

UDC 808.5; IRSTI 16.21.61

<https://doi.org/10.47526/2025-3/2664-0686.262>

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## THE FORMATION OF THE MODERN TEACHER'S LINGUISTIC PERSONALITY AS A FACTOR FOR IMPROVING THE QUALITY OF EDUCATION

**Abstract.** The purpose of this article is to investigate the peculiarities of developing communicative competence, specifically the culture of dialogical speech, among future teachers and to propose practical, methodological approaches to its formation. The article highlights the relevance of training competitive, patriotic, and highly professional teachers in the higher education system who can make decisions in the context of changing globalization. Special attention is paid to the role of teacher-student communication, speech culture, and professional and linguistic competence as the most critical components of pedagogical culture. The study uses both theoretical analysis and experimental research, combining literature review, questionnaires, and classroom research. The results of experimental work conducted at two universities in Kazakhstan demonstrate that targeted instruction in the subject «Teacher's Speech Culture» significantly enhances students' skills in expressive reading, dialogic communication, and public speaking. The study concludes with practical recommendations supported by tables, figures, and survey results that emphasize the relevance of integrating speech culture as a separate discipline into teacher education programs.

**Keywords:** teacher, personality, thinking planning, language tools, critical thinking, discussion-based tasks, systematic speaking, presentation of evidence.

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### \*Бізге дұрыс сілтеме жасаңыз:

Tazabek A.K., Dauletbekova Zh.T., Issayeva Zh.I. The Formation of the Modern Teacher's Linguistic Personality as a Factor for Improving the Quality of Education // *Ясауи университетінің хабаршысы*. – 2025. – №3 (137). – Б. 440–449. <https://doi.org/10.47526/2025-3/2664-0686.262>

### \*Cite us correctly:

Tazabek A.K., Dauletbekova Zh.T., Issayeva Zh.I. The Formation of the Modern Teacher's Linguistic Personality as a Factor for Improving the Quality of Education // *Iasau universitetinin habarshysy*. – 2025. – №3 (137). – Б. 440–449. <https://doi.org/10.47526/2025-3/2664-0686.262>

Date of receipt of the article 07.01.2025 / Date of acceptance 30.09.2025

**Заманауи мұғалімнің тілдік тұлғасын қалыптастыру –  
білім сапасын арттырудың шарты**

**Аңдатпа.** Мақалада «Педагогтің сөз мәдениеті» атты электив пәнді жүргізуде студенттердің кәсіби-тұлғалық құзіреттіліктерін қалыптастырудың жолдары көрсетілген. Болашақ педагогтің сөз мәдениетін жетілдіру арқылы тілдік тұлғасын қалыптастырудың маңызы сараланған. Болашақ педагогтің сөз мәдениетін дамыту мақсатында оқытушы мен студент арасындағы қарым-қатынастың «синергиялық коммуникация» деңгейіне көтерілу мақсаты айтылған. Білім берудің жаңартылған мазмұны мен заманауи педагогика талаптары мұғалімнің кәсіби құзыреттілігінің ажырамас бөлігі ретінде оның тілдік тұлғасын дамытуды қажет етеді. Мақалада мұғалімнің коммуникативтік дағдылары, сөйлеу мәдениеті, тілдік құзыреттілігі және олардың білім сапасына тигізетін әсері талданады. Сондай-ақ мұғалімнің тілдік тұлғасын дамыту жолдары мен әдістері қарастырылып, тәжірибелік ұсыныстар беріледі. Бұл зерттеу заманауи педагогтің тілдік әлеуетін арттыру арқылы білім беру процесінің тиімділігін жақсартуға бағытталған. Тұлғаның білім үдерісіндегі іс-әрекетін, дамуын сана, метатаным, таным, болмыс секілді танымдық процестер мен ұлттық код секілді құндылықтардың тұлға бойынан табылуы Педагогтің интеллектуалдық-тұлғалық қасиеттерін, тілдік тұлғасын дамыту мақсатында арнайы элективті пәнді оқытудың мәні зор екендігі нақтыланған.

