The Problems of Language Personality Formation in Russia (the Analysis of Language Processes and Pedagogical Technologies)

Valerian F. Gabdulchakov*

Kazan (Volga) Federal University, Institute of psychology and education, Department of psychology of preschool education
Kremlevskaya st.,18 Kazan 420008 Russia

Abstract
The formation of a language personality in changing Russia acquires technological nature: the levels of a language personality formation are explained, psychological and methodological principles of a language formation are developed, and the techniques of bi- and multilingualism formation on the basis of important text features are explained. The development of bilingualism and multilingualism in Russian schools with the support of these characteristics contribute to the solution of task complex, provided with all humanities training, forms pupils’ individual way of verbal behavior.

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1. Introduction

Modern scientists emphasize: “Participatory approaches to engaging in research with young children place a great deal of emphasis on children's rights to choose whether or not they wish to be involved. A number of recent

* Corresponding author. Tel.: +89050260544.
E-mail address: Pr_Gabdulhakov@mail.ru
studies have reported a range of strategies both to inform children of their research rights and to establish options for checking children's understanding of these rights throughout the research process” [1, pp. 244-256].

It is known that two principles motivate the development of a language – the first is elemental: it is subordinated to internal laws of a language structure; the second is cultural and regulating based on the evaluation and selection of linguistic means, originating from the educated strata of a society and directed to the creating of the common-literary language.

Vladimir T. Kudryavtsev writes: “Children (particularly preschool children) learn these cultural meanings through their contact with cultural objects, which has to be mediated by adults. This is where it is important that adults engage young children's creativity, because they need adult help to reconstruct the cultural meanings inherent in cultural objects. It is important that helping adults involve children in authentic communication around cultural objects, as this transformation of the self is an essential part of children's cultural development. Teaching children methods for problem solving runs the risk of depriving them of the opportunity for creative thinking. Examples of formal and informal education are provided that illustrate these principles” [2, pp. 45-53].

Nikolay E. Veraksa writes: “Child development involves the process of mastering cultural tools, which modify relations with the world and provide the means to act on the self. A sign is a universal cultural tool, but these tools are not the same for all ages. The problem of specifying development becomes one of finding the tools that children use in their activity” [3, pp. 79-87].

2. Method

Lately, while discussing the problems of the common-literary language development and national culture, the problems of language communication, bilingualism, and a dialogue of cultures, their mutual interaction and influence appear anyhow. Effective language communication is of importance in realizing political, financial and economic, pedagogical and any other activity. Each nation, the language of which is little-known in the world, should have some wide-spread language to go out into the world. It is known that there is the closest connection between a personality and culture: a personality lives by culture, culture is provided by a personality. Besides conceit struggles against culture and asserts itself as an aim. Now no one argues that a personality is the center of culture and language interrelation, the dialectic of their development. For this reason one can speak about a personality only as a language personality, as a personality turned into a language.

3. Results and discussion

In conditions of modern Russia a teacher should be aimed at a language personality formation of a new type – a personality having a complete command of several languages, a personality who is open for both – his (native) culture and cultures of nations who live near, a personality orientated towards leading achievements in the modern world culture.

Now no one brings the following fact in question – not a language causes knowledge and its results: a person in the course of social practice fixes results of his reality knowledge in a language. The differences in language phenomena are explained by the distinctions in social practice. Social practice has always been primary, but the differences between languages have been second in Phylogenesis (the history of the human creation, his thinking, a language). Every new member of a society and every new generation beginning life learn knowledge about the world with the aid of a native language in Ontogeny (the structure of individual development of some person).

Problems of a native language mastering, the formation of bilingualism and multilingualism are closely connected with the problems of transfer (derived from Latin «inter» - between and «ferens» – carrying) and transposition (derived from Late Latin «transpositio» – transposition). Structural-typological, psycholinguistic conformities-disparities of the contacting languages (Russian and other national language) define the nature and
quantity of possible transfer phenomena in conditions of specific forms of the national-Russian bilingualism. One observes transposition when there are:

1) figurative usage of categorical and grammatical forms;
2) conversion of a word or a form of a word into other part of speech (substantivization, adjectivization, adverbialization, pronominalization);
3) syntactic derivation (the formation of a word which semantically differs from a corresponding motivating word only by general meaning of a part of speech) [4].

On a scientific plane, appealing to the interrelation problem of the concepts «Language» and «Culture», we proceed from its anthropological nature and define culture through a personality, a collective, human activity. As a language personality a human is the connecting link between a language and culture. A human is the basis of contact and interaction of these two phenomena – a language and culture.

In studies of bilingualism formation problems we proceed also from the principle that a school as a social institution forms not a human at all, but a human in the given society and for the given society. It is specialized in the production of socially significant characteristics of a personality. Bilingual environment in the remote district provinces of Tatarstan demands the training of functionally bilingual individuals from a school. Interrelation of the process of bilingualism development and functioning of the social institution of a school in multicultural conditions remains little-studied in the modern pedagogical science.

