



Increasing Students' Self-Esteem Based on the Pragmatic Level of Linguistic Personality

Ainur Kushkimbayeva^a, Altynay Tymbolova^b, Kalbike Yessenova^c, Indira Sultaniyazova^d, Meirzhan Remetov^e

^a *PhD, Associate Professor, K. Zhubanov Aktobe Regional University, Aktobe, the Republic of Kazakhstan, Email: Alitok@mail.ru*

^b *Doctor of Philology, Professor, Farabi Kazakh National University, Almaty, the Republic of Kazakhstan, Email: tymbolova@mail.ru*

^c *Doctor of Philology, Professor, Abai Kazakh National Pedagogical University, Almaty, the Republic of Kazakhstan, Email: kalbike_65@mail.ru*

^d *PhD, Associate Professor, Makhambet Utemisov West Kazakhstan University, Oral, the Republic of Kazakhstan, Email: bsu.indira@mail.ru*

^e *Lecturer, Farabi Kazakh National University, Almaty, the Republic of Kazakhstan, Email: m.remetov@bk.ru*

Received: 5 August 2023 | Received: in revised form 07 November 2023 | Accepted 10 December 2023

APA Citation:

Kushkimbayeva, A., Tymbolova, A., Yessenova, K., Sultaniyazova, I., Remetov, M. (2024). Increasing Students' Self-Esteem Based on the Pragmatic Level of Linguistic Personality. *Eurasian Journal of Applied Linguistics*, 10(1), 72-80. DOI: <http://dx.doi.org/10.32601/ejal.10107>

Abstract

Linguistic personality, in the domain of applied linguistics and discourse analysis, has risen to the form, content and style of a genre in the contemporary linguistic paradigm. It is determined by an individual's language behaviors, inter-cultural interactions, and self-expression, and is shaped by the educational environment. The current study aimed to examine the issues faced by students in developing their linguistic personality in higher education institutions and understand the impact on students' pragmatic self-esteem. The intent of this study was to raise students' awareness about the quality of an individual's speech and word choice, which can help them become more adept at assessing and analyzing their own speaking abilities. A descriptive research design was used in the study, employing cognitive and linguistic analysis along with content and semantic processing of the language data to investigate the linguistic personality and literary impact of the well-known Kazakh author Mukhtar Auezov (1897-1961) on readers. Results made evident many ethnic realia, terms and phrases and images abound in Auezov's literary works. Students must be trained to study literary works and classic writers from their adolescence. This can help preserve literary continuity, foster the growth of future generations, and advance literary excellence. The study's findings will support educational initiatives that teach literature and languages and create efficient methods for developing a language's personality.

© 2024 EJAL & the Authors. Published by Eurasian Journal of Applied Linguistics (EJAL). This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Keywords: Pragmatics, Linguistic Personality, Self-Esteem, Discourse, Mukhtar Auezov.

Introduction

In the domain of higher education, the concept of 'linguistic personality' refers to such traits and characteristics that students demonstrate through their language and communication styles, which include both verbal and non-verbal traits (Zhukova, 2022). Students' verbal traits are reflected in their choice of words, intonation, accent, and volume of speech, while non-verbal traits are seen in body language and facial

expressions. Other aspects of linguistic personality include individual's cultural background, education, upbringing and such life experiences that influence their way of communicating and interacting with people. The understanding of an individual's linguistic personality provides insights into their multilayered set of language aptitudes, abilities and skills; their thoughts and perspectives, and the way they perform various speech acts viz., speaking, listening, writing, and reading, at general levels, and into phonetics, grammar, and vocabulary, at higher levels. In the modern age of computer technologies, and the need for intercultural communication, the concept of linguistic personality has acquired an additional meaning. The element of a foreign language as a means of communication has transformed the use of language in communication and provided a more pragmatic approach to language acquisition. The current study aimed to focus on this pragmatic phenomenon by delving into the students' self-esteem and their reactions to English as a foreign language (Mirgiyazova, 2021; Novikova et al., 2020).

The term 'linguistic personality' was first coined by Vinogradov (1961), which gained momentum in 1980s after the publication of many studies (Karaulov, 1989, 2004). Currently, it is much favored term of anthropologists, who have replenished this domain with their rich ideas. In contemporary linguistics, the study of linguistic personality is also taken into account while forming a national language, where the subjective is converted into an objective language (Mazhitayeva et al., 2019). Since language is more than just a tool for communication and is a reflection of a people's rich history and culture, it has become important in linguistics to identify a person's linguistic image through their worldview.

Not all people develop the linguistic personality, as even those, who can distinguish word pictures by listening to an orator or reading literature, face challenges in creating such pictures. A few others pay attention to the works of poets and writers to improve their speaking ability by looking at them, and improve their linguistic taste. As they listen, understand, and admire the skillful user of language, in speech and writing, they feel the beauty of language and begin to appreciate the speaker's oratory ability and the writer's composition skills. Though they cannot produce language that way, they compare their speech or writings with that of others, and pay attention to the flow of their thoughts. They strive to foster their linguistic personality. Thus, it can be assumed that a person's linguistic personality can be developed by following the linguistic personality of other individuals or by following literature. When people raise their linguistic personality by comparing themselves with others, their pragmatic sensibility assists them in the development of their linguistic personality.

