

# SELF-DEVELOPMENT OF PERSONALITY IN CURRENT MULTICULTURAL CONDITIONS

## САМОРАЗВИТИЕ ЛИЧНОСТИ В УСЛОВИЯХ МНОГОКУЛЬТУРНОСТИ

## GÜNÜMÜZ ÇOKKÜLTÜRLÜ KOŞULLARINDA KİŞİLİK GELİŞİMİ

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### ABSTRACT

This article is devoted to the problem of multilingual multicultural education in the context of personality development. The authors set up intercultural approach to teaching foreign languages and describe the activity model applied in this area.

**Keywords:** Multicultural Personality, Dialogue Of Cultures, Intercultural Communication, Contrastive-Comparative Lingua-Cultural Analysis, Multilingualism.

### АННОТАЦИЯ

Уделено внимание многоязычному мультикультурному образованию, в контексте которого развивается поликультурная личность. Обосновывается межкультурный подход к обучению иностранному языку, который внедряется в настоящее время в России. Описывается деятельностная модель, реализуемая в области преподавания иностранных языков.

**Ключевые слова:** Поликультурная Личность, Диалог Культур, Межкультурная Коммуникация, Контрастивно - Компаративный Лингвокультуроведческий Анализ, Многоязычие.

### ÖZET

Yarımkültürel bireyin gelişmesinde multikültürel ortamın etkisi görülmüştür. Rusya'da şu an uygulanan yabancı dil eğitim yaklaşımları göz önünde bulundurulmuştur. Yabancı dil eğitiminde kullanılan metotlar üzerinde durulmuştur.

**Anahtar Kelimeler:** Yarımkültürel Birey, Kültürler Arası Diyalog, Kültürler Arası Temaslar, Karşıt-Düplikatorlü Lingvokültürel Tahlil, Çokdillilik.

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Formation of multicultural personality takes place in the dialogue of cultures of East and West. According to Grishaeva L.I., Tsurikova L.V. «under the totality of culture manifestation of human activity is being realized in different areas of life: historical, social, practical, aesthetic, theoretical, mythical, religious and other» (Grishaeva, 2006:17).

Analysis of the main features of the traditional cultures shows that if Western culture is more focused on the external world, the transformation of the environment, the Eastern cultures are more focused on the inner world of human rights on self-improvement. In the West, a person is regarded as the master of Nature, dominated by the conquest of Nature, in the East it is regarded as a child and by the desire to live in harmony with Nature. In the West, we are witnessing intensive industrialization, the dominance of communication, activity. In the East we see the priority of wealth, in the eastern countries - the priority of spiritual values. In the West popular concept of one life (one live one times) and in the East is widespread concept of incarnation (man lives many times). That's why - the different attitudes towards life, different world and different cultures.

The concept on the one hand, strengthens the position of national languages and cultures, and on the other hand, provides the interaction with the global community through the study a foreign language and culture, that is provides cross-cultural communication and dialogue of cultures.

The theory of intercultural communication in works by our and foreign researchers (N.D. Galskova, E.F. Tarasov, A.P. Sadokhin, S.G.Ter-Minasova, I.I. Khaleeva, M. Bennett, E. Hall, G. Hofstede) and is closely related to the preservation of linguistic and cultural diversity of the world community, which is provided on the basis of a multilingual, multicultural education.

Intercultural communication, by T.G. Grushevitskaya is defined as «a set of different forms of relationship and communication between individuals and groups belonging to different cultures» (Grushevitskaya, 2003: 127).

The introduction of cross-cultural component in the teaching of foreign languages requires creativity of the teacher. Targeted training students for cross-cultural communication can be implemented on the basis of activity-based model, which is based on the theory of L.S. Vygotsky, S.L. Rubinstein, A. Leontiev.

Most people from the earliest years of experience in regulated of all humanity and the requirements of society. Any activity consists of the following elements: the need - the motive - the goal - the problem - action - operation. In this context, the model of intercultural learning involves three stages: motivation and incentive, analytic-synthetic and control.

At the same time as the object of study is considered cross-cultural communication, and the ultimate goal - the formation of intercultural competence as a component of the overall communicative competence. Since, according to G.V. Elizarova, the term «intercultural competence» is used to refer to the teaching of foreign languages is related to communicative competence (Elizarova, 2005: 211).

