

THE EFFECTIVENESS OF BUILDING A CULTURE OF LINGUISTIC SELF-EDUCATION AMONG STUDENTS IN LEARNING A FOREIGN LANGUAGE IN HIGH SCHOOL

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Abstract

Linguistic self-education as a didactic category exists in the educational process, both within and outside the organized educational process. With such approach it is possible to consider self-education as a link between all forms of continuous foreign language education. Other components of the system of foreign language education are the approaches to learning, goals and objectives, content, process, principles, methods, tools, organizational forms of learning. These components are intended to achieve the goal of foreign language education in the context of our research to create a culture of linguistic self-education.

The culture of self-education is considered in the study as an integrative personal formation, which is a unity of linguistic self-education knowledge, methods of linguistic self-education activities and certain qualities that define a high level of ability and willingness to continuous linguistic self-education. Through linguistic self-education a person is not only attached to the foreign language culture, mastering new knowledge and experiences through a variety of relationships, as is the case with self-learning, but also creates a new image of "Me", improving own personal qualities (psychological, social, and so on) and transforming themselves and their surroundings. The essence of linguistic self-education as a process is disclosed on the basis of philosophical ideas of independent development of a person, as an internal mechanism of change, including all processes of "self": self-knowledge, self-determination, self-actualization, self-improvement, self-realization. In the structure of the system of foreign language education the linguistic self-education of a student, learning a foreign language, acts as an autonomous subsystem that promotes personality with a high level of culture of linguistic self-education, individual models of linguistic self-education activities and readily formed a continuous perspective for linguistic self-education.

The choice of approaches to a culture of linguistic self-education when learning a foreign language in high school due to the desire to discover the essence of the process from different perspectives, thoroughly promotes integrative result – the development of student's personality.

The analysis of scientific ideas about the development of personality revealed, in accordance with the purpose of our study, three main areas: mental, spiritual, social. In this case, the mental development (motivational, emotional, volitional) involves changing the quality characteristics of mental states that it is possible by relying on the synergetic approach; spiritual development involves changing the qualitative characteristics of human thought forms, achieved in the process of building a culture of linguistic self-education, based on subject-activity approach; social development (environment) causes the change of the qualitative characteristics of personal experience (behavior) achieved through the cultural approach. The systematic approach was elected in order to organize the processes occurring in the formation of culture of linguistic self-education.

Keywords: Linguistic self-education, continuous foreign language education, integrative personal formation, independent development of a person, subject-activity approach.

1 INTRODUCTION

The most significant characteristics of the XXI century, which can not affect the system of teaching foreign languages are globalization and informatization. There is a multifaceted rapprochement between countries and peoples, the formation of the uniform and interdependent world, known as global or globalizing with expanding economic, political and cultural ties between the two countries. Under these conditions, the society is becoming multicultural, which is characterized by the

development of a number of universal, global characteristics and preservation of cultural identity of each individual ethnic group. In the field of linguistic education in the context of real contacts of students and future experts with many native speakers by studying languages at the university there is a problem of forming a new type of personality.

Creation of a model of a new type of personality, demanded by modern society for a progressive, non-destructive, but harmonious and constructive development allows to generate a system of the formation of such a personality in the course of studying of foreign languages. Determination of the required qualities of personality by examining and accounting the needs of communication, the development of methods of their formation in the process of learning foreign languages are put forward as the primary goals of the educational process in this area. Accordingly, the aim of teaching foreign languages is not determined by a set of specific skills, not getting some knowledge about the culture of the target language country, and the formation of a language personality, who will be capable to active and productive life in the global multicultural society. We propose to call this language multicultural personality.

One of the strategic goals of foreign language education at the university in the terms of integration into the global education is the development of an active personality, capable to be the subject of the activity and development, effectively learn throughout life and interact in Multilingual and Multicultural Society [1], [2]. In accordance with this linguistic self-learning a foreign language is seen as a conscious self-creation of the personality in the process of purposeful systematic practice-linguistic activity driven by the students and aimed at improving the level of proficiency in a foreign language. Analysis of dissertations and monographs, foreign and domestic literature on the problem of creating a culture of linguistic self-education has confirmed the relevance of this research at the scientific and theoretical level. In the works of domestic researchers address the issues associated with the development of objectives and content of foreign language education at the present stage, as well as revealing some aspects of the methodology of teaching foreign languages in high school are taken up (N.D. Galskova, V.V. Safonova, I.I. Khaleeva, etc.). The problem of mastering foreign language communicative competence was investigated by domestic and foreign scientists (I.A. Zimnyaya, G.A. Kitaygorodskaya, G. Borden, D. Hymes, etc.).