In the case of Kazakhstan, although there is a lack of "golden age of literature," or periods when "classics" were written to motivate people, yet it is true that an average Kazakh values words and speech of classical writers and poets, and appreciate them. The Kazakhs have long known that a person who can speak well has a good relationship with others and can create a pleasant environment. They understand that the crowd greets people based on their clothes, but rejects them based on their words, or the way they articulate their language. This indicates that individuals must first improve their linguistic personality to protect their self-esteem and increase the value of their words.

The current study aimed to examine how to foster higher education institution students' linguistic personality and shape it to increase their self-esteem at the pragmatic level. Such a study required studying the changes in the speech and communication activities of a person. Hence, this study emphasized students to pay attention to the level of an established orator's speaking skills or the writing skills of an author, to embellish their own linguistic personality and improve their own linguistic competency, by following the expert's use of language.

The study chose the famous Kazakh writer Mukhtar Auezov (1897-1961), to exemplify the expert use of language in his seminal works, which adequately describe the author's linguistic personality and the influence they make on readers (Kushchanova, Kushkimbaeva, & Ekidzhi, 2023; Mashakova, 2022b). Mukhtar Auezov was a great Kazakh writer who exploited language in his colloquial style of speech, making use of inversion, emotional-expressive tones, literary sounds felt like a melody. His language had joy, sadness, love and conflict which give an opportunity to students to evaluate and analyze their own linguistic personality. To clarify the key terms related to the topic, our study will take into account the issues that remain ignored. The study hopes to provide an opportunity to students to emulate the linguistic competence of Mukhtar Auezov and foster a linguistic personality of their own.

Literature Review

- *Linguistic Personality in New Paradigm*

The concept of *linguistic personality* has come to the fore in new linguistic paradigm, defining the semantic language space (Ariskina & Yurina, 2020; Karasik, 2016; Usmonova, 2021). Through the structural and functional aspects of language, the introduction of the "language persona" category in linguistic education has led to the creation of anthropological linguistic knowledge that is closely related to the mind, thought, and spiritual activity of the individual, generally allowing the concept of "persona" to be filled with new

content. Psychologically, “personality of a person is an important and a useful quality for society, country, and the world” (Nauert, 2013). Thus, if a person can easily throw any waste in his hands – candy canes, cigarette butts or similar small things – on the street, along the road, outside the city, village, without the fear of any “punishment”, it shows that, even though he has completed several higher education programs, he has not formed a personality. That is, personality is a complex entity in a person, which shows that a person does not only care about himself, but also thinks about others, looks at small problems from a global perspective, has high culture and morals, and is able to think and be an example to others through his opinions and actions. People around respect him for his true nature and for constantly improving himself.

The term “language personality” first appeared in linguistics in the study of Vinogradov (1961), which discussed the author’s image in the work of art and tirelessly pursued the theory that “the study of the author’s individual style, his place and function in the literature system of a certain time, correlation with other styles makes it possible to present the author as a language personality – a person expressed in language and through a language that can be recreated on the basis of the language tools used by it”. Kushkimbayeva et al. (2023), in a recent study, noted that cognitive research is an indispensable method in determining agreements and contradictions in people’s relationships, the foundations of political and ideological systems, obtaining convincing results that can form an “inner world” based on information related to individuals and social groups in specific fields of science. At the same time, they evaluate language as a cognitive system for transmitting and receiving information.

According to the general definition, the linguistic personality is a set of linguistic behaviors and self-expression of a person (Ersultanova, 2020). The formation of an individual’s discourse is primarily influenced by his mother tongue in line with the Sapir-Whorf hypothesis on linguistic relativity (Lucy, 2001), stating that “thinking is determined by language”. However, even those, using their mother tongue, speak differently among peers, teachers, and forums. By choosing words, sentence structures, and style depending on the sphere of communication, people show different qualities of their individuality – their linguistic personality. The formation of linguistic personality is influenced not only by the mother tongue, but also by the educational environment, level of education, and field of specialization. The linguistic personality of a doctor is different from that of a programmer or a farm worker. Doctors tend to use medical terminology in ordinary speech, and their associations and comparisons are often related to the human body, whereas in the speech of an engineer, metaphors related to mechanisms and devices are often observed. So, the structure of the linguistic personality depends on many factors.

In the modern times, the term “linguistic personality” was popularized by Karaulov (2004) who defined it as “a set of human abilities and characteristics that determine creation and perception of speech works (texts) that differ by a) the degree of structural and linguistic complexity, b) the depth and accuracy of the reflection of reality, c) a specific target orientation”. Elsewhere, Karaulov (2004) defines linguistic personality as “... a personality expressed in language (texts) ... a personality reconstructed using linguistic means. ... differing by a) the degree of structural and linguistic complexity, b) the depth and accuracy of reflection of reality, and c) a target orientation” (Karaulov, 2004). This suggests that the linguistic personality of each speaker or writer varies, corresponding to socio-cultural factors including upbringing, education, and environmental impact. Additionally, the systematic theory of language persona plays a significant part in the studies of Karaulov (1989, 2004), where the focus of research is the growing interest in language consumers, creativity, and language in linguistic science (Bakhtiyorovna, 2022).

