың тілдік тұлғасын дамыту мәселелерімен айналысатын зерттеушілерге пайдалы болуы мүмкін.

Кілт сөздер: тілдік тұлға, тілді оқыту, тілдік құзыреттер, тұлға әлеуеті, мектеп тәжірибесі, тәрбие, өзіндік ізденіс, функционалдық сауаттылық.

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Поиск и опыт формирования языкового потенциала школьников

В статье рассматриваются теоретические основы и практические подходы к формированию языковой личности и развитию языкового потенциала школьников в современных образовательных условиях. Исследование опирается на комплексный анализ научных трудов в области лингвистики, педагогики и психологии, а также на обобщение эмпирических данных, полученных в ходе экспериментальной работы. Авторы систематизируют компоненты и этапы развития языковой личности, акцентируя внимание на роли национально-культурных ценностей, прецедентных текстов и творческих заданий. Предлагается использование инновационных образовательных технологий как эффективного инструмента стимулирования креативности, критического мышления и когнитивной активности учащихся. Особое внимание уделено разработке экспериментальных заданий, интеграции языковых и культурных элементов, активному участию учащихся в образовательном процессе. Применялись методы сравнения, систематизации и обобщения для проверки практической значимости предложенного подхода. Результаты экспериментальной работы свидетельствуют о том, что структурированное использование прецедентных текстов и элементов национальной культуры способствует формированию у школьников индивидуального языкового самовыражения. В завершение статьи представлены рекомендации по внедрению полученных результатов в школьное языковое обучение, что способствует модернизации образовательного процесса и развитию самореализации учащихся посредством овладения языком. Материалы статьи могут быть полезны учителям казахского языка, преподавателям начальной и средней школы, методистам, специалистам в области педагогики и лингводидактики, а также исследователям, занимающимся вопросами развития языковой личности школьников.

Ключевые слова: языковая личность, языковое обучение, языковые компетенции, личностный потенциал, школьный опыт, воспитание, самостоятельный поиск, функциональная грамотность.

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