**Кілт сөздер:** педагог, тұлға, тілдік тұлға, метатаным, ұлттық код, құзіреттілік, синергия.

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**Формирование языковой личности современного учителя – условие повышения  
качества образования**

**Аннотация.** В статье отражены пути формирования профессионально-личностных компетенций студентов при проведении элективной дисциплины «Культура речи педагога». Подчеркивается важность формирования языковой личности будущего педагога через развитие его речевой культуры. Указана цель повышения уровня взаимодействия между преподавателем и студентом до уровня «синергической коммуникации» с целью развития речевой культуры будущего педагога. Обновленный контент образования и требования современной педагогики требуют развития языковой личности учителя как неотъемлемой части его профессиональной компетентности. В статье анализируются коммуникативные навыки учителя, культура речи, языковая компетентность и их влияние на качество образования. Также рассматриваются пути и методы развития языковой личности учителя, предлагаются практические рекомендации. Это исследование направлено на улучшение эффективности образовательного процесса путем повышения языкового потенциала современного педагога. Уточняется, что в целях развития интеллектуально-личностных качеств, языковой личности педагога большое значение имеет изучение специальной

элективной дисциплины, развитие познавательных процессов, таких как сознание, метапознание, познание, бытие и национального кода.

**Ключевые слова:** педагог, личность, языковая личность, метапознание, национальный код, компетентность, синергия.

### Introduction

The rapid development of new technologies has created new challenges and demands in the field of education [1]. To ensure a quality education and a meaningful upbringing for the younger generation, it is essential not only to provide students with academic knowledge but also to develop their national worldview, based on cultural heritage and open to global values [2]. In the current conditions of spiritual revival, the preservation of national identity in the context of international competition requires deeper attention to national self-awareness [3]. Consequently, the expectations placed on modern teachers are growing.

The concept of the teacher's linguistic personality plays a central role in the formation of holistic education for future generations. Teachers are increasingly expected to be eloquent, thoughtful, communicative, resilient, and self-confident, able to express critical views and guide students through dialogue [4]. This underlines the urgent need to include an elective course on «Culture of Teacher Speech» in all teacher training curricula, not only in philology, but also in all specialties in which future teachers are trained.

Psychological research emphasizes that adolescence and college years are the most critical periods for socialization, self-awareness, and self-development. At this stage, people develop values, independence, and personal attitudes that determine their future [5]. Thus, the term «personality» is interdisciplinary, encompassing psychology, philosophy, pedagogy, and sociology [6]. Personality development can be assessed using cognitive processes such as awareness, metacognition, and the acquisition of values, including understanding of the national code.

Scientists have long debated the definition of personality. A. Rean considers personality as a social individual who regulates relationships in society [7]; E. Fromm emphasizes the totality of mental processes such as temperament, abilities, and emotional relationships [8]; while S.L. Rubinstein highlights conscious regulation of one's behavior as a marker of maturity [9]. Despite various interpretations, an unambiguous conclusion suggests itself: personality is formed in a particular social environment and is manifested through cognitive, emotional, and behavioral characteristics.

In today's globalized world, these ideas highlight the urgent need for teacher training programs that develop not only academic competence but also personal and communicative skills. Building a strong language culture through specialized courses helps teachers develop their linguistic personality, empathy, and value orientation – qualities needed to raise future generations with both national roots and global thinking. The nature of the future teacher is considered in harmony with the individual.

### Research methods and materials

This study employed a mixed-methodological approach, combining theoretical analysis, diagnostic assessment, and experimental intervention. The methodological development was based on the principles of anthropocentrism and textocentrism, widely used in modern linguistics and pedagogy, and ensured validity through methodological triangulation (literature review, questionnaires, experimental training, and statistical analysis).

*The theoretical stage.* At the first stage, a systematic review of the psychological, pedagogical, and linguistic literature was conducted to determine the conceptual framework of communicative competence, speech culture, and professional competence of future teachers.

Empirical and theoretical articles, dissertations, and peer-reviewed publications in Kazakh, Russian, and English were searched in the Scopus, Google Scholar, and eLibrary databases. Methodological limitations (qualitative, quantitative, mixed methods) were not applied. The selection criteria included the relevance of speech culture in teacher training, empirical validity, and methodological rigor.

*Diagnostic stage (experiment with statements).* The diagnostic study was conducted among 60 teachers from the International Kazakh-Turkish University named after Khoja Akhmet Yasawi (Turkestan) and M. Auezov University (Shymkent), including doctors of science, candidates of science, and masters. During the survey, the following were studied:

- teachers' perception of professional speech culture;
- readiness for public speaking and psychological training;
- assessment of students' expressive, motivational and communication skills.

The data obtained were analyzed using descriptive statistics (frequency, percentage distribution). The results revealed significant difficulties in the systematic expression of speech (48.3%) and a lack of public speaking skills (43.3%). These initial data are presented in Table 1 to illustrate the differences between the categories.