Karaulov (2004) examines linguistic personality in a three-level structure: (1) the zero level: where system-structural data are processed by the state of language; (2) the first level: where an individual’s linguistic personality is formed through sociolinguistic characteristics and ideological concepts; (3) the second level: where an individual’s linguistic personality is defined by psychological references and values that build an aesthetic and emotional-rhetorical discourse (Karaulov, 2004). Each level corresponds to a specific philosophical and psychological aspect and focuses on the communicative, interactive, and perceptual needs of individuals. For instance, the verbal-semantic needs are fulfilled by intersecting with the vocabulary at individual’s linguistic-cognitive level (Karaulov, 1989).

Other studies on linguistic personality have shown similar features (Demyankov, 2022; Karasik & Gillespie, 2014; Maslova, 2019; Vorobiyov et al., 2020), where the only variance seen was the structure of linguistic personality Maslova (2019), for instance, identified three structural components of linguistic personality: value, cultural and personal aspects; Karasik & Gillespie (2014) structured linguistic personality as a combination of value, cognitive, and behavioral aspects. Demyankov (2022) vouched for the uniqueness of linguistic personality due to its sociopsychological characteristics, but agreed to varying communicative situations that formulate an individual’s linguistic personality in a multifaceted manner. The ideas of (Vorobiyov et al., 2020) are much closer to the current study as he believed that “all verbal expressions in the form of words reflect linguistic, cognitive and pragmatic rules of ethnic groups and compose a linguistic picture of the world of linguistic personality” (Vorobiyov et al., 2020). Thus, the varying structural components of linguistic personality highlighted in previous studies include linguistic ability, communicative needs, cognitive and pragmatic competences, and language consciousness (Kadirjanovna, 2021).

- *Mukhtar Auezov and Pragmatism*

A person who is a poet or a writer or one who is able to convey his/her opinions perfectly and use beautiful phrases to captivate people, he/she can be considered a person with a mature linguistic personality. This is because their words reach from heart to heart like a bullet aimed at a target, make someone think and become someone's constant statement of life. Additionally, the environment that surrounds and educates is the foundation for a person; however, persons who work on their self-esteem can constantly develop character and personality traits, influence the environment in which they live or "take their share" from it. This process is evidenced by the fact that a married girl begins to speak a little differently, using proverbs or expressions that are often used in her husband's family.

The Kazakh writers such as Abai Kunanbayev, Shakarim Kudaiberdiev, Mukhtar Auezov, Gabit Musirepov, Oralkhan Bokei, Sherkhan Murtaza, Magzhan Zhumabayev, Ilyas Zhansukirov, Mirzhakip Dulatov, Saken Seifullin, whose words became aphorisms, are widely respected by public (Nurgali, 2002). They popularized humanity, a deep Turkic worldview among people and invited them to understand the meaning of life. The works of the Kazakh poets and writers with great linguistic personalities have become the standards of the Kazakh speech art (Dubuisson, 2020; Kudaibergenova, 2017). Being the object of research for many centuries they will be an irreplaceable example for several generations in future (Asanova, 2007; Nurgali, Suleimenova, & Bogdanova, 2021).

To understand the linguistic personality of the famous Kazakh writer Mukhtar Auezov and the influence of his works on readers, it is necessary to understand a number of his linguistic ideas. People, reading Mukhtar Auezov feel that their language ability is undeveloped because even the writer's simple characters, using a colloquial style of speech, employ inversion and emotional-expressive tone in their speech. Auezov's literary sounds are felt like a melody as if words are singing. There is joy, sadness, love and conflict in his literary works. The author describes problems of everyday life and conveys philosophical thoughts to preserve human dignity and honor. Any of these issues, when engraved with the words of the writer, demand re-reading. The figurative language and figurative meaning are intermingled with special word usages, hitting human consciousness (Kushchanova et al., 2023; Mashakova, 2022b).

The challenges among students of higher education institutions include the inappropriate use of scientific terms, misunderstanding, and confusion, leading to students' inability to understand a topic fully and reveal its idea. Only when a topic is fully mastered, the possibility of further productive teaching and learning expands. Kazakhs valued the right word that was able to stop the polemics (Beisenova, Seralimova, & Abdrakhmanova, 2023; Dubuisson, 2020; Kudaibergenova, 2017). Saying "It is not difficult to start a speech in a square group" means that people who speak in public feel what a heavy responsibility they have. Therefore, linguistic personality is a well-known master of words who "took the cream of black words" and left an immortal word behind (Beisenova et al., 2023).

Pragmatism is derived from a Greek word *pragma* meaning "action", meaning the ability to see the useful and convenient side of everything. Pragmatics was introduced by Charles Sanders Peirce (2001) in philosophy of the 19th century as "the study of the relation of signs to interpreters", and popularized by William James, John Dewey and George Herbert Mead (Halton, 2005). Pragmatism established human needs and the practical interests of humans as the basis for judgment and evaluation (James, 2020). Thus, the word *pragmatist* refers to people who know the convenience of things, look for the beneficial side of action for society. For example, if a person with a very high financial capacity drives a very expensive but small-capacity car to bring some things, it means that his level of pragmatism is low. Because he prefers to show people his material condition rather than how it is convenient for him to bring what he needs. *Pragmatics* has now come to be known as one of the most widely used terms among philology students without a full understanding of its meaning (James, 2020; Kates, 2020; Sinha, 2021; Wills & Lake, 2020).

