

6. Bogdanova I.M., Balan L.A. Gotovnost budushchikh inzhenerov-programmistov k ispolzovaniyu distantsionnykh obrazovatelnykh tekhnology v professionalnoy deyatelnosti. [Willingness of future software engineers to use distance learning technologies in their professional activities] Naukovy visnik Pivdenoukraïnskogo natsionalnogo pedagogichnogo universitetu im. K.D. Ushinskogo. // Zbirnik naukovikh prats. Spetsvipusk. – Odesa, 2012. – S. 7-12.

*Barina L.M., Chzhou Tsoun*

**THE CONCEPT OF "MULTICULTURAL LINGUISTIC IDENTITY" AND METHODS OF ITS FORMATION AS THE DEVELOPMENT OF CONCEPTUAL PICTURE OF THE WORLD**

Odessa, Ukraine

**Abstract.** *The article deals with the concept of linguistic identity, its constituents and methods of its formation as the development of conceptual picture of the world. The basic characteristics and different approaches to linguistic identity as an object of study are given. The article reveals the relevance of communicative methods of teaching Russian as a foreign language (RFL) and cognitive-active approach to the formation of multicultural linguistic identity of foreign students in teaching Russian as a foreign language. In linguodidactic terms linguistic identity is defined as a multi-layered and multi-component set of language abilities, skills, readiness to implement speech actions of varying difficulty, actions which are classified, on the one hand, according to language activities (speaking, listening, writing, reading), and on the other hand – according to the level of language mastery (i. e. phonetics, grammar, vocabulary). Contemporary linguodidactics has got significant results in understanding and developing the structure and content of linguistic identity, has generalized extensive experience of teaching language that suggest three ways of representing linguistic identity, which is in focus of linguodidactic study of language and speech description (Karaulov Yu. N, Zimnia I. A., Khaleeva I. I., Lebedynskiy S.Y. et al).*

*The first way of constructing a model of linguistic identity is based on a three-tier model of speech organization which consists of verbal-semantic, or structural and systemic, linguo-cognitive, or thesaurus, and motivational levels. This model is called linguosocio-psychological (or structural-functional) model of linguistic identity organization. Thus, language identity is understood as an individual identity of a student, for whom the language, he tries to acquire is not a mother-tongue. (Lebedynskiy S. I., Herbik L. F.)*

*The second way of constructing a model of linguistic identity is an attempt to plareproduce linguistic identity in three-dimensional space and it includes: a) data on the level structure of a language (phonetics, grammar, vocabulary), b) the types of speech activity (speaking, listening, writing, reading), c) degree of language acquisition by*

*establishing for each level of proficiency special criteria, such as speed of realization of speech program, semantic richness, logical and grammatical correctness of the utterances, the adequacy of the choice of language means, adequate replacement of language means, etc. Conventionally this model called a model of the development of individual linguistic abilities.*

*The third way of constructing a model of linguistic identity is focused on the selection of speech actions based on communicative intentions, situations, and themes of communication, social and communicative roles. This way is based on the systematization of language skills, or availabilities, of linguistic identity to held different types of speech-thinking activities and perform various kinds of communicative roles. Conventionally, this model is called communicative-intentional model of individual's language development.*

*Ordered according to certain levels of linguistic identity organization, information about the list of speech skills and availabilities provide holistic understanding of the concept "linguistic identity" and its ready-to-speech model. These data do not contradict a number of linguodidactic of ideas and concepts and to some extent help to summarize and systematize some linguodidactic approaches to setting limits and content of communicative competence, which are acquired by foreign students in the study of the Russian language as a means of communication in the university education system.*

**Keywords:** *multicultural linguistic identity of a foreign student, three-tier model of speech organization, communicative competence, cognitive-activity approach.*

Formation of a multicultural linguistic identity as the development of conceptual picture of the world, is connected with the contemporary concept of teaching foreign students foreign language.

This raises the question of the definition of multicultural language personality and methods of its formation in teaching Russian as a foreign language.

Linguistic identity is the bearer of linguistic consciousness. A linguistic consciousness is a mediated by the language image of the world of a particular culture. Linguistic consciousness of the individual is realized in verbal behavior, which is determined by the communicative situation, linguistic and cultural status, social class, ideology, etc. [6, p.3]. Linguistic consciousness is a "subjective form of human activity in relation to the objective world, the highest form of nervous activity in the language of the person, the unity of psychic and mental systems, as well as cognitive abilities" [5, p.44].