**Table 1 – Teachers' Perceptions of Speech Culture (n = 60)**

| Indicator assessed                               | Frequency (n) | Percentage (%) |
|--------------------------------------------------|---------------|----------------|
| Lack of systematic expression of ideas           | 29            | 48.3%          |
| Insufficient oratory/public speaking skills      | 26            | 43.3%          |
| Limited readiness for psychological training     | 21            | 35.0%          |
| Low emotional expressiveness in communication    | 18            | 30.0%          |
| Adequate level of professional speech competence | 12            | 20.0%          |

*Formative stage (learning experiment).* At the next stage, an experimental training program with two groups was introduced:

Control group – training using traditional methods. The experimental group was engaged in innovative modules focused on speech culture.

The program included:

The practice of expressive reading and public speaking.

- structured oral and written exercises;
- dialogic communication and interactive speech training;
- simulations of public speaking with peer feedback.

The intervention used empirical observation, testing, and questionnaires to assess progress in expressive reading, dialogic speech, and public speaking.

*Control stage (final assessment and analysis).* The following methods were used to evaluate the effectiveness of the intervention:

- The descriptive method is the observation of students' academic performance during experimental classes.;
- Analytical method – theoretical and methodological analysis of philological and pedagogical sources;
- Statistical method – quantitative analysis of test results and questionnaires (percentage differences, comparative analysis between experimental and control groups);
- The qualitative method is the teacher's reflection and students' self-assessment of the level of communicative confidence.

**Table 2 – Improvement in communicative skills**

| Skill assessed                | Control Group (% , n = 30) | Experimental Group (% , n = 30) | Difference (%) |
|-------------------------------|----------------------------|---------------------------------|----------------|
| Dialogic communication        | 42.0                       | 73.0                            | +31.0          |
| Expressive reading            | 40.0                       | 68.0                            | +28.0          |
| Confidence in public speaking | 38.0                       | 73.0                            | +35.0          |
| Ability to structure speech   | 45.0                       | 70.0                            | +25.0          |

**Table 3 – Student self-assessment before and after intervention (EG, n = 30)**

| Indicator (Likert scale: 1–5) | Before Intervention (M ± SD) | After Intervention (M ± SD) | Improvement |
|-------------------------------|------------------------------|-----------------------------|-------------|
| Confidence in oral expression | 2.4 ± 0.7                    | 4.1 ± 0.6                   | ↑ 1.7       |
| Ability to engage in dialogue | 2.7 ± 0.8                    | 4.2 ± 0.5                   | ↑ 1.5       |
| Emotional expressiveness      | 2.9 ± 0.6                    | 4.3 ± 0.4                   | ↑ 1.4       |
| Public speaking readiness     | 2.2 ± 0.9                    | 4.0 ± 0.7                   | ↑ 1.8       |

The final analysis showed a statistically significant improvement in the experimental group.:

- Dialogic communication skills improved by 31%;
- Expressive reading improved by 28%;
- Confidence in public speaking increased by 35%.

The results are presented in Tables 2 and 3 to provide clarity for statistical and analytical interpretation.

### Results

The results of the experimental study confirm that the development of professional-cognitive and professional-intellectual competencies of future teachers is inseparable from the formation of personality and speech culture. The data obtained at the diagnostic and formative stages show that the students of the experimental group significantly improved the skills of dialogical communication (+31%), expressive reading (+28%), and confidence in public speaking (+35%) compared with the control group (Tables 2-3). These data indicate that targeted speech culture training directly contributes to the formation of communicative competence and professional identity.

The theoretical basis of the program was the concept of synergetic communication proposed by S. Covey, which identifies three successive stages of personality development: dependence, independence, and conscious interdependence. The study showed that when students were introduced to interactive communication tasks – dialogue practice, mutual assessment and joint problem solving – they gradually moved from dependence on the teacher to independence in speech activity and, finally, to interdependence, where mutual understanding and cooperation were formed. This result is consistent with Covey's idea that interpersonal effectiveness is achieved through proactive communication and value-based speech.

Another significant result concerns the value orientation of the language. Survey and interview data have shown that students increasingly recognize language, especially their native language, as one of their primary educational and cultural values. This confirms the paradigm of strengthening value orientation in modern education, where mastering the communicative and normative qualities of speech is considered not only a professional necessity but also an ethical responsibility. The students noted that the optional course «Teacher's Speech Culture» deepened their understanding of the dignity of speech and the importance of respectful communication.

The qualitative reflections of the participants also emphasized the inseparability of thinking and speech. As reflected in the Kazakh proverb «The brain thinks, the tongue is silent», students

noted that teaching speech etiquette and public speaking skills simultaneously developed their critical thinking and active listening. The course content, combining theoretical training with practical speech tasks, allowed them to internalize this connection between thought and verbal expression.