In linguistics, pragmatics is "the branch of semiotics dealing with the causal and other relations between words, expressions, or symbols and their users" (James, 2020). That is, pragmatics in language is thinking about how to use words (Kates, 2020; Sinha, 2021). Humanity uses linguistic units as much as possible in order to make speech fluent, understandable, and effective during speech and communication. Just as not everyone can paint perfectly, most people are not able to draw "word pictures" either having mastered only an average level of spoken language. What can we say about the pragmatic level of words based on that a linguistic person can influence people by "starting the activity, path, and speech"? Many "beautiful speakers", people with a high level of speech and pragmatics, stand out from the crowd and become linguistic personalities for them. Therefore, they pay attention to the effectiveness of speech, how to speak, and what speech strategies to use (Wills & Lake, 2020).

Likewise, not all students, paying attention to their speaking ability and knowing its low level, can develop a linguistic personality. Only a small part of them remember the special word usages they read in literature, try to use them in their life, and create their own phrases by imitating them. They are the only ones who pick up a pearl of expressive words from literary works, prose, and poetry. People, who know how to correct their speech, correct themselves and begin to evaluate themselves objectively. Therefore, one of the

most basic ways to teach students to self-develop and transform them from person to personality is to make it a habit to pay attention to the words of a linguistic personality.

Thus, the pragmatic level of linguistic personality and its components are of great importance for students' development. The formation of the components of students' pragmatic competence is carried out on the basis of teaching a number of pragmatic aspects – a set of lexical, grammatical and syntactic units of the language, used to express the intended meaning, organize the discourse, and evaluate what is said. Four groups of pragmatic aspects include (1) basic (lexical, mixed, syntactic), (2) commentary, (3) parallel (vocative, expression of approval or displeasure), and (3) discursive (contrastive, laboratory, conclusion, topic change) aspects, each of which having own characteristics and meanings in linguistics.

Methodology

The pragmatic level of research design is considered to be the highest in lingua-personalological studies since the individual axiological data of the personality are collected in linguistic pragmatism (McCarthy, 2008). Since the pragmatic level of a linguistic personality is included in an individual's communicative competence, from a structural point of view, this research methodology encompasses (1) a social composition (the ability to explain the social contexts of communication and the social roles of the participants in communication; the ability to choose a socially acceptable style of communication); (2) a socio-linguistic composition (the ability to interpret a speech statement (social meanings, register variations and modality) to create a social portrait of the interlocutor); the ability to use the language and means of speech necessary to achieve the goal of communication according to the selected social roles); (3) a socio-cultural composition (the ability to interpret the information received about the cultural aspects of the countries of the native and other languages in the context of intercultural and interpersonal communication; the ability to use the knowledge about the culture of those countries in the languages of communication – native language and translated languages) to solve communication problems; c) speech composition (the ability to explain the interlocutor's choice of speech genres, unity and coherence of the speech statement; the ability to communicate in accordance with the rules of creating a speech statement to solve communicative problems); and 4) compensatory composition (the ability of filling linguistic and socio-cultural gaps by asking questions, clarifying, and using information and reference resources (Kates, 2020; Wills & Lake, 2020).

This research study aimed to shed light on the issue of fostering students' linguistic personality and to outline its influence on increasing students' self-esteem on the pragmatic level. By making use of a descriptive research design, this study made a cognitive and linguistic analysis of the language data of the famous Kazakh writer Mukhtar Auezov and the influence of his works on readers. The main objective was to explore Auezov's views on linguistic personality and content and semantic processing of language communication. The relevance of this study lies in drawing students' attention to the level of an orator's speaking skills and word usage in order to improve students' competency to evaluate and analyze their own speaking ability.

The study also made use of methods like linguistic analysis and synthesis of scientific data on linguistic personality, as found in research articles, archives, and books. These methods helped in understanding language as an important means of communication, recognizing the essential functions of a language, and portraying the relationship of the fundamental properties of language in their social and psychological aspects.

Results and Discussion

This study made many revelations about Mukhtar Auezov and his writings, it is clearly evident that his creativity is at its peak in Kazakh literature. Though he wrote in different genres, essays, short stories, informal articles, books and plays (translated into many languages), and also delivered lectures, at universities. Auezov was passionate about his native language and culture and was the most eloquent practitioners of the Russian language (Nikitina et al., 2021). He collaborated with several other Russian writers to build a spiritual connection within literature. People found Mukhtar Auezov describing problems of everyday life and conveying philosophical thoughts to preserve human dignity and honor. Auezov engraved words in his writings so deeply that they demand re-reading. The use of figurative language with rhetoric meaning were intermingled with special word usages, hitting human consciousness. Even his simple characters using a colloquial style of speech, employed inversion, and emotional-expressive tone. All his literary sounds were felt like a melody as if words were singing (Auezov, 1999).

