Model of development of language personality of students in the process of learning a foreign language at the university

Modelo de desarrollo de la personalidad lingüística de los estudiantes en el proceso de aprendizaje de una lengua extranjera en la universidad

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ABSTRACT:
Rapid changes in the language, stimulated by dynamic socio-cultural transformations lead to a reorientation of values in relation to language and speech, a topic that is actualized by this article research. The aim of the study was theoretical and methodological substantiation, development and testing of models of the language personality development of students in the process of learning a foreign language at the University. Scientific novelty of the research is that it presents a justified, developed and effectively tested structural-functional model of the language personality development of students in the process of learning a foreign language at the University. It is a methodology of development of the language identity of students in the process of learning a foreign language at the University, having a modular structure, which allows to vary the forms, methods and means of teaching in accordance with the blocks of the structural-functional model.
Keywords: model, language personality, foreign language interactive teaching technologies

RESUMEN:
Los rápidos cambios en el lenguaje, estimulados por dinámicas transformaciones socioculturales, llevan a una reorientación en la actitud de valor hacia el lenguaje y el habla, que actualiza el tema de investigación en el artículo. El propósito del estudio es la fundamentación teórica y metodológica, el desarrollo y la prueba de un modelo para el desarrollo de la personalidad lingüística de los estudiantes en el proceso de aprendizaje de una lengua extranjera en una universidad. La novedad científica de la investigación es que un modelo estructural-funcional del desarrollo de la personalidad lingüística de los estudiantes en el proceso de aprendizaje de una lengua extranjera en la universidad ha sido comprobado, desarrollado y probado de manera efectiva. Un método para desarrollar la personalidad lingüística de los estudiantes en el proceso de aprendizaje de una lengua extranjera en la universidad tiene una estructura modular que le permite variar las formas, los métodos y los medios de educación de acuerdo con los bloques del modelo estructural-funcional.
Palabras clave: modelo, personalidad del lenguaje, lengua extranjera, tecnologías pedagógicas interactivas.

1. Introduction

The importance of the study of the pedagogical problem of the formation and development of the language personality of students in the process of learning a foreign language at a university is enhanced by the impact of the media, the Internet, and audio-visual aids, in which sources of speech destructiveness increase.

1.1. The urgency of the research problem

The relevance of the research topic is due to the presence of a contradiction at the socio-pedagogical level: between the presence of socio-cultural potential, the realization of which in education contributes to the development of a language personality possessing general cultural and professional competences, understanding the value of language as a mediator and successfully mastering the means of Russian and foreign languages, and the insufficient implementation of this potential in higher education.

 Russian scientists confirm the relevance of the development of theoretical, methodological and practical problems of development of the language personality of students in the process of learning a foreign language at the university and emphasize the need to achieve a high level of speech culture, which is caused by the increase in positive and negative changes in the language widely used in social communication.

 The concept of "linguistic personality" is interdisciplinary and is studied by psychology, linguistics, linguistic didactics, methods of teaching a foreign language (Basova, 1999; Deryabina, 2013; Korzhuev, 2008; Maslova, 2001).

In modern studies, attention is growing towards solving the problem of developing the language personality of students in the process of learning a foreign language at the university on the basis of interactive pedagogical technologies (Berezhnova, 2006; Bogin, 1984; Borytko, 2008; Kolesnikova, 2005), which is currently being stimulated at the state level.

 In the method of teaching a foreign language, a "secondary language personality" is studied (Apanasyuk, Soldatov, Kireeva, & Belozertseva, 2017; Apanasyuk, Kaziakhmedova, Belozertseva, & Kireeva, 2019; Godunova, 2008; Ivanova, 2000), focused on mastering a foreign language as a means of intercultural communication.

 At the same time, the issues of the methodology, theory and practice of the development of the linguistic personality in the modern educational space are not sufficiently developed.

 Analysis of the relevance of the topic and the above sources made it possible to determine the problem of research, the essence of which is to find effective ways and means of developing the language personality of students in the process of learning a foreign language at the university, focused on mastering general cultural and professional competencies.

2. Methodology

The reliability and validity of the theoretical and methodological foundations of the development of the language personality of students in the process of learning a foreign language at the university and its practical results are due to the study and application of scientific statements and ideas of famous Russian scientists:

 -points of humanistic psychology and pedagogy about the self-improving personality and the ideas of the competence-based approach (Asmolov, 1992; Verbitsky, 2011);

 the pedagogical aspect of linguistic theories (Galskova, 2000; Zimnyaya, 2001);

- basics of pedagogical modeling and design (Bespalko, 1989);

- provisions on the social nature of intercultural communication (Kireeva, Apanasyuk, Grigor'eva, Bogatyreva, & Alekseeva, 2018; Merkulova, Smirnova, Kaziakhmedova, & Kireeva, 2018; Merkulova, Krasnoshchekova, Smirnova, Meteleva, & Kireeva, 2019).