Pervading all spheres of society, a foreign language does not only provide familiarizing with a foreign language culture, but also acts as a tool for self-education, providing opportunities for self-realization as a free self-defined personality. According to I.A. Giniatullin, the main purpose of linguistic self-education activities as the main subject-activity as a link between all forms of continuing education, is to enrich the educational potential of the student, to compensate for possible gaps in foreign language education, to improve and update existing competencies [3].

As the highest form of satisfaction of cognitive needs of personality, self-education is associated with significant manifestation of willpower, a high degree of consciousness, acceptance of responsibility for internal personal and professional development. In connection with the spontaneous organization of self-education activity and the lack of forecasting results of the students we realize the urgent task of organizing of the purposeful operated process of building a culture of self-education on the basis of linguistics providing formation of the student and the subject of self-development of activities and preparations for self-education after graduation.

We consider that the research of the nature and definition of structure of multicultural linguistic identity should be maintained, on the one hand, using the most advanced scientific instruments (in particular, dominant competence approach in practice), and on the other hand, by the maximum possible involvement of the real experience of living in today's complex society. Such opportunity is given by experience of communication in the Internet environment which not only serves, but also reflects a modern multicultural world.

2 METHODOLOGY

The analysis of the theoretical work in the field of interconnected teaching of language and culture showed that the formation of language personality issues are taking a leading role in the methodical researches. Over the past decade, the focus of attention of scientists was the issue of development of theoretical foundations:

- Formation of a secondary language personality in the process of learning a foreign language by students of language high school [4], [5], [6], [7];

- Co-study of foreign language and culture within the formation of the language personality as the cross-cultural personality or mediator of two cultures (own and foreign language), who is more prepared for effective cross-cultural communication [8], [9];
- Socio-cultural approach to teaching languages of international communication, practical methods of their implementation in a secondary school and university [10], [11], [12].

In the practice of foreign language teaching at higher school the solution of the problem of creating self-education culture in the light of the humanistic paradigm of education requires the subject-subject interaction of all participants in the educational process, as well as the introduction of new organizational forms and methods of learning a foreign language, oriented to self-development of students, the formation of autonomy and self-critical thinking, ability to linguistic self-education.

However, traditional views on learning a foreign language as a process of information transmission define stereotypes of foreign language education as a result of a certain sum of linguistic knowledge, which should have a high school graduate. In this case, the subject of self-formation of the student and own activities in the process of learning a foreign language, ensuring the formation of a linguistic self-education culture is more declarative than practical and feasible character.

Language personality has become the object of attention of theory and methodology of teaching foreign languages in connection with a change in paradigm and ideology of linguistic research. Linguistics, as we know, has always had a language as an object of study which is at the same time a training subject on classes and object of study. The technique has used the basic linguistic concepts and regularities and, above all, comparative linguistics for its determining the specificity of the object of study. According to E.S.Kubryakova and Yu.D. Apresyan, the increasing orientation of modern linguistics per person demanded to reconsider the methodological foundations of teaching foreign languages [13], [14].

The appeal to a problem of the language personality is based on the theory of anthropocentrism in humanitarian knowledge in general and the anthropological approach in linguistics in particular. Appeal to the problem of language personality is based on the theory of anthropocentrism in the humanities in general and anthropological approach in linguistics in particular, considering the concept of “the language personality” as the fundamental. The basic idea of the anthropological approach in linguistics is based on understanding human cognition through the knowledge of the language. Thus the language personality is not considered as part of a multifaceted understanding, but presented as a kind of high-grade, whole person, encapsulating the psychological and social, ethical and other components, refracted through the discourse.

The most common definition of the term “language personality” in linguistics includes the following:

- language personality is a personality, expressed in the language (text) and through language, that is a personality, reconstructed in personal main features on the basis of linguistic resources;
- language personality – is a set of human abilities and characteristics that determine the creation and perception of speech products (texts), which differ a) the degree of structural and linguistic complexity, b) depth and accurate reflection of reality, and c) a specific target orientation [15].