Auezov (1997) presented the rich and complicated world of the great Kazakh poet and thinker Abai in his masterpiece "The Path of Abai," but he also wrote eloquently about Kazakh society, culture, and mentality in other works like "An Orphan's Lot," "Beauty in Mourning," "Savage Grey," "Gunshot at the Pass" and "Turbulent Times. There are two things the reader should keep in mind while reading Auezov's works, that are the character's words and the character himself. When talking about the linguistic personality, it is impossible not to mention the style of speech. "The Path of Abai" is an epitome of cross-cultural enrichment

(Kenzhebekova, Smanov, & Soylemez, 2022; Kozykanovna, 2023; Mambetov, Demirdoven, & Toybazar, 2023; Mashakova, 2022a). An excerpt from the drama exemplifies this truth:

"...No, this way! - Erden shouted, and came out of the group. - No! We will not give the girl to the cursed village. In power, you have misled Syrttan. But the righteous judgement was spoken by God. Those who are off the road will be found by God! You made a fire and I will put it out by counter-fire. You will see blood today. There is a curse on your village, there are beggars, there are immoral, did you cry today?! Now you die crying because of this curse..." (Auezov, 1997)

A person who has not read the work from the beginning, but only sees this fragment, will think that the character speaks of righteous authority and God is a sufferer. His words are sharp and it is like a glimpse of a desperate man, who saw that he was really going to dominate, and who has been patient for many years, and who has reached the end of his life. Erden is a rabble-rouser who is not satisfied with the settlement, even though he has taken away a lot of land from one tribe, killing the people. His actions are not worthy of his beautiful words. Erden is like a typical image of the people the writer has seen in life. Showing a person whose words and deeds do not match in this way is one of the ways of the writer. In this way, Auezov tells the readers that a person should beautify not only his words, but also himself.

The student understands well that when he corrects not only his words, but also his behavior, the value of a person to himself and others increases, he looks at himself from the outside. The student who has read the work in its entirety learns to change the language, to accurately describe the impression that is happening in his soul, and to use words that will bring that before one's eyes. How was rationality derived from expressions such as "God's speaking the righteous judgement", "to be off the road", "to put out by counter-fire"?! In the words of people using "standard speech", these would be said with poor and faded words such as "God showed his justice", "lost the way", "I will repay you for the evil you did to me". The expressive and emotional effect of the inversion method in this passage is also special. The words whose places have been deliberately changed give a different character to the whole sentence and perfectly express the inner state and behavior of the speaker at that moment. This method is often used in Auezov's works, and it embellishes the dialogues.

At Another Place, Auezov Narrates the Same Feelings in An Everyday, Colloquial Manner

"- No! We will not give the girl to the cursed village. In power, you made Syrttan lose his way. But God showed his justice. God finds the lost! If you do bad things to me, I will do bad things to you. You will see blood today. There are beggars and immoral people, did you cry today because of the curse on your village?! Now you will die crying from this curse..." (Auezov, 1997)

The case sounds completely different in this variant. Words without inversion and special phrases cannot give the impression of the writer's language. The reader should feel this, only then his linguistic taste will increase, and the evaluation of his speaking ability will be on the way. Auezov's word composition is a different phenomenon in the Kazakh literary art. His writings describe the nature or various emotional flows in the human soul, gives life to the inanimate and makes him fall in love with his impressive speech style. Those who feel the power of the word try to take an example from him and copy him. No matter which of his works we read, from each of his sentences we can feel a special melody and a flexible rhythm. Of course, first of all, his childhood was spent in real nature, his intelligence, education and inquisitiveness had influenced him to be like that.

There is no doubt that the writer's linguistic personality was influenced by the works of the great Abai. Studying the poet's life path, he got acquainted with his works and was satisfied with his word usage. The turbulent periods of his destiny and his great goals made the writer realize the importance of speaking effectively. The following example is taken from the novel "Abai Zholy" (The path of Abai):

"... The poor interpreter looked at Kunanbai and Maiyr again and again. He kept shaking and moving. Sometimes he poke the ground, sometimes he whined. Kunanbay got angry with his hesitations: - Hey, translator, I will call you "father", my light, only tell everything I said. Just don't flutter like a white-assed sparrow sitting at the burrow."..." (Auezov, 1997)

A great analogy is use in this passage. Most people born and raised in the city may not have seen the white-tailed, sparrow-sized bird that lives in the fields and rural areas. Every Kazakh child who grew up freely in nature will feel with all his heart that this simile is very successful and will be impressed by the writer's artistry.

The comparison with the "shakshakai" bird in the above excerpt, which is approaching the place where the nest is located, cannot stay still for a moment due to anxiety, pecks and flutters, and constantly raises and lowers its tail, until it finds the perfect place. The appearance and psychological state of the poor interpreter, who is unable to speak directly on the one hand, and is tormented by the tyrants on the other hand, is a perfect simile that conveys to the heart of the Kazakh people. One feels sorry for him or one wants to laugh. This is the pragmatic level of a linguistic personality from such special word usages that touch our

roots. Would the comparison be different if it were a different place with different geographical location and animals?