We have developed a model of preparing students for cross-cultural communication as an important parameter has to overcome social and cultural situations of errors in cross-cultural communication. This option is contrastive-linguistic and comparative analysis, which is entered in the first and second stages. On the motivational stage of incentive is introduced contrastive linguistic analysis with a view to overcoming language and speech

errors. On the analytic-synthetic stage - comparative cultural studies analysis is implemented to overcome the socio-cultural errors.

Table 1.

The activity model of multicultural personality

Steps	Object	Educational material	Activities	Contrastive - comparative analysis	Formation of foreign-language speech
Motivational and incentive steps	-The acquisition of language skills; -The acquisition of knowledge and socio-cultural knowledge.	Phonetical, lexical and socio-cultural materials	Exercises of reproduction: 1) Presentation 2) Simulation 3) The substitution	Transformation, contrastive linguistic analysis in order to overcome language and speech errors	Formation and phrasing means of the native language and then translating into a foreign language
Analytic-synthetic steps	-Formation of speech skills; - The formation of the inter-cross culture	Texts on educational topics containing the situation of cross-cultural communication	Inter-cross cultural working with text: -question & answer; -retelling; -talk; -conversations; -monologues on the text.	Comparative analysis of cultural studies in order to overcome social and cultural formation errors by means of thought	The mother tongue, followed by the formulation of foreign language means
Realization-controlling steps	Formation of speech and socio-cultural skills in role-playing and business games, role-playing	Scenarios projects, business-games, role-playing	Implementation of projects, business games, projects		Formation and phrasing by means of foreign language

Among the problems of theoretical psychological and pedagogical training of students of particular importance today is the problem of preparing students for Intercultural Communication in the dialog of cultures.

A combination of cognitive and communicative methods, according to John Carroll (USA) - is a combination of cognitive theory of conscious learning theory audio-lingual skills. In this case, language learning is seen as a foreign language introduction to the culture. This approach corresponds to the cross-cultural foundations of language teaching (R. Lado, 1958), as well as the thesis of the Lipetsk methodical school E.I. Passov. This approach creates the conditions for the integration of Yakutia in the world educational space.

Socio-psycholinguistic approach from the point of view of linguistic and comparative analysis as a management tool bilingual state, acquires significance analysis of interference

problems, in particular, psychological interference and to seek ways of overcoming that brings to the fore our proposed form lingua-comparative analysis.

The concept of interference is considered from different perspectives, and in relation to this phenomenon also applies our proposed above comprehensive interdisciplinary approach, this phenomenon is analyzed in the linguistic, psychological, psycholinguistic plans the socio-historical and sociological factors in general.

On the linguistic positions interference phenomenon is analyzed in the works L.I. Barannikova, Yu. D. Desheriev, I. F. Protchenko etc.

Traditional linguistic analysis of the interference phenomenon is most common and the most developed. However, psychological and psycholinguistic approaches are especially important in learning a second language in a multilingual environment (bilingual). B line linguistic analysis of interest to consider the essence of interference and its specific manifestations in several studies. So, L.I. Barannikova in her scientific works, puts forward the thesis that interference is considered as a special case of language interaction that can occur only when used regularly by the same person or the same team in different languages (Barannikova, 1972: 88) . In this case, the interference is understood both as a change in the structure or structural elements of one language under the influence of another language, and it does not matter whether it is a native, indigenous to the speaker, or the second language spoken later. At the same time L.I. Barannikova stresses that the problem of interference is not purely linguistic, for interference - not just one of the facts of language, a phenomenon that has profound psychological and, ultimately, social and historical roots. Here, in our opinion, the author confirms the validity of our proposed integrated interdisciplinary approach to the phenomenon, which takes into account the interdisciplinary connections in each pronged analysis of the phenomenon - whether linguistic, psychological, social, historical, sociological, and other possible positions of the analysis.

Yu.D. Desheriev and I. F. Protchenko clearly traced the position in which the interference is analyzed as a phenomenon of the interaction of structures and structural elements of the two languages in the process of communication bilingual population (Desherieva, Protchenko, 1972:28). The authors draw attention to the fact that the interference is often wrongly reduced to the influence of the native language of the first to the second. Meanwhile, according to Yu.D. Desheriev and I.F. Protchenko, there is a need to consider a wider range of issues relating to interference.