Along with the trends in linguistics the methods of teaching foreign languages at all times were built taking into account the achievements of psychology and linking a learning process with the formation and development of personality. Currently, through the research on the theory and methodology of teaching foreign languages there is a growing interest in methods of forming the language personality in the process of language learning. This direction is considered as a fundamentally new approach to the teaching of language subjects. In this case the statement of Yu.N. Karaulov is quite justified: “As long as the model of language learning confined to a systematic presentation of the language and do not invade the structure of personality, language personality, they are doomed to be something external, alien in relation to object language learning” [15].

Analysis of the results of the research practice of foreign language teaching in non-language universities showed that the difficulties of organization of linguistic self-education activity of students due to:

- unresolved methodological problems, associated with the definition of the essence of linguistic self-education;
- features of linguistic self-education efforts to improve the level of knowledge of a foreign language;
- justification of approaches, principles, techniques of building a culture of self-education in learning a foreign language;
- the development of diagnostic tools for the objective evaluation of its formation.

The modern theory and methods of teaching foreign languages is well advanced in understanding and developing the structure and content of the language person. For this purpose, methodical science is developing a new direction – the formation of ‘secondary’ language person, which is defined as a set of abilities to foreign language communication at cross-cultural level, which is defined as adequate interaction with other cultures. As N.D. Galskova pointed out, the process of becoming a secondary language personality is associated not only with the mastery of verbal code by learners of a foreign language and the ability to use it practically in communication, but also with the formation of “world view”, which is peculiar for the language of a native speaker as a representative of a certain society; the teaching of foreign languages should be aimed at familiarizing (trainees) to the conceptual system of another linguistic society [7].

Questions of organization and management of self-learning and self-educational activity of students in the process of language training are considered by P. Bimmel, G. Neuner, D. Stoferle, G. Westhoff, D. Wolff, etc. General theoretical aspects of the study of the phenomenon of self-education are in the works of A.K. Gromtseva, I.Ya. Lerner, I.L. Naumchenko, P.I. Pidkastyi and others. Questions of psychological aspects of personality development and activities are reflected in the works of L.S. Vygotsky, P.Ya. Halperin, I.A. Zimnyaya, A.A. Leontiev, S.L. Rubinstein etc. The situation of globalization makes it necessary to review approaches to teaching foreign languages in the light of the multicultural orientation of the process of formation of language personality, that is important to consider:

1. Identification of the socio-historical conditions of formation and development of the problem under investigation and assessment of its condition in the practice of teaching foreign languages in high school.
2. Submission of scientific and theoretical description of the concept of building the culture of linguistic self-education.
3. The disclosure of nature, structure and content of the culture of linguistic self-education.
4. Justification of the evaluation of the criteria of linguistic culture and identification of the dynamics of its formation in teaching students a foreign language.

Thereby before the methods of teaching foreign languages there is a problem by means of linguistic self-education to create such language personality who would have the ability to identify by means of language any characteristics of pluralistic identity in each representative of a foreign language culture, having both universal parameters and specific ethno-cultural, socio-cultural and individually cultural parameters. Having created such type of the language personality, we will this type for productive participation in a situation of multicultural communication.

3 RESULTS

Against the background of multicultural integrative processes, covering all spheres of life of the world community, increasing the flow of diverse information the exceptional significance gets the foreign language, by which the direct access to the world’s information resources and familiarizing with the different socio-cultural images are provided. Actually sought-after foreign language is a means of development of the global high-tech information format, providing academic and social mobility, adaptation to modern multicultural society. Social expectations are currently improving the quality of foreign language as a means of personal and professional growth, an instrument of self-education in today’s multilingual world. One of the reserves to improve the effectiveness of foreign language teaching is to create a culture of linguistic self-education, which increments the cognitive abilities of the individual in conjunction with the individual characteristics of a foreign language learner.

The essence of self-education as a process may be disclosed on the basis of the provisions of cognitive linguistics and cultural linguistics, which both have considerable experience in studying of conceptsphere of carriers of a culture through the study of concepts as units of human consciousness with the help of linguistic methods, that is, through linguistic means of objectification of concepts. That is, the person is not only attached to foreign language culture, mastering new knowledge and experiences through a variety of relationships, as is the case with self-learning, but also creates a new image of "Me", improving personal qualities (psychological, social, and etc.) and transforming themselves and surrounding reality.

