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THE FORMATION OF A LINGUISTIC PERSONALITY OF A STUDENT IN TERMS OF MULTICULTURAL COMMUNICATION (BASED ON CHINESE AREA STUDIES)

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Abstract. *In the article the influence of multicultural communication on the formation of a linguistic personality of a student while learning Chinese Area Studies is shown. At the classes the project method has been proposed to the students. After the course it has been revealed that most of the students find this method productive in learning cultural, social, economic and political nature. As linguistic personalities they demonstrated a sufficient level of empathy and tolerance in effective multicultural communication based on their multicultural competence.*
Keywords: *linguistic personality, multicultural communication, multicultural competence, Chinese Area Studies, project method.*

Introduction. Starting from the last century to the present day the term "linguistic personality" is one of the most popular frequency and in native science.

A linguistic personality is considered from the standpoint of psycholinguistics, pragmatics, linguistics, cognitive science, cognitive science, pragmalinguistics, ethnolinguistics, text linguistics, sociolinguistics and other anthropocentric ways. Learning a language of the individual at the intersection of different fields determines the complexity and ambiguity of approaches to the definition, structure, criteria and the ways to describe this concept.

As many researchers note, the notion of a linguistic personality is still not precisely defined, due to the complexity and multileveled problem itself. In a linguistic personality philosophical, sociological, psychological and linguistic views refracted on a socially important set of physical and spiritual properties of a person. That is a definite interest in the issue.

In the article we consider a linguistic personality of a student in the context of multicultural communication. Multicultural communication is a form of communication that aims to share information across different cultures and social groups. It is used to describe the wide range of communication processes and problems that naturally appear within an organization or a social context made up of individuals from different religious, social, ethnic, and educational backgrounds. Multicultural communication is sometimes used synonymously with cross-cultural communication or intercultural communication. In this sense

it seeks to understand how people from different countries and <u>cultures</u> act, <u>communicate</u> and <u>perceive</u> the world around them [3].

Like any other form of communication, multicultural communication at all levels has its own goals, the implementation of which leads to the effectiveness of communication or lack of it. Here an important role is played by the concept of "multicultural competence", which is usually associated with the concept of communicative competence, defined as "the level of generated interpersonal experience, i.e. ability to deal with others". This individual experience is required to within their abilities and social status to operate successfully in this society.

By the mid-1980s. cultural studies has developed in the western notion that multicultural competence can be acquired through the acquisition of knowledge obtained in the process of multicultural communication:

- specific, defined as information about a specific culture in the traditional aspects;

- general, which include communication skills such as tolerance, empathetic listening, knowledge of common cultural universals [1].

In accordance with the division of multicultural competence is considered in two ways as an ability to:

- form in yourself someone else's cultural identity, which implies knowledge of the language, values, norms, and standards of conduct of another communicative community. With this approach, the main purpose of the communication process is the absorption of the maximum amount of information and an adequate knowledge of another culture. Such a task can be set to achieve acculturation until the complete abandonment of the native cultural identity;

- succeed in contacts with representatives of a cultural community, even when there is insufficient knowledge of the basic elements of the culture of its partners. It is with this goal of multicultural competence is necessary most often encountered in the practice of communication.

The components of multicultural competence are:

- affective - empathy and tolerance, which are not confined to the trust to a different culture, and form the basis for effective multicultural interaction;

- cognitive - cultural-specific knowledge, which serve as the basis for an adequate interpretation of the communicative behavior of the representatives of other cultures, prevent misunderstanding and change their own communicative behavior in an interactive process;

- procedural - a strategy specifically used in situations of multicultural contacts. There are strategies for the successful course of the interaction, the impulse to speech action, the search for common cultural elements, a willingness to understand and identify signals misunderstanding, using the experience of previous contacts, etc., and strategies aimed at updating the knowledge of the cultural uniqueness of the partner [2].

On the basis of the selected groups of elements we can define the way of formation of multicultural competence:

- development of the ability to reflect on their own and other cultures that initially prepares a favorable attitude to manifestations of a foreign culture;

- knowledge of the appropriate culture for a deeper understanding of diachronic and synchronic relations between their own culture and others';

- acquisition of knowledge about the conditions of socialization and enculturation in their own and others' culture, social stratification, socio-cultural forms of cooperation undertaken in both cultures.