These include: a) exposure of the native language in the second, b) exposure of the second language to the first, c) separation of interference at first, on the one hand, and the speech - c another.

So the first stage of the model, students learn to see the differences in compared cultures (native and target language of the country), in the second stage, students learn to recognize and understand the cultural roots of these differences (based on comparative culturological analysis) in the third stage learn to overcome difficulties in intercultural communication at foreign language.

Contrastive analysis of language systems makes it possible to predict different types of errors caused by interference. A.E. Karlinsky, considering the specificity of psychological and psycholinguistic concepts interlinguistic interference, offers the following interpretation, which is presented in Table 2 (Karlinsky, 1980:23):

Table 2

The essence of the concept of interference by A.E.Karlinsky

The psychological concept of the interference	Term interference in the theory of language interaction	
	Psycholinguistic aspect	Interlinguistic aspect
1	2	3
Relation with the attitude of «man and activity»	«Man and activity» is related to the ratio	Language related to the relationship between the systems of languages in contact
Negative interference of habit	Negative interference of habit the first transfer in any kind of activity	Deviation from the norm
Process of transfer skills and his the result of interaction	Speech habit transference and speech skill transference	The result of two languages interrelation
Dichotomy of interference and facilitation	Interference – facilitation	No dichotomy interference facilitation
Problems with the decision of the first type of activity	Intra-linguistic or within one language	Only cross-language interference

To overcome interference in learning activities offered contrastive and comparative-linguistic and linguistic analyzes. Examples are presented in the following tables:

Table 3

Contrastive - linguistic analyse

I <sub>1</sub>	finish school finish the job finish Institute	verb «finish» in one language is used in all cases
I <sub>2</sub>	to leave school to finish one's work to graduate from an Institute (college)	In all the cases, I <sub>2</sub> use different verbs.

Table 4

Comparative -culturological analyse

<p>Beowulf</p> <ol style="list-style-type: none"> <li>1. Anglo-Saxon epic (epic poem about the past Germanic tribes. Capacity of more than 3000 lines)</li> <li>2. The plot: the struggle between good and evil, between the tribes and kingdoms of the dignity of man, of the values of the heroic society.</li> <li>3. Considered as the specific source of the Anglo-Saxon world.</li> </ol>	<p>Nyurgun Bootur</p> <ol style="list-style-type: none"> <li>1. Yakut epic - olonkho (an epic poem about the past of the Yakut tribe. Capacity of more than 3600 lines)</li> <li>2. The plot: fight the forces of good against evil spirits, between tribes abaasy (Evil Spirit), about the dignity of man, of the values of the heroic tribe.</li> <li>3. Considered as the specific source of the Turkic world.</li> </ol>
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It should be noted that the mastery other culture values is a deeper comprehension of their own culture. This is achieved by introducing a contrastive, linguistic and culture - comparative analysis. Western-oriented cultural values young people begin to learn the dignity of their own culture. This is a very important moment in the development of the dialogue of cultures cross-culture comparative analysis.

Table 5

Fortunately, you can come in two ways:

Western cultures	Eastern cultures
By acquiring better housing, better clothes, more pleasant people	the path of spiritual development, and it allows you to achieve inner happiness

Problematic question: «How will the representatives of western and eastern cultures in relation to the suffering person? »

Table 6

Western cultures	Eastern cultures
«For one who is suffering, you should help»	«It's his karma, man deserved it, and don't help him »

The truth lies between these two approaches (or rather, on them: aid should be, above all, moral, then only the material).

Table 7

The main characteristics of Western and Eastern cultures

Western cultures	Eastern cultures
Orientation to the outside world	Orientation to the inner world of man
The change of environment (human host Nature)	The desire to live in harmony with nature (the person - a child of Nature)
The dominance of industrialization	The dominance of agriculture
Vigorous activity	Relaxation, meditation, contemplation
Intensive communication (know each other through a rich communication)	Empathy (instant feeling of man, people are judged by their actions)
Priority wealth	The priority of spiritual values
The concept of one life (human lives once)	The concept of many lives (man lives many times)
Conclusion: hence the different attitudes towards life, different world	

Interest in cross-cultural analysis of the text is presented, which is carried out as follows:

- Introduction the text reading and transmission of the main ideas of the text on the basis of proverbs (sayings or catch phrase);
- Brief description of the characters, what culture (subculture), they are, what cultural stereotypes, which reflects the era of