There are many birds and animals in the world that move quickly and do not find their prey, and one could compare the situation of a scientist-writer-interlocutor to one that is unknown to the masses, but Auezov did not do that: he did not stand out from the masses by showing that he knew a lot. On the contrary, he tried to create an artistic image familiar to those around him, to make it transparent. If spoken properly, words that the public deems rude cannot be replaced by any other word. An angry person's nature tends to speak rudely. The writer felt this. Rude words created a real image of Kunanbai at the moment. That is why they are not "softened" as "white-tailed sparrow". Because if this simile was given with an euphemism, the reader would see a calm, perhaps cheerful Kunanbai in the episode, and it would be an inappropriate image for the situation. From another point of view, the Kazakhs call the cattle that pull back instead of moving forward "kotkenshek" (dragging one's ass back). In the end, connecting the movement of a sparrow, familiar to the villagers, and the issue related to cattle, Auezov conveyed the confused movement of a self-confident person with one word "like a white-assed sparrow" and showed his linguistic sensitivity and skill. And the epithet used by Kunanbai is a momentary protest. It is just one simile that brought so many pictures to the readers' eyes and raised several issues which demonstrates the pragmatic level of linguistic personality.

The examples from Auezov's prose and drama were selected to show the linguistic personality of Auezov and to convey his importance in the development of students' language. One can write endlessly about the skill of the writer and the impact of his works on the reader. When reading the story "Kokserek", it is even wonderful to describe the internal changes and actions of "kokzhal" (mature wolf), which has matured and gained strength, in a frosty moonlit night. Readers even wonder if the writer saw himself as a wolf. Reading Auezov's works readers see that not only the writer's linguistic personality, but also his moral and character personality grows and inevitably leads readers to think hard. A person reading Auezov cannot be drained (Kenzhebekova et al., 2022; Kushchanova et al., 2023; Nurgali et al., 2021).

Conclusion

The concept of linguistic personality has been developed over the past few decades, and has gained prominence in the contemporary linguistic paradigm, within the framework of applied linguistics and discourse studies. It not only gained the status of an independent genre of in anthropocentric language studies but also manifested itself in the related fields like literary criticism and cultural studies. It led the way to interdisciplinary research, allowing researchers to develop new approaches. The cult of linguistic personality also arose as a result of the rise in the linguocultural studies. The purpose of this current study was to examine the concept of linguistic personality, pertaining to an author's distinct style, position, and role within the literary system of a particular age.

The linguistic personality is determined by an individual's language behaviors and self-expression, and is shaped by the educational environment. This study examined the problem of developing students' linguistic personality in higher education institutions and define its impact on raising students' pragmatic self-esteem. The intent of this study was to raise students' awareness of the quality of an individual's speech and word choice, which could help them become more adept at assessing and analyzing their own speaking abilities.

This study demonstrated examples from numerous ethnic realia and unique set of terms and phrases from Mukhtar Auezov's literary works. The work is based on the following hypothesis that students must be trained to study literary works and classic writers from their adolescence in order to preserve literary continuity, foster the growth of future generations, and advance literary excellence. The methodology adopted for the study also aimed at examining different linguistic personality types, discussing concepts of a linguistic personality, trying to portray a narrative discourse with the help of Auezov's writings, which represented conceptual, perceptual, and communicative characteristics of a linguocultural education (Rahimovna, 2022).

The study postulated that a piece of art may only be appreciated by someone who is familiar with these usages; otherwise, the words of authors will remain ambiguous and confusing to a reader. Hence, after reading and experiencing the author's word pictures, students start to look for logical ways to utilize the words they read and start using them themselves. Finding the right words and making it a habit are all natural outcomes of being able to come up with a unique phrase that makes one feel good about themselves, happy, and in control of their thoughts. Impressive speakers are always valued by others, and those, who receive a lot of praise and respect from others, strive to deserve it. All this experience culminates into a linguistic personality in the most pragmatic sense, where the students feel the closeness of their self-esteem as well.

The fact that young people today show little to no interest in fiction, including Kazakh literature, is unfortunate. When reading classics, Kazakh teenagers do not fully comprehend the language. This is because most Kazakh writers were raised in rural areas where they were familiar with the conditions surrounding livestock, the names of objects used, the characteristics of different plants and animals, insects, and names of actions. Authors used these insights to create their own distinctive artistic styles, which in turn formed the fiction genre. These rural

images constitute the ethnic realia, and each one inspires a unique set of terms and phrases. Such applications abound in Auezov's literary works. A piece of art may only be appreciated by someone who is familiar with these usages; otherwise, the words will remain ambiguous and confusing to an urban reader. The students can also build self-esteem if they pay attention to the works of poets and writers, improve their speaking ability by looking at them, and, as a result, their linguistic taste increases. The study's findings will support educational initiatives that teach literature and languages and create efficient methods for developing a language's personality.

Acknowledgments

The research is funded by the Science Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan (Grant No. AP13268850, "Aspects of teaching the linguistic personality of M. Auezov in the educational system").