2.1. Theoretical and methodological foundations of the development of the language personality of students in the process of learning a foreign language at the university: the essence and content of the basic concepts

Considering the language as an indicator of the intellectual and spiritual and moral development of the personality, its abilities for self-actualization and self-improvement, we pose the problem of the development of the language personality of students as theoretical, methodical and practical. We associate this decision with the development of the ability to recognize the intrinsic value of language, to understand that speech is associated with the thinking and consciousness of the individual.

The resolution established in the study of the contradictions in the development of the language personality of students in the process of learning a foreign language at the university allowed the authors to identify the theoretical and methodological foundations of the study.

As a result, the terminological series was specified in the theoretical and methodological aspect and the content of the concepts was clarified. The linguistic personality is determined on the basis of a set of axiological, personally oriented and competence-based approaches as a subject of communication and activity based on mastering linguistic competences and achieving a certain level of speech culture, which gives reason to exist and participate in shaping the sociocultural space of discourse, critically reflecting on the incoming information and yourself behavior. Linguistic competence is interpreted as meta-subject, based on a set of informational, sociocultural, communicative and personal competences as general cultural and professional, necessary for successful verbal communication.

The component structure of the pedagogical potential of the educational process for the development of the linguistic personality, which is implemented in the methodological, motivational, targeted, informative, technological and evaluative and effective blocks of the model: cognitive, communicative, educational, cultural, organizational and managerial. The concept of "language immunity" is defined as the ability of an individual to resist the destructiveness of the environment, while preserving his identity on the basis of spiritual and moral integrity.

2.2. Experimental research work on the implementation of the language personality development model of students in the process of learning a foreign language at a university

The basis of the study were: "Russian State Social University"; "Moscow State University of Humanities and Economics"; "The Boris Shchukin Theatre Institute ". The study was attended by students of non-linguistic faculties (a total of 164 people, 84 of whom were 4 experimental groups, depending on the duration of foreign language studies, from 1 to 6 semesters).

The study was conducted in three stages.

At the first - the search and theoretical (2016-2017) - studied cultural, linguistic, psychological and pedagogical literature, which allowed to identify theoretical and methodological foundations and conceptual and categorical apparatus of the study, to formulate a working hypothesis, topic, goal and objectives. The ascertaining stage of research and exploration work was conducted, a structural-functional model and methodology for the development of the language personality of students was developed.

At the second - experimental search (2017-2018) - the structural-functional model and the method of development of the language personality were tested in the study of a foreign language, the necessary methodological conditions for the effective implementation of the model were specified.

At the third - summarizing (2018-2019) - the analysis, systematization, description and interpretation of the obtained research results were carried out. The research materials were documented in the article.

Reliability and validity of the results provided research methodology; using methods adequate to the goals and objectives of the study; analysis of scientific (cultural, linguistic, psychological, pedagogical and methodical) literature and regulatory documents; tracking results at different stages of research and exploration work, a combination of quantitative and qualitative methods of analysis.

Testing and implementation of research results were carried out in the process of speaking at meetings of the departments of foreign languages of the above universities. The research materials are reflected in 75 scientific publications in the form of scientific articles, theses, including those published in Russian reviewed journals and indexed in the Scopus and Web of

Science databases and used in teaching practice at the universities of Moscow, Samara, Tambov, and Tolyatti.

2.3. The synthesis phase of the research work and research results

The purpose of the research work was the organization of the development of the language personality of students in the process of learning a foreign language at the university based on the model we developed and confirming its effectiveness. The hypothesis of a study on the more successful development of the language personality of students was verified and confirmed when they recognized the phenomena of language and speech as axiological categories, mastering the necessary language competencies, and improving the culture of speech under certain methodological conditions.

The structural-functional model developed by us implements the basic functions of a foreign language in teaching students. Namely: expressive, appealing, cognitive, metalanguage, phatic and aesthetic through the needs of the individual to self-actualization in speech - oral and written.

The study produced and confirmed: tracking the levels of development of the language identity of students using a criterion-level scale and methods: observation, online survey, questionnaire, conversation, point-rating technology, students' self-assessment, tests, essays, translations, presentations, creative tasks, including professionally-oriented; analysis of the results of the development of the language identity of students in accordance with the stated criteria. The results were determined using point-rating technology (100 points). The substantive composition of language competencies is defined by us as follows: possession of competent oral and written speech; ability to adequately translate authentic texts; ability to engage in intercultural dialogue; critical reflexive attitude to the information received; the ability of speech manifestation in the socio-cultural space; the ability to verbally resist the verbal destructiveness of the environment; reflection of oneself as a linguistic person.