In modern philosophy of education two paradigms are distinguished in which the problem of bilingualism is studied at school: functional (the paradigm of «balance») and the paradigm of conflict. Within the framework of the paradigm of «balance», evolutionary, neoevolutionary and structural-functional theories are presented. According to these theories balance is achieved by means of harmonious relations of social components in a society. Education is an integral system here intended for keeping of stability and changing from simple or primitive forms to more complex modern forms in response to changes in other structures. Bilingual education is regarded as a balancing mechanism thanks to which particularly balance is kept in a society. Theoretical approaches to the study of bilingualism within the framework of the paradigm conflict are the theory of group conflict in which the following is emphasized: instability peculiar to social systems and conflicts of values, authorities which are their natural results.

In the paradigm of «balance» the following principles are more important: bilingual education – a balancing mechanism functioning for the purposes of keeping balance in a society, it (education) implies the contact of cultures, bilingualism of an individual is an instrument of activity in multicultural environment; the second language can be studied if it is used as a language of communication, instructions. From the paradigm of «conflict» we use principles that education is a part of ideological structure of a society, hence its dependence on the changes in ideology and politics follows (the formation of bilingual education is a specific case of such dependence); it is short-sighted and unpromising to study the development of bilingual education out of the connection with social factors and context.

Pedagogy of reflexive activity brings up inner world of a child to the foreground and demands other structure of a role behavior. This structure can be correlated with the structure of a language personality as a personality being realized on three levels:

The first level is verbal and semantic, the level of a simple human communication language. On a psychological plane, a teacher here should show itself as a personality and then as a subject teacher. In addition a teacher should achieve relations of empathy (compassion) with a class, allowing opening canal for reflexive activity from two sides: from the side of a teacher and from the side of a pupil;

The second level is cognitive; through a word (a language of communication) it is connected with structure overlapping of a teacher personality’s valuable orientations on the structure of orientations formed in a pupil’s mind. These structures are distinguished essentially. Traditional (didactic) pedagogy doesn’t give results here. Reflexive activity can be organized on the basis of the modeling and professional realization of «expectation situation of unexpected effect». Unexpected change of a lesson, unexpected discovery, unexpected cognitive
effect and etc. allow forming one’s own values, but not inquiring the price of other’s values (whatever authority one didn’t use);

The third level is motivational and pragmatic; it is connected with the determination of the real communication conditions (unlike the predominant pseudo-communication on many lessons) in a class. The consideration of trainee’s real communicative requirements and modeling of «the situation of a communicative core» within the framework of revealed speech requirements come to the foreground, i.e. such situation when every participant of joint cognitive activity gets into conditions of the necessity to speak in one’s own words, but not words of the other. Another result of educational activity falls into «the trap of memory» of a pupil becomes his own property.

In this regard we define the technology of coherent speech development as an algorithm of reflexive activity of two subjects of educational and cognitive process (a teacher and a pupil). This algorithm is directed to the improving of quality of pupil’s knowledge, the development of their processual qualities and activation of creative self-dependence. The self-realization technology of a pupil’s language personality or formation technology of individual way of verbal behavior. Write about the many scientists [5].

The technology is built up on several psychological and methodical principles: [6].

1) the unity of the conscious and unconscious in the mastering of educational field and procedures of its realization in everyday activity («it’s interesting!»);
2) consistent formation of the communicative core through the system of incentives, stimulating to speech realization of individual and personal idea of what is discussed on a lesson («my opinion»);
3) the maintenance of high level of difficulty in the operations of algorithmic synthesizing of educational material («it is clear!»);
4) the creation of pedagogical communication of equality in which a teacher and pupils have equal functions of dialog interaction, allowing to translate pupils from the perspective of education object to the position of self-education subject («I did it myself!»);
5) the formation of the nature-aligned system of self-education in which every participant moves to his own (often fictional) pupil’s type (ideal) («I can too, I’m talented too!»).

4. Conclusion

In the process of optimal forms finding of bilingual development we have distinguished the techniques resulting from the text features of a public performance spoken on the first and second language. We refer to such text features:

- coherence (integrity, completeness) of coherent statement which is formed by means of division techniques of a statement into the complex syntactic unity, the finding of micro topics for the purpose of subsequent modeling of a statement;
- delimitation (the determinancy of text units’ borders) formed by means of the principles of statements’ semantic forming;
- pragmatic set course (directive to influence) and integrity (internal organization) connected with the techniques of thematic-rheumatic (the determinate order of words) and rhythmic (melodic) structure of statements’ modeling;
- text cohesion (lexical and grammatical contact between sentences of a statement) formed by means of inter phrase contact analysis and synthesis;
- communicative completeness of a statement connected with the techniques of communicative core development in public performance;
- subject and semantic completeness formed by means of the techniques of text propositions and predicates’ logical correlation;
- speech will of a speaker, typical compositional and genre form of completion connected with the techniques of coming performance’s stylistic forming.

The development of bilingualism and multilingualism in Russian schools with the support of these characteristics contribute to the solution of task complex, provided with all humanities training, forms pupils’ individual way of verbal behavior.

References