Linguistic identity as a task of the investigation, the object of study and research technique can be viewed from different perspectives: from the perspective of psycholinguistics - the psychology of language and speech; from the perspective of linguodidactics - the study of the language laws, from the study of the language of fiction, the study of language teaching by means of scientific texts..

Thus, the ambiguity of the term is determined by different approaches to linguistic identity as an object of study.

So, the basic assumption of the philosophical approach to the analysis of linguistic identity in the concept of A. V. Puzyreva is the understanding that behind each person there stands a common human culture as something universal, common; national - as general; social, professional - as something special; individual - as a unique, singular [4, p.14]. In accordance with the "stages of human essence" A. V. Puzyrev distinguishes:

- cogitative identity (or more precisely – thinking identity), as the universal;
- linguistic identity (or rather – acquiring a specific language), as the common;
- speech identity (speaking), as the special;
- communicative identity (or rather - communicating), as a manifestation of the unique [4, p.25]. That unit creates the uniqueness and originality of a linguistic identity.

In linguistics, the best known is the concept of linguistic personality of Yu. N. Karaulov. In understanding of Yu. N. Karaulov, linguistic identity appears as homo loquens in general, and the ability of language use - as a generic property of a man (homo sapiens). Linguistic identity in this concept is defined as "a set of abilities and characteristics of a person causing the creation and perception of speech products (texts), which differ in the degree of structural and linguistic complexity, depth and accuracy of reflecting reality, target orientation" [3, p.38].

In terms of Lebedinskiy S. I., linguistic identity in linguodidactics is treated as a multi-layered and multi-component set of language abilities, skills, readiness to implement speech actions of varying difficulty, actions which are classified, on the one hand, according to language activities (speaking, listening, writing, reading), and on the other hand – according to the level of language mastery (i. e. phonetics, grammar, vocabulary).

In recent years, scientists have been trying to elaborate an integral concept of linguistic identity, which seems to be more promising. A new line of research in the field of linguistic identity - "lingvopersonalia" (V. P. Neroznak) or "lingvoportretology" is formed in modern linguistics [8, p.80].

Scholars distinguish the following main essential characteristics of linguistic identity: the language ability, linguistic consciousness, communicative need. Language ability consists of the following

components: phonetic, morphological, syntactic and lexical. Language ability and communication needs are prerequisites for the realization of communication. The success of speech communication depends on the ability to communicate and organize their verbal and nonverbal behavior according to the objectives of communication, i. e. we are talking about the communicative competence. Communicative competence acts as a manifestation of language consciousness in what concerns the choice of means of communication in a particular communicative situation [5, p.6].

In this regard, the particularly *topical is communicative direction of modern methods of teaching RFL* to foreign students, the guiding principle of which is *communicativeness*. Communicativeness suggests such focus, when the goal of learning (acquisition of language as a means of communication) and a means of achieving the goal (speech activity) act in unity. Organization of training takes place in near-natural conditions, which corresponds to *the cognitive-activity approach in teaching RFL*, facilitating faster formation of communicative competence.

Cognitive-activity approach to teaching as much as possible contributes to the formation of speech activity skills of a foreign student, as a means of achieving the goal of communication. The concept of speech activity is treated by us in the context of the theory of A. N. Leontyev. "Speech activity is active, focused, motivated, objective (substantial) issuance process of giving out and (or) receiving formed and formulated by means of the language of thought (volition, expression of feelings), aimed at meeting the communicative and cognitive needs of people in the process of communication" [9, p .51].

Essential features of activity are:

- a) goal-orientation, the presence of a specific motive and purpose;
- b) structurality, certain internal organization of activity, common for all types [10, 11].

Contemporary linguodidactics has got significant results in understanding and developing the structure and content of linguistic identity, has generalized extensive experience of teaching language that suggest three ways of representing linguistic identity, which is in focus of linguodidactic study of language and speech description (Karaulov Yu. N, Zimniaya I. A., Khaleyeva I. I., Lebedynskiy S.Y. et al).

Any activity is determined by a three-phase character. [12, p.26] This structure includes the causative-motivational, orienting-investigative (analytic-synthetic) and the executive phase.