Overview of publications on the topic. The analysis of recent publications on the issue of a linguistic personality nowadays can mark a number of key areas:

- development of models of a linguistic personality (Yu. Karaulov, G. Bohin, S. Vorkachev);

- analysis of linguistic identity as homo loquens (G. Eiger, S. Lebedev, I. Rappaport, A. Zalevs'ka);

- consideration of a linguistic personality as a bearer of the national language and culture (N. Ufimtseva, N. Chulkina, V.Bohuslavskyy);

- selection of sociolinguistic or psychological subtype – a language personality of a child, an intellectual, a resident of the village, an announcer etc. (A.Zakharova, L.Krysin, G. Bespam'yatnova, T. Ivushkina, M. Lyapon);

- transition from one linguistic personality to another linguistic personality (L. Klobukova, E. Prokhorov, V. Krasnych) and others.

So, *the aim of the article* is to study the formation of a linguistic personality of a student in terms of multicultural communication that is based on the materials of Chinese Area Studies.

Materials and Methods. The structure of Chinese Area Studies is designed for the following tasks:

- to describe the full geographical location and climatic conditions of China, its political, social and economic society;

- to acquaint students with the main stages of the historical development of China's ethnic and cultural characteristics of the country, norms of behavior in everyday life and speech communication;

- to form students' tolerance to various manifestations of national-specific behavior and communication, as well as an interest in the study of Chinese culture, physical culture and sport.

The object of the course is modern China in its historical and future development.

Following the completion of the course students should:

- know: the history of China, can adequately assess the current situation in the country, to understand the perspective of its development, the possibility of Ukrainian-Chinese cooperation; the main aspects of geography, politics, economy and culture of China should form a general picture of contemporary Chinese civilization.

- be able to: obtain necessary information from geographic atlases, reference books, periodicals and electronic media; give a description of the geographical and economic regions and centers; know the basics of public broadcasting (to make the message of the report with previous preparation); participate in the discussion of themes of geography; provide information under the topics of the subject.

There is a project method of particular interest in recent years in native science and abroad in learning any Area Studies. We turn to this method precisely because it allows students to focus not on the language and on the problem, but move the focus from the linguistic aspects in the content to explore and reflect the discussion of the problems.

Area Studies projects involve the development of speech and language skills at an advanced level of proficiency by organizing intercultural dialogue to learn about the culture, history, ethnography, geography, economics, politics, etc. the language is spoken. In addition, multicultural projects are very relevant in the professional aspect significant because help move the language skills, the skills of learning activities to professional.

As to structure of the project. It consists of:

1. Formulation of the topic.
2. Statement of the problem.
3. Analysis of the initial situation.
4. Problems to be solved by the project:
a) organization;
b) training;
c) motivation.
5. Stages of the project.
6. Possible criteria for assessing the level of implementation of the project.

Here some topics to be researched by a project method:

1. The image of China in the European and Ukrainian culture in XVIII - XIX centuries.
2. The role of the environment in the formation of Chinese civilization.
3. The environmental crisis in China and ways to overcome them.
4. Xia Dynasty - myth or reality?
5. Period of Chun-Tsyu – the foundations of Chinese culture.
6. Chinese navigation.
7. Sources of Chinese ethnocentrism.
8. History of Chinese written culture.
9. Ukrainian-Chinese relations.
10. Confucian strategies in modern Chinese politics.
11. Chinese Garden: the harmony of nature and man.
12. The issue of population policy in China.

Results and Discussion. After the course it has been revealed that 63% of the students find this method productive in learning Chinese Area Studies and note

about its effectiveness in their formation as linguistic personalities in necessary terms of multicultural communication. The rest of them undecided the value of its application. It is important to note that the "pros" of the project activities they have defined:

- better learning of educational material;
- stimulate interest in independent cognitive activity;
- this work is allowed to rise to a qualitatively new level of knowledge both strong and weak learners;
- to study information and analyze comparatively country-studied material: to draw analogies, to find opposition and to make generalizations when comparing the facts and phenomena of culture and science, and cultural events of China.

The students learn to cooperate, take responsibility for themselves, to feel a part of the team, to subordinate their temperament, character in the interests of the common cause, and to analyze their actions, see the "pros" and "cons" of their activity.

As to the negative feature of this method. Not all the students had an experience of public communication. So it was necessary to solve the problem to remove the psychological barrier.

Summary. Analyzing theoretical aspects and practical results we should point that a linguistic personality of a student is a social phenomenon, but it has an individual aspect. The individual in a linguistic personality is formed through the inner attitude to language formation through personal linguistic meanings. It should be kept in mind that a language personality affects the formation of linguistic traditions. World experience shows that the most successful strategy in the formation of a linguistic personality for achieving high multicultural competence is the integration – to preserve their own cultural identity while mastering the culture of other nations.

According to German culturologist G. Auernhaymer multicultural competence training should begin with the direction of self-analysis and critical self-reflection. At the initial stage willingness should be brought to recognize the differences between people which later develop into the ability to multicultural understanding and dialogue. To do this, students should take a multicultural communication as a necessary condition of studying and perspective work.

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