Cognitive linguistics studies concepts through their linguistic objectification, modeling the structure of the concept by analyzing the values of all its objectifying language units. Such modeling is the result of cognitive interpretation of the results of linguistic research. The unit of conceptsphere is a concept that includes all the mental symptoms of a phenomenon that reflects the consciousness of the people at the current stage of development, we consider that as a multicultural can be called such language personality, who through the analysis of language means and speech behavior can isolate particularities of conceptsphere of partners in communication and in accordance with their content to choose the right communication strategy. Consequently, the ability to explore and subsequently acquire the conceptspheres of different cultures, is considered by us as an essential component in the multicultural language personality.

In the structure of the system of foreign language education the linguistic self-education of a student is inextricably linked to the activity of self-identity and is an integral part of it. The result of the process of educational activities is the development of the individual needs of the student in self-education as a special psychological property. At present, the tendency and ability to continuous self-education – is a key competence, a part of the "set" of the most common in the world. Its development in the field of language learning in high school is due to reaching by a student the multicultural state of language awareness and the formation of metalinguistic consciousness.

The use of collaborative approach, which essence is in the emergence of a stable structure of the process of forming a culture of self-education from disparate subsystems (as teaching, studying, self-improvement, and etc.), allows us to consider this process as a self-organizing system. On the basis of collaborative approach it is possible to identify the inherent relationship between the internal mechanisms of the individual and the external control for the formation of culture of self-education when learning a foreign language in high school. Thus, the collaborative approach in the study is the basis of the organization and control of the process of formation of culture of linguistic self-education and is reflected in the methodology of forming a culture of self-education.

Cultural approach to a culture of self-education, having as the base "axiology", makes it possible to consider culture as a universal value of self-education, is a meaningful basis for the development of the individual and society, and the creation of a culture of linguistic education as a cultural process unfolding in close relationship with the socio-cultural environment. Election of cultural approach as a conceptual basis of the study revealed the general patterns, factors and conditions creating a favorable environment for the formation of culture of self-education of students in learning a foreign language in high school.

According to the basic objective of the process of forming a culture of self-education of students the achievement of the highest level of culture of linguistic self-education, methodological strategies in the course of study is acmeological approach, the essence of which is to ensure the enhancement of motivation, stimulating creativity, identification and effective use of personal resources to succeed in the educational activities. The main acmeological characteristics of professional environment can be:

- impact on the professionalism of the person and work;
- vectorial severity of the effect of training in the context of solving acmeological problems;
- transfer of mechanisms of interaction with the educational environment and mediated mental properties of a subject to potential professional environment.

However, the highest achieving is possible only on the basis of formation of all components of culture of linguistic self-education that requires a comprehensive study of the process and, in turn, determines the integration of different approaches. Thus, investigated approaches, forming a unified methodological system of multi-level nature, have served as a methodological basis for building a methodical framework of forming a culture of self-education when learning a foreign language in high school.

As the culture of self-education is a complex multi-faceted phenomenon being manifested as one of the most important means of self-identity, multi-functional system and personally meaningful process, so there are manifestations of expression patterns of different levels in forming the culture of self-education:

- socio-cultural,
- socio-pedagogical,
- personal.

Extending on educational regulations, social expectations require from subjects of educational process to take into account the trend of social development, innovations of education policy, approved social positions on foreign language teaching in general and linguistic self-education in particular. Establishment of regularities of socio-pedagogical level reveals factors of effectiveness of the pedagogical process, i.e. potential opportunities for achieving the desired result without significantly increasing costs. There are following main regularities of culture of self-education:

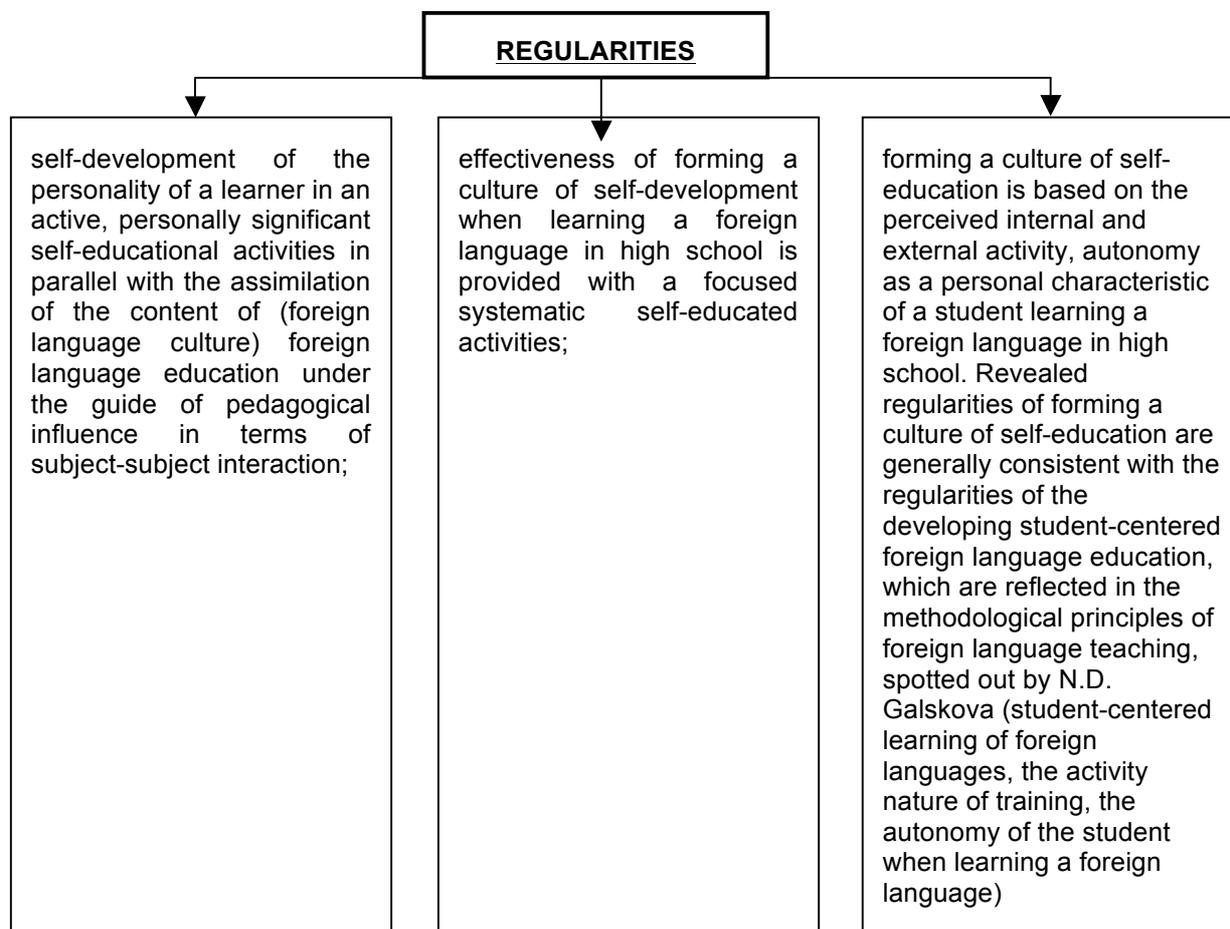


Fig. 1. General regularities of culture of self-education.

Based on the set of attribute patterns of forming a culture of linguistic self-education the principles as the main requirements to the organization of the studied process are defined:

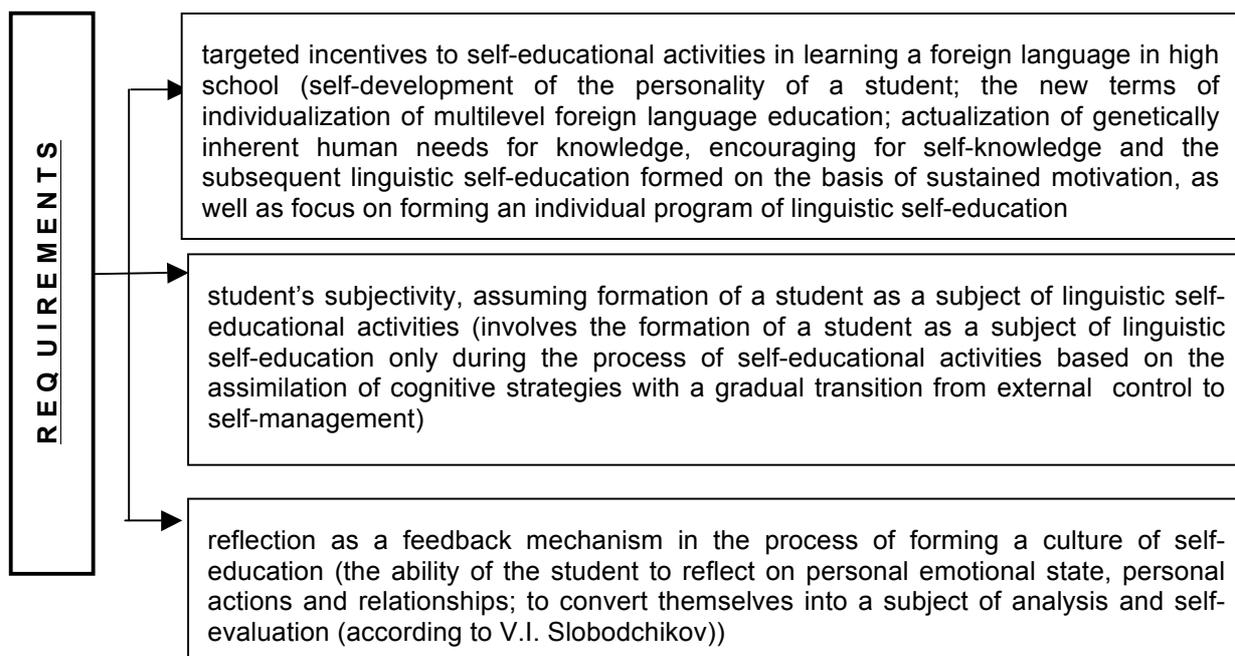


Fig. 2. General requirements to organize the self-educational process.

In accordance with the determined regularities and principles the methodical structure was developed; such structure is aimed on the implementation of the techniques of forming a culture of self-education in high school.

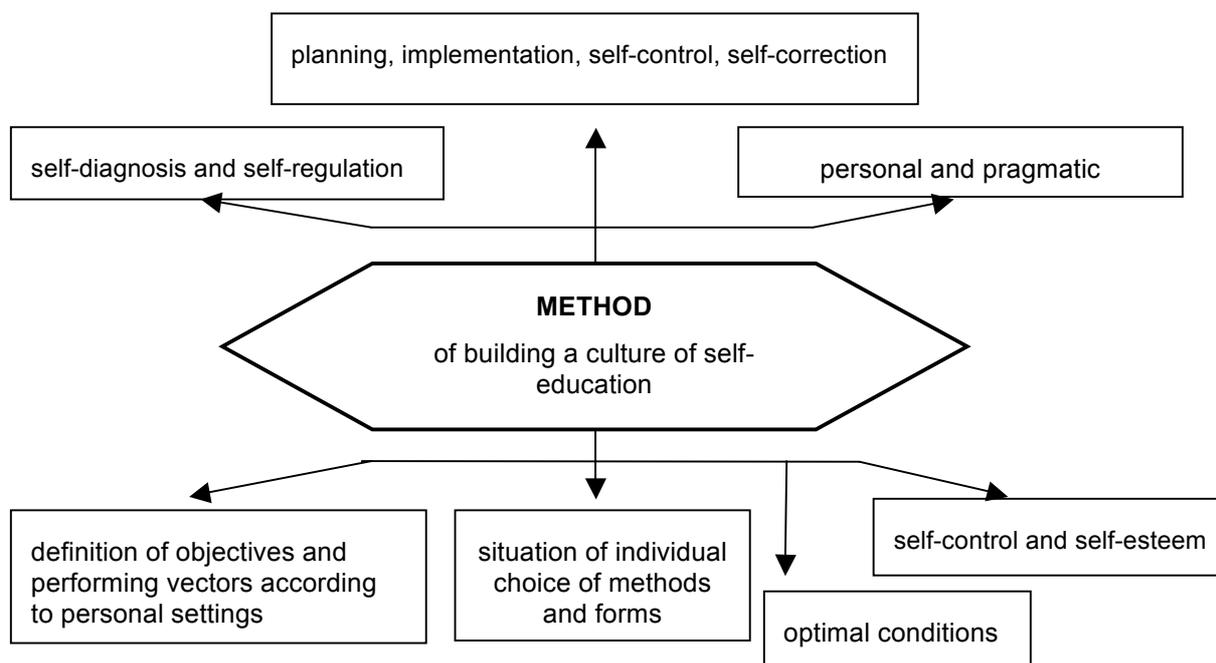


Fig. 3. The structure of the techniques to build a culture of self-education.