In the course of control cuts of the experimental-search work, the number of which was from two to six, a block of tasks of a diagnostic nature was used: a questionnaire, an analysis of creative tasks and written translations, oral presentations on a given topic, dialogical and monologue speech, pedagogical observation, conversation, free interviews, online and sms surveys, tests, professionally-oriented creative tasks.

Throughout the entire period of studying a foreign language, the level of development of the language personality of students was monitored with the help of point-rating technology adopted by the university within the framework of the competence approach. The results obtained using the criterion-level scale were compared with a point-rating score, with an exam mark. This made it possible to compare the results obtained with the control group (80 people) and to draw reasonable conclusions about the levels of development of the language personality achieved by students.

The facts obtained in the pilot research work testified to the dynamics of transition from low to sufficient, medium and high levels of development of the students' linguistic personality.

The conclusion reached by analyzing the results of research and exploration work is that the structural-functional model developed by us, implemented in the general program of foreign language teaching, contributes to the development of the students' linguistic personality, sustainable motivation to learn a foreign language and improve it, the basis of mastering linguistic competence, culture of speech and rating. At the summarizing stage, the obtained results are analyzed, interpreted and summarized, related to the positive dynamics of students' mastery of linguistic competences, improvement in the culture of speech, and the overall development of the linguistic personality.

The results of experimental research work confirmed the correctness of the hypothesis that can be seen in table 1.

Table 1
The results of experimental search work on the
implementation of the model of development
of the linguistic personality of students in t
he process of learning a foreign language.

Levels of development of the linguistic personality of students.	The results of the subjects in the experimental groups (in%).

1. High.	37 % students
2. The average.	43 % students
3. Enough.	19 % students
4.Low.	3 % students

Thus, by the end of the training, 43% of the students of the experimental groups went to the middle level, 37% - to a high level of development of their linguistic personality, which indicates a significant positive dynamics. The data of the final slices were confirmed by the corresponding marks on the point-rating technology. But still, 22% of the 84 students in the experimental groups remained at a low (3%) and sufficient level (19%) of the development of their linguistic personality (however, this is a positive dynamics compared to the initial level). In general, the hypothesis of a study on the more successful development of the language personality of students was confirmed when they recognized the phenomena of language and speech as axiological categories, mastering the necessary language competencies, improving their culture of speech, and success of academic performance.

In the course of the theoretical and methodological substantiation of the development of the language personality of students and the conduct of experimental research work on the implementation of the structural-functional model of development of the language personality of students developed by us in the process of learning a foreign language at the university, the hypothesis, scientific novelty, theoretical and practical significance of the research were confirmed.

3. Results

The results of the study and experimental testing of the language personality development model of students in the process of learning a foreign language at a university are put into practice by the above-mentioned Russian universities.

3.1. Scientific substantiation of the research results

The key concepts of the development of the language personality of students in the process of learning a foreign language at a university are: language personality - the subject of communication and activity, mastering linguistic competences and speech culture, able to exist in the sociocultural space of discourse, participate in its formation, critically reflect on the incoming information and   yourself in speech behavior. Language competence as a meta-subject competence, based on a set of informational, sociocultural, communicative and personal competencies as general cultural and professional, and implying the availability of knowledge, skills and abilities necessary for successful verbal communication. There are destructiveness of the language environment and the presence of anthropologically disproportionate speech constructs, depreciating human relations, and inappropriate for the productive existential needs of a person for self-actualization, which impede the development of the language personality as a whole. Language immunity - the ability of an individual to resist the destructiveness of the environment, including foreign language, while maintaining their identity based on spiritual and moral integrity.

The basis of the development of the linguistic personality of students is a structural-functional model that assumes students mastering a set of competences (fluency in written and spoken speech; ability to adequately translate texts; ability to participate in intercultural dialogue; critical reflexive attitudes to the information received; sociocultural space; the ability to verbally resist the verbal destructiveness of the environment; the reflection of oneself as a language personality), culture speeches (consistency, reasoning, observance of language norms and ethics of communication) and containing score-rating indicators. The results are tracked using methodological tools for diagnosing the levels of development of a language personality (low, sufficient, medium, high).

3.2. Results of pilot testing and implementation of results

The necessary methodological conditions for the successful implementation of the structural-functional model are: the subject experience of students in understanding the role of language as

a symbol of culture and awareness of the value-based nature of communication due to language; actualization in the training of personal and professional needs for the development of motives for learning a language; use of interactive educational technologies for more successful development of intercultural communication; the acquisition of linguistic immunity based on the control of speech behavior in personal and social reflection.