1) *the phase of semantic (meaning) deployment* - the planning stage, the choice of topics, determination of the sequence of semantic units, etc. – *causative-motivational phase* of speech activity. The source of speech activity in all its forms is a communicative and cognitive need. This need becomes an internal communicative cognitive motive of this activity. Thus, the causative-motivational phase of activity, its motif get into the internal structure of activity, defining and directing it.

2) *the phase of lexical and grammatical deployment* – is the stage of transition from the program to the grammatical organization of the utterance and lexical filling of syntactic structures in accordance with the semantic intent of an utterance - orienting-investigative phase. Analytic-synthetic phase of the activity involves the selection and organization of means and methods of activity realization. And in particular, we can assume that in this phase of speech activity selection means and method of forming and formulating their own or someone else's (given from the outside) thought during speech communication is realized. This is the phase of planning, programming and internal organization of speech language activities with the help of its means and methods.

3) *the stage of the sound deployment and realization - the executive, realizing phase*. In parallel with the implementation of the program takes place motor programming of utterances, followed by its realization [9, s.57-59].

Thus, the "speech action involves goal setting, planning and implementation of the plan, ... it is determined by the overall structure of the work and the place that it occupies in the activity in general and in relation to other speech actions - in particular" [12, p. 26].

Within the conception of A. A. Leontyev, "the main issue for teaching a foreign language is ... the nature and method of supplying speech patterns ... For this purpose, it is necessary to have a developed model of "spontaneous" speech activity" [11, p. 148].

Speech model, contributing to the formation of linguistic personality of a foreign student is realized, according to I. I. Khaleyeva, taking into account the processes that occur in the individual in the course of mastering non-native language. Since languages differ in their verbal-semantic "network", the author correctly divides the first level of linguistic identity (verbal-semantic) into two spheres of thesaurus: a Thesaurus I and Thesaurus II (formation of secondary cognitive consciousness).

*Thesaurus I* ascends to the associative-verbal language network of language and generates a "linguistic picture of the world", while thesaurus

II forms a "conceptual, or global, view of the world." Distinguished by the author two areas are interrelated and both are independent. The relationship is shown in the fact that thesaurus I is formed under the influence of thesaurus II. Speakers of different languages differ in their thesaurus I, but we cannot ignore the differences in thesaurus II. The formation of thesaurus II is a difficult task, since in this case we are talking about the development of the ability to recognize and install the motives of the person belonging to a particular community, which has a different system of values, norms and evaluation [1, p. 69].

Table 1

Secondary cognitive identity (by I. I. Khaleyeva)		
I level	II level	III level
Verbal-semantic	Thesaurus	Pragmatic
Thesaurus I Forms a "language picture of the world"	Thesaurus II Forms "conceptual or global picture of the world"	

*Cognitive-activity approach to teaching RFL* contributes to the solution of problems of forming linguistic identity of foreign students, discourse theory, speech communication, verbal behavior; understanding of typical language situations, strategies and tactics of Russian speech; knowledge of national peculiarities of verbal behavior; the analysis of the communicative context; understanding of Russian concept-sphere, linguistic picture of the world.

According to I. I. Khaleyeva, to master an amount of knowledge about the language picture of the world - means to go on *cognitive-activity (thesaurus) level of linguistic identity*. When preparing an active participant in cross-cultural communication, it is important to teach the bearer of the image of the world of one socio-cultural community to understand the bearer of other linguistic image of the world. To understand a particular phrase or text means to pass it through a thesaurus, correlate with one's own knowledge, and to find an appropriate to its contents place in the picture of the world.

So, contemporary linguodidactics has got significant results in understanding and developing the structure and content of linguistic identity, has generalized extensive experience of teaching language that suggest, at least, three ways of representing linguistic identity, which is in focus of linguodidactic study of language and speech description.

*The first way* of constructing a model of linguistic identity is based on a three-tier model of speech organization which consists of verbal-semantic, or structural and systemic, linguo-cognitive, or thesaurus, and motivational levels. This model is called linguosocio-psychological (or structural-functional) model of linguistic identity organization. Thus, language identity is understood as an individual identity of a student, for whom the language, he tries to acquire is not a mother-tongue. (Lebedynskiy S. I., Herbi L. F.)