References

- Ariskina, O. L., & Yurina, N. G. (2020). Features of the linguistic personality of VS Solovyov-publicist (speech: "three forces"). *Utopia y Praxis Latinoamericana*, 25(5), 39-50. doi: <https://doi.org/10.5281/zenodo.3984201>
- Asanova, J. (2007). Teaching the canon? Nation-building and post-Soviet Kazakhstan's literature textbooks. *Compare*, 37(3), 325-343. doi: <https://doi.org/10.1080/03057920701330206>
- Auezov, M. (1997). *The Path of Abai*. Almaty: Zheti Zhargy.
- Auezov, M. (1999). In *Kazakhstan: National Encyclopedia* (pp. 12-13). Almaty.
- Bakhtiyorovna, U. M. (2022). Linguistic Creativity In The Language System And Discourse. *Journal of Positive School Psychology*, 6(11), 3121-3127. Retrieved from <https://www.journalppw.com/index.php/jpsp/article/view/14852>
- Beisenova, Z. S., Seralimova, S. A., & Abdrakhmanova, E. A. (2023). About Genre Diversity in Modern Kazakh Literature. *Cross-Cultural Studies: Education and Science*, 8(1), 28-34.
- Demyankov, V. Z. (2022). 'Probability' and 'Possibility' in Creative Language Use: on Impossible Possibility in German Texts. *RUDN Journal of Language Studies, Semiotics and Semantics*, 13(3), 589-607. doi: <https://doi.org/10.22363/2313-2299-2022-13-3-589-607>
- Dubuisson, E.-M. (2020). Poets of the People: Learning to Make Culture in Kazakhstan. In A. Breed, E. M. Dubuisson, & A. İğmen (Eds.), *Creating Culture in (Post) Socialist Central Asia* (pp. 87-113). Palgrave Macmillan, Cham. doi: https://doi.org/10.1007/978-3-030-58685-0_5
- Ersultanova, G. T. (2020). *Linguistic Personality in Journalistic Discourse (on the Basis of Current Kazakh Press Materials)* (Ph.D. Thesis, Almaty).
- Halton, E. (2005). Pragmatism. In G. Ritzer (Ed.), *Encyclopedia of Social Theory* (pp. 595-599). Sage Publication.
- James, W. (2020). Pragmatism. In R. B. Goodman (Ed.), *Pragmatism: A Contemporary Reader* (pp. 53-75). Routledge. doi: https://doi.org/10.4324/9781003061502_5
- Kadirjanova, R. O. (2021). Pragmalinguistic Concepts of the Phenomenon of Speech Behavior and Speech Discourse. *International Journal of Multicultural and Multireligious Understanding*, 8(5), 495-500. doi: <http://dx.doi.org/10.18415/ijmmu.v8i5.2699>
- Karasik, V. I. (2016). Discourse Manifestation of Personality. *Russian Journal of Linguistics*, 20(4), 56-77. doi: <https://doi.org/10.22363/2687-0088-15148>
- Karasik, V. I., & Gillespie, D. (2014). Discourse personality types. *Procedia-Social and Behavioral Sciences*, 154, 23-29. doi: <https://doi.org/10.1016/j.sbspro.2014.10.106>
- Karaulov, Y. N. (1989). *Russian Language Persona and the Tasks of Its Study*. Moscow: Language and Personality.
- Karaulov, Y. N. (2004). *Russian Language and a Language Persona*. Moscow: Editorial URSS.
- Kates, C. A. (2020). *Pragmatics and Semantics: An Empiricist Theory*. Cornell University Press. Retrieved from <https://muse.jhu.edu/pub/255/monograph/book/77029>
- Kenzhebekova, G., Smanov, B. O., & Soylemez, O. (2022). The Religious Image Of Abai In The Epic Novel By M. Auezov "The Way Of Abai". *Keruen Founders: Institute of Literature and Art named after. MO Auezov KN MES RK*, 75(2), 143-150. doi: <https://doi.org/10.53871/2078-8134.2022.2-11>
- Kozykanovna, M. M. (2023). Teaching M. Auezov's Epic Novel "The Way of Abai" at School. *Cultural and Historical Heritage: Preservation, Presentation, Digitalization (KIN Journal)*, 9(1), 24-36. doi: <https://www.doi.org/10.55630/KINJ.2023.090102>
- Kudaibergenova, D. T. (2017). *Rewriting the Nation in Modern Kazakh Literature: Elites and Narratives*. Lexington Books.
- Kushchanova, A. N., Kushkimbaeva, A. S., & Ekidzhi, M. (2023). Stylistic Features Of Linguistic And Cultural Units In The Original Texts Of M. Auezov's Works And Their Translations. *Journal of News of KazUMoiWL named after Ablai Khan*, series "Philological Sciences", 71(4). doi: <https://doi.org/10.48371/PHILS.2023.71.4.020>
- Kushkimbayeva, A., Tymbolova, A., Murzinova, A., Kuchshanova, A., Akchambayeva, S., & Bostekova, A. (2023). Formation of students' language competence based on linguistic personality's verbal-semantic level. *International Journal of Society, Culture & Language*, 11(3), 213-225. doi: <https://doi.org/10.22034/ijsc.2023.704994>