Realization of the structural-functional model is carried out through a specially developed methodology, the modules of which allow to vary the forms, methods and means of training (exercises, questionnaires, tests, creative tasks, including professionally oriented, free interviews, online surveys), and also texts in a foreign language for hermeneutic analysis.

The personal contribution of the authors consists in the development of theoretical and methodological provisions of the study, the model and methodology for the development of the language personality of students in the process of learning a foreign language at the university, in conducting research work, in theoretical generalization and interpretation of the data obtained.

4. Conclusions

4.1. Methodological conclusions

Analysis of cultural, linguistic, psychological and pedagogical literature allowed to determine the theoretical and methodological basis for the development of the language personality of students in the process of learning a foreign language at the university. In particular, the need to implement the functions of language (expressive, appealing, cognitive, metalinguistic, phatic and aesthetic) and the totality of axiological, personally oriented and competence-based approaches aimed at developing the students' need for self-actualization in oral and written speech in the educational process of the university.

The component structure of the pedagogical potential of the educational process is revealed - cognitive, communicative, educational, cultural, organizational and managerial. His research is productive in the theory and methodology of the development of the language personality of students in the process of learning a foreign language at the university in order to implement axiological, personality-oriented and competence-based approaches that guide students to master language skills, speech culture, and acquire language immunity.

The structure of the model of the development of the language personality of students in the process of learning a foreign language at the university, including methodological, motivational, targeted, informative, technological, and estimated and effective units. It implements a set of axiological, person-centered and competence-based approaches, their interaction and complementarity in the goals, content and didactic technologies of developing the language personality of students in the hierarchy of needs and motives.

The necessary methodological conditions for the implementation of the model of language development of students in the process of learning a foreign language at the university are revealed and substantiated: students' subjective experience in understanding the role of language as a symbol of culture and awareness of the value nature of communication due to language; actualization in the training of personal and professional needs for the development of motives for learning a language; use of interactive educational technologies for more successful development of intercultural communication; the acquisition of linguistic immunity based on the control of speech behavior in personal and social reflection.

4.2. Scientific and practical conclusions

A methodology has been created for the development of students' linguistic personality in the process of studying a foreign language at a university, which has a modular structure that allows varying at different faculties and in different groups of forms, methods and teaching aids in accordance with methodological, motivational, targeted, informative, technological and evaluative - effective blocks of the structural-functional model. Technological block of the model contributes to the advancement of the method, containing: a hermeneutic analysis method, a questionnaire survey, an analysis of creative tasks, including professional-oriented, written translations, dialogical and monologue speech, oral presentations, conversation, free interview, online interviews, tests, points -rating assessment, stimulating internal motivation and allowing to track the dynamics of the development of a language personality in the process of learning a foreign language.

Developed diagnostic tools to monitor the development of language personality according to twelve criteria — four criteria for mastering linguistic competences (value-motivational, cognitive, operational-activity, reflexive), four criteria for the culture of speech (consistency, reasoning, adherence to language norms and ethics of communication) and four rating scores. The use of the criterion-level scale in the educational process contributes to the transition of students to a higher level of development of the language personality.

The result of the implementation of the informative block of the model is the linguistic identity of students who have reached a high and medium level of development based on the successful mastery of linguistic competences. This is the possession of competent oral and written speech; ability to adequately translate texts; ability to engage in intercultural dialogue; critical reflexive attitude to the information received; the ability of speech manifestation in a foreign language in the socio-cultural space; the ability to verbally resist the verbal destructiveness of the environment; reflection of oneself as a linguistic person. Mastering them in the process of learning the value of language as a basic symbol of culture, a means of communication and social manifestation in the context of increasing speech destructiveness of the environment contributes to the improvement of the culture of speech, the acquisition of sustainable language immunity.

The research and search work confirmed the effectiveness of the structural-functional model of development of the language personality of students in the process of learning a foreign language at the university and the methodology developed in accordance with the methodological, motivational, targeted, informative, technological and estimated-effective blocks of the model. The main result of the research work was the increase in students' internal motivation for mastering learning activities, linguistic competences, improving the culture of speech in general, learning achievement, achieving an average and high level of development of a language personality in the process of learning a foreign language.

Promising areas of research are:

- questions of continuity of secondary and higher education in the development of the language personality;

- further study of the growth of positive and negative speech deviations, the destructiveness of the speech environment and the search for methodological means to overcome it;

- development of innovative methods, as well as methods of diagnosing speech behavior and determining the levels of development of the language personality of students in the process of learning a foreign language at the university.

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