Finally, the results obtained are consistent with the conclusions of Zh. Dauletbekova [10] emphasized that free and confident communication is a defining sign of professional and social maturity. Our data confirm this: the students of the experimental group demonstrated a higher ability for intercultural dialogue, expression of individuality, and participation in public communication. These results, consistent with the idea of communicative synergy, confirm that purposeful teaching of speech culture leads to measurable and sustainable improvements in both competence and personal development [11].

### Discussion

The results of this study emphasize that the development of professional and personal competencies of future teachers is closely related to speech culture and personality formation. Personality development has been widely theorized. R. Kettell identified 16 fundamental traits using psychometric testing, a model that is still used in higher education [12]. V. Tugarinov emphasized such qualities as honesty, responsibility, freedom and dignity [13], which remain the most important for the identity of a teacher today. These concepts emphasize that the teacher's ability to perceive the student as a person plays a key role in effective learning and the development of his self-esteem. As Bartlett noted, strong partnerships between teacher and student often outweigh formal competence in shaping learning outcomes [13].

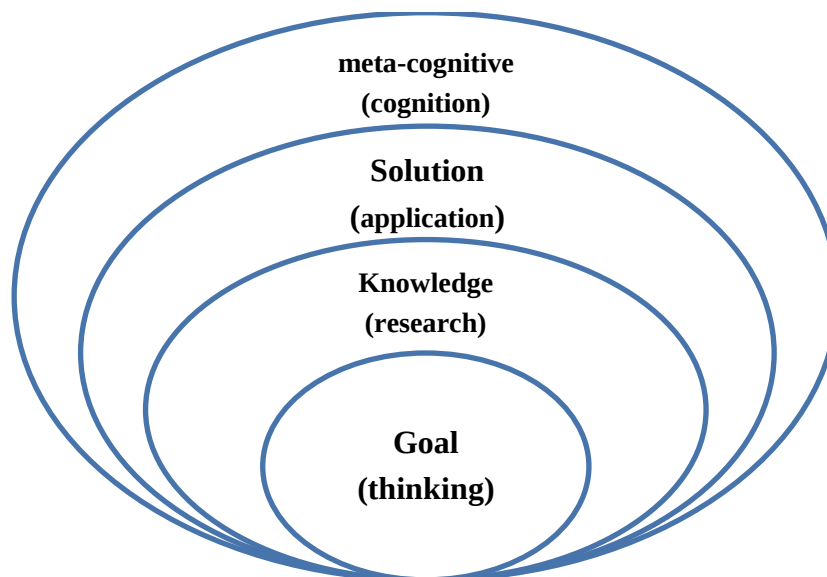
The results also confirm that speech culture is both a cognitive and an ethical value. A. Kyraubaikyzy noted that learning goes beyond the knowledge of the subject; it includes the formation of moral and cultural qualities [14]. Similarly, Kazakh psychological traditions emphasize that personality formation begins early and is formed under constant social influence [15]. Thus, teachers who embody speech culture not only impart knowledge but also form the moral and value orientations of their students.

Another significant aspect concerns metacognitive abilities. First proposed by Flavell, this concept refers to conscious awareness of one's learning strategies [16]. Our results show that teaching speech culture through reflective practice strengthens metacognitive skills such as self-esteem, independent problem solving, and strategic thinking. Students with improved metacognitive awareness demonstrated greater independence, the ability to control their learning, and a willingness to seek help when needed. Schunk [17] emphasizes that goal setting, assessment, and adjustment play a key role in successful learning, which is consistent with the results of our intervention (Figure 1).

Thinking, communication skills, and self-development shape the metacognitive process of a personality. Therefore, teachers should have metacognitive competencies and teach them to their students. In cognitive linguistics, the mental level of a person is increasingly assessed through the image of language. A. Kaidarov identified two interrelated ways of cognition: sensory experience and logical reasoning through thinking, which together enrich human knowledge [18]. Language, as a tool of thinking, embodies reality and reflects cognition, which makes the study of language and thinking central to cognitive linguistics. R. Lakoff emphasized that language is an integral part of personality and a means of socialization [19].