*The second way* of constructing a model of linguistic identity is an attempt to reproduce linguistic identity in three-dimensional space and it includes: a) data on the level structure of a language (phonetics, grammar, vocabulary), b) the types of speech activity (speaking, listening, writing, reading), c) degree of language acquisition by establishing for each level of proficiency special criteria, such as speed of realization of speech program, semantic richness, logical and grammatical correctness of the utterances, the adequacy of the choice of language means, adequate replacement of language means, etc. Conventionally this model called a model of the development of individual linguistic abilities.

*The third way* of constructing a model of linguistic identity is focused on the selection of speech actions based on communicative intentions, situations, and themes of communication, social and communicative roles. This way is based on the systematization of language skills, or availabilities, of linguistic identity to held different types of speech-thinking activities and perform various kinds of communicative roles. Conventionally, this model is called communicative-intentional model of individual's language development.

It is obvious that this model being based on the elaborated by Yu. N. Karaulov concept of linguistic identity, is more adequate to cross-cultural communication, a person's ability to communicate on an cross-cultural level.

#### *References translated and transliterated*

1. Galskova N. D., Gez N. I. Teoriya obucheniya inostrannym yazykam: Lingvodidaktika i metodika: Ucheb.posobiye dlia stud. Lingv. Un-tov i fak. In.yaz. vish.ped.ucheb.zavedeniy [Theory of teaching foreign languages: Linguodidactics and methodics: textbook for students of Linguistic universities and faculties of foreign languages of higher educational establishments]. – M.: Izdatelskiy tsentr “Akademiya”, 2004. – 336p.

2. Bogin G. I. Model yazykovoy lichnosti v yeye otnoshenii k raznovidnostiam tekstov: Avtoref.dis.dokt.filol.nauk [The model of linguistic identity in its relation to the variety of texts: autoref. PhD]. – L., 1984
3. Karaulov Yu. N. Russkiy yazyk I yazykovaya lichnost' [The Russian language and linguistic identity]. – M., 2002.-261p.
4. Puzyrev A. V. Opyty tselostno-sistemnyh podhodov k yazykovoy I neyazykovoy real'nosti [Experiences of holistic-systematic approaches to lingual and non-lingual reality]. – Penza, 2002
5. Tsoy A. S. Antropotsentricheskaya leksikografiya... [Anthropocentric lexicography...] // Russkiy yazyk za rubezhom. - 2008. - № 1.– P. 43–48.
6. Tolmacheva T. A. Teoriya yazykovoy lichnosti I protses obucheniya mezhkulturnoy kommunikatsii [Theory of linguistic identity and the process of teaching cross-cultural communication]// [http:// e-lib.gasu.ru/vmu/archive/](http://e-lib.gasu.ru/vmu/archive/)
7. Markina N. A. Tekst kak sposob presentatsiyi yazykovogo soznaniya: Dis.kand.filol.nauk [Text as a way of linguistic consciousness presentation: Theses of PhD]. – M., 2001.
8. Olshanskiy I. G. Yazyk I yazykovaya lichnost' v usloviyah sovremennogo sotsial'nogo konteksta [Language and linguistic identity in conditions of contemporary social context] // RGSU. Ucheniye zapiski. – 2004. - № 1. – P. 79–80.
9. Zimniaya I. A. Lingvopsihologiya rechevoy deyatel'nosti [Linguopsychology of speech activity]. – M.:Moskovskiy psihologo-sotsial'niy institute, Voronej: NPO “MODAK”, 2001. – 432p.
10. Leontyev A. A. Slovo v rechevoy deyatel'nosti [Word in speech activity]. - M.: Nauka, 1965. - 245 p.
11. Leontyev A. A. Yazyk, rech, rechevaya deyatel'nost' [Language, speech, speech activity]. – M.: Editorial URSS, 2003. -216 p.
12. Leontyev A. A. Osnovy teorii rechevoy deyatel'nosti [Fundamentals of the theory of speech activity]. – M.: Nauka, 1974. – 368 p.
13. Leontyev A. A. Yazyk I rechevaya deyatel'nost' v obschey pedagogicheskoy psihologii [Language and speech activity in general pedagogical psychology]. M.: Izd-vo Moskovskogo psihologo-sotsial'nogo institute; Voronej: Izd-vo NPO “MODAK”, 2003. – 536 p.