Testing the effectiveness of the proposed concept of building a culture of linguistic self-education was carried out under natural conditions of foreign language teaching of students of Faculty of Physics, Mathematics and Natural Sciences of People's Friendship University in 2013-2014. Analysis of the results of the intermediate test, which is held at the end of the course, showed the importance of the implementation and improvement of culture of self-education on the basis of a foreign language course. Diagnostic results showed that in the experimental groups there is an indication of the presence of reducing the number of students with zero and low culture of self-education and increasing the number of students, developing the level of culture of linguistic self-education.

The content of methodical is made by the teaching materials reflecting a complex of self-educational knowledge and skills, strategies of linguistic self-educational activities, ensuring the formation of culture of linguistic self education. Development of foreign language self-educational competence implies the development of methodical cognitive skills: reflexive and diagnostic skills; goal-setting and planning skills; organizational skills; control and correction skills and methodically shaped object skills: lexical, grammar and phonetic skills, skills of speaking, reading, listening, writing, assimilation of cultural studies information.

4 CONCLUSIONS

In accordance with said above the exercises, having self-educational orientation, should contain not only the language / speech, but also the methodological problems which represent the cognitive tasks, reflecting the methodical side of mastering a certain academic object of educational knowledge.

Among the objects of self-educational activity we have:

- minimization of individual anti-motives of the foreign speech with an increase in the general speech activity;
- improvement of complex varieties of speaking, writing, listening, reading and translation;
- expansion, deepening, systematization of monocultural and intercultural language information;
- identification and overcoming of individual language deficiencies;
- self-enrichment of the speech by new language units;
- synthesis of methodical analysis of the last period of self-educational work and its future planning.

As means of self-control and self-assessment of a student in the formation of culture of linguistic self-education served 1) a point-rating system, contributing to the objective assessment of student achievement, 2) Language Portfolio, which is an important component in the represented methodical system. In a learning situation in which a teacher and a student work together to develop a meaningful aspect of training, research and participate in the context of real communication, the assessment of knowledge of students can not be carried out only by the traditional test. The assessment should take into account whether a conscious process of self-training, search and discovery influenced the performance of tasks. In this situation, the progress of students is assessed on their participation in discussions and written works that are performed and evaluated according to the criteria of the portfolio technology (Language Portfolio), which accumulate materials collected and analyzed by the students as a result of their participation in the Internet communication programs.

Building a culture of linguistic self-education of students with foreign language teaching is successfully carried out on the basis of a holistic concept as a theoretical basis for the organization and implementation of the process.

The transition to the practical implementation of a student-centered approach to language education is the key to increasing the role of linguistic self-education and self-learning process in high school. The introduction of multi-level training system, involving the individualization of learning, increase the proportion of independent work of students, increasing their degree of responsibility and independence, freedom of choice of individual educational trajectory creates, on the one hand, a favorable context for creating a culture of self-education when learning a foreign language, on the other hand, requires its availability. Self-educational activity of students becomes not formal addition to formal language training, but an integral part of foreign language education allowing students to carry out self-educational perocess at later stages of continuing education.

In a new situation the task is set: to organize an independent cognitive activity of students on a higher level of quality for all institutions of higher learning. In this regard, the formation of culture of self-education will improve not only the quality of independent activity, but also the effectiveness of foreign language education in general, as the level of effectiveness of foreign language teaching, as its qualitative characteristics, which can be correlated with the level of development of culture of self-education. Thus, the aforesaid defines the relevance of creating a culture of self-education of students as a prerequisite for the individualization of modern foreign language education and as one of the desired outcomes of foreign language teaching in higher education, providing further self-educational perocess throughout life.

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