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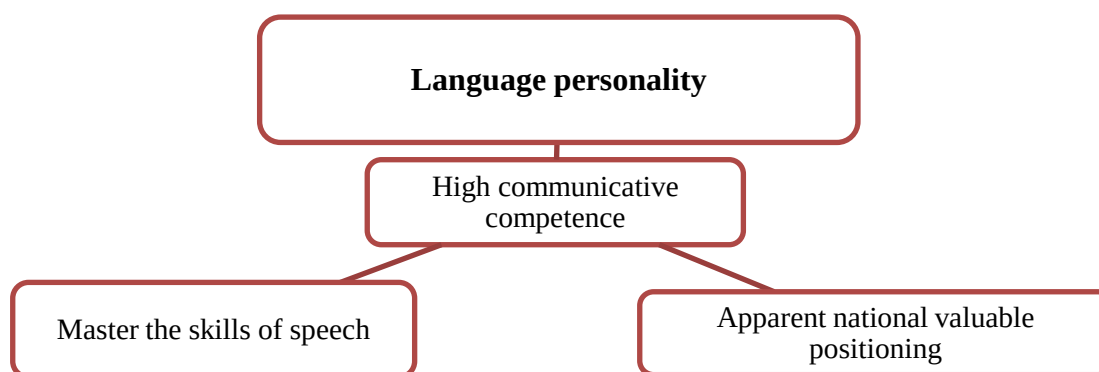
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**Figure 1 – The process of the development of a person's metacognitive abilities**

The concept of linguistic personality, introduced by I. Weisgerber and V. Vinogradov, considers language as a cultural value and personal identity. Scientists such as Bogin and Karaulov later systematized this concept, identifying three structural levels: verbal-semantic, cognitive and pragmatic [20-21]. Thus, a linguistic personality is not only a native speaker, but also a carrier of a worldview and cultural identity.

In the context of teacher education, this concept is crucial. Language reflects both individuality and national mentality; therefore, the formation of a teacher's speech culture should be harmoniously combined with the development of his linguistic personality. As noted by Ter-Minasova, linguistic identity is formed through recognition in communication [22]. In the optional Teacher's Speech Culture course, this approach integrates ethical norms of communication, national values, and cultural identity with communicative competence. As a result, future teachers are expected to develop reflective professionals who combine high speech culture with awareness of national and universal values (Figure 2).



**Figure 2 – Components that represent the language personality of the teacher**

One of the key paradigms of modern education is the strengthening of personal value orientations. Mastering the subtleties of speech and communication culture in a special optional course allows future teachers to understand national values and recognize the national code embedded in the language. As N. Nazarbayev emphasized in his work «Looking to the Future: Modernization of Public Consciousness» (2017), modernization requires the preservation of the national code as a spiritual foundation. Researchers define this code as a system of cultural symbols and traditions reflecting mentality, history and identity [13–16]. For a teacher, the assimilation and transmission of these values is not only a professional, but also a moral responsibility.

Thus, the optional course «Teacher's Speech Culture» integrates language proficiency with national identity, orienting future teachers to leadership qualities. According to Couses and Posner, leadership is not innate, but develops through skills and practice [18]. A teacher with communicative competence and a clear understanding of national values becomes a role model for students, contributing to the development of empathy, mutual respect and progressive citizenship.

The central component of this process is the development of empathy. Research by Maslow, Rogers, and Covey highlights empathy as the cornerstone of personal growth and effective communication [3, 239]. Empathic listening, reading and understanding allow teachers to look at the world from the student's point of view, provide "psychological oxygen" and strengthen interpersonal trust. Future teachers develop empathic competence through pedagogical humanism, recognition of students' individuality, and active participation in emotional and communicative interaction.

Thus, the optional course connects speech culture, the national code, leadership and empathy as interrelated foundations of professional and personal development. Teachers who possess these skills not only preserve cultural identity, but also educate socially responsible, sociable and empathic personalities of the future.

### **Conclusion**

The study shows that the personal and professional development of future teachers is inseparable from the development of speech culture, sensitive listening and facilitative teaching skills. The ability to listen with empathy, as Rogers and other scientists emphasize, strengthens the relationship between teacher and student, promotes trust and improves the quality of the educational process. Facilitation, understood as guiding and supporting students' creative interaction with knowledge, requires teachers to have well-developed communication skills and speech culture.

The elective course “Teacher's Speech Culture” has proven itself to be an effective means of developing these competencies. By integrating communicative training with value orientation, understanding of the national code and developing empathy, the course gives future teachers the qualities necessary for the formation of their linguistic personality. Such a personality not only ensures professional success, but also contributes to the formation of students as conscious individuals focused on values.

Ultimately, improving the teacher's speech culture is a decisive factor in improving the overall quality of education. A positive learning environment, authentic cultural communication and empathic understanding enable students to develop their worldview and inner culture more fully. Thus, the inclusion of specialized courses on speech culture in teachers' curricula is an important step towards preparing teachers who are not only subject matter experts but also promote personal growth, moral development and the preservation of national identity.

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