

**REVIEW ON THE HANDBOOK BY S.S. KUNANBAYEVA “CONCEPTUAL
BASES OF COGNITIVE LINGUISTICS IN THE FORMATION
OF A MULTILINGUAL PERSONALITY”**

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It is with great pleasure that I confirm the uniqueness of the book by SS. Kunanbaeva, who believes that the linguodidactical platform of cognitive-linguistic and cultural methodology sheds light on the training of translators in terms of multilingual society. She notes that “the development of interpreter's speech thinking, including when working with the text, can not be imagined separately from the development of their ability to think, to argue their position. Therefore, in the book, along with theoretical information, there are tasks that allow one to derive the universal “laws” of work with the text: scientific, official-business and media text”.

I want to note that the professional training of an interpreter, based on modern views of the theory of knowledge, qualifies them not so much as an “intermediary in interlingual communication” but as a “subject of intercultural communication”, a kind of “translator” of the national-cultural and mental identity of co-studied

communities capable of the reflection of these specific characteristics in the stereotypes of communicative behavior and norms of speech interaction.

This causes a fundamental revision of the foundations of the professional training of an interpreter, traditionally defined as linguistic or literary. From the points of view of the cognitive-linguocultural methodology and its implementation concept - the theory of intercultural communication - as a new scientific and educational object area with a basic category - linguoculture, the promotion of the synthesizing to the entity of triad “language-culture-personality”, reflecting the material and spiritual identity of the linguo-ethnoses.

With this approach, translational activity **aims to** provide mediation in interlingual communication, and **the object** in the field of training will be the complex “foreign language – foreign culture - subject of intercultural communication”.

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The aim set by the author is to justify the importance of dialogue between cultures and the need to form a subject of intercultural communication in terms of competitive globalization, the ways of forming through the prism of cognitive-lingvocultural methodology as a conceptual basis and a new educational holistic paradigm in the development of an innovative system of foreign language education and translation studies, – solves the deep problems of foreign language education. This is evidenced by the elaborate content of the book, the components of which are logically interrelated, a deep layer of sources has been reworked, confirming the relevance of this approach in the preparation of translators.

I would like to express gratitude to the author for the theoretical basis of this approach, since the basis of the dissertational studies under consideration by our undergraduates is the translation of the information discourse, an actualized text related to the central and peripheral events of the reality surrounding us. The construction

of the reality embedded in the frame occurs through the selection of the object for translating the information discourse, which is attached to the status of the event. This idea has found a clear scientific basis in the book under review on a thorough cognitive-linguistic-cultural platform. It is this understanding that is the driving tool of science that will expand the horizons of graduate students, aiming them at finding interesting facts in their own culture.

The rector of the Kazakh Abalai Khan University – S.S. Kunanbayeva – has been in charge of the university for more than a decade. Being not only a serious scientist in the field of pedagogical science and linguistics, she is a top manager, thanks to which she managed to keep the university in troubled time of the formation of an independent system of higher education in Kazakhstan and, moreover, to make cardinal changes both in the choice of educational priorities and in the development of the university infrastructure. Today, KazUIandWL is one of the prestigious

universities of sovereign Kazakhstan, with high standards and modern technologies – as we wrote in an article published in the Trans-Baikal Vestnik, reporting on the last winter school of cognitive science in Almaty-2016: From the first minutes of my stay in Almaty and before leaving, I constantly felt very warm care, great interest and respect for all the lecturers of the school. The most heartfelt words of gratitude to the organizers of the school and undoubtedly the rector of the university who managed to create a wonderful team in very difficult times and together with them to build a university that is one of the leading in Kazakhstan – a beautiful building, modern, well-equipped auditoriums, a creative, highly qualified team, wonderful students.

In addition, it is necessary to strongly recommend the book to many postgraduate students and doctoral students as a theoretical basis for serious research. If Kulgildinova Tulebike agrees to co-authorship, then her review, which was given to me, can include my thoughts and be published in Trans-Baikal Vestnik, which unites all the scientific journals of Siberia. This will help many graduate students to turn to the book under review, where they will find many interesting and useful methodological solutions.

The proposed conceptual-methodological and practical recommendations are the result of comprehension of the state of affairs in foreign-language education and

understanding of the need to determine scientifically-substantiated ways of transformations in translation studies.