- Lucy, J. A. (2001). Sapir–Whorf Hypothesis. In N. J. Smelser & P. B. Baltes (Eds.), *International Encyclopedia of the Social & Behavioral Sciences* (pp. 13486-13490). Pergamon. doi: <https://doi.org/10.1016/B0-08-043076-7/03042-4>
- Mambetov, Z., Demirdoven, G. K., & Toybazar, A. (2023). Mukhtar Aueзов's Role in Presenting Abai's Poetic Heritage In The Cultural Space. *Journal of Yasavi University*, 4(130), 78-88. Retrieved from <https://journals.yau.edu.kz/index.php/habarshy/article/view/3132>
- Mashakova, A. K. (2022a). Epic Novel "The Path Of Abai" By Mukhtar Aueзов And European Literature In The Context Of Comparative Literary Studies. *International Journal of Scientific Research*, 6-3(120), 52-54. doi: <https://doi.org/10.23670/IRJ.2022.120.6.074>
- Mashakova, A. K. (2022b). Reception Of Mukhtar Aueзов's Creativity In Eastern European Countries. *Sciences of Europe*, 88(88-2), 56-58. doi: <https://doi.org/10.24412/3162-2364-2022-88-2-56-58>
- Maslova, V. A. (2019). The role of a language in the world's conceptualization: the aspect of cultural linguistics. *Russian Language Studies*, 17(2), 184-197. doi: <https://doi.org/10.22363/2618-8163-2019-17-2-184-197>
- Mazhitayeva, S., Rapisheva, Z. D., Tuite, Y. Y., Nygmetova, N. T., Zhetpisbay, S., & Saule, B. K. (2019). The Theory of Linguistic Personality, Its Structural and System Characteristics. *Opción*, 35(0), 86-101. Retrieved from <https://produccioncientificaluz.org/index.php/opcion/article/view/27466>
- McCarthy, M. (2008). Discourse Analysis. *ELT Journal*, 62(2), 211-213. doi: <https://doi.org/10.1093/elt/ccn004>
- Mirgiyazova, M. M. (2021). The Role of Discourse Analysis in Teaching Foreign Languages. *Academic Research in Educational Sciences*, 2(2), 1436-1442. doi: <https://doi.org/10.24411/2181-1385-2021-00354>
- Nauert, R. (2013). *Researchers Explore the Role of Personality in Society*. PsychCentral. Retrieved from <https://psychcentral.com/news/2013/01/18/researchers-explore-the-role-of-personality-in-society#1>
- Nikitina, A. J., Petrova, O. A., Romanova, T. N., Getskina, I. B., Emelianova, M. V., & Abramova, A. G. (2021). About Problem of Studying the Linguistic Personality in Modern Russian Linguistics. *IJASOS-International E-journal of Advances in Social Sciences*, 7(19), 88-91. doi: <https://doi.org/10.18769/ijasos.876337>
- Novikova, I. A., Berisha, N. S., Novikov, A. L., & Shlyakhta, D. A. (2020). Creativity and personality traits as foreign language acquisition predictors in university linguistics students. *Behavioral Sciences*, 10(1), 35. doi: <https://doi.org/10.3390/bs10010035>
- Nurgali, K. R., Suleimenova, S. B., & Bogdanova, Y. V. (2021). Conflict and Ways of Individualising Mass Images in Early Kazakh Prose. *Journal of Language and Linguistic Studies*, 17(3), 1277-1289. doi: <https://doi.org/10.52462/jlls.91>
- Nurgali, M. (2002). *Golden age of Kazakh literature: (about Magzhan, Mukhtar, Mirzhakip, Saken, Ilyas, Sabit, Gabit)*. Almaty: Kultegin.
- Peirce, C. S. (2001). How to Make Our Ideas Clear. In *The Nature of Truth: Classic and Contemporary Perspectives*. The MIT Press. doi: <https://doi.org/10.7551/mitpress/4884.003.0017>
- Rahimovna, A. S. (2022). Problems of the formation of a secondary linguistic personality in the context of linguocultural education. *The Peerian Journal*, 12, 1-4. Retrieved from <https://peerianjournal.com/index.php/tpj/article/view/355>
- Sinha, K. K. (2021). The role of pragmatics in literary analysis: Approaching literary meaning from a linguistic perspective. *International Journal of English and Comparative Literary Studies*, 2(2), 29-40. doi: <https://doi.org/10.47631/ijecls.v2i2.211>
- Usmonova, N. A. (2021). Discourse and Rhetorical Possibilities of a Linguistic Personality. *Oriental Renaissance: Innovative, Educational, Natural and Social Sciences*, 1(10), 472-478. Retrieved from <https://cyberleninka.ru/article/n/discourse-and-rhetorical-possibilities-of-a-linguistic-personality>
- Vinogradov, V. V. (1961). *The Problem of Authorship and Style Theory*. Moscow.
- Vorobiyov, V. V., Zakirova, E. S., Anyushenkova, O. N., Digtyar, O. Y., & Reva, A. R. (2020). Cultural linguistics and language for special purposes: cognitive, ethnolinguistic and linguocultural approaches. *Revista Espacios*, 798, 1015. Retrieved from <https://w.revistaespacios.com/a20v41n20/a20v41n20p21.pdf>
- Wills, J., & Lake, R. W. (2020). Introduction: The power of pragmatism. In *The power of pragmatism* (pp. 3-52). Manchester University Press. doi: <https://doi.org/10.7765/9781526134950.00007>
- Zhukova, I. S. (2022). Linguistic Personality: Speech as a Reflection of a Person's Character. *Russian Study Without Borders International Scientific Journal*, 6(2), 24-30. Retrieved from <https://elibrary.ru/item.asp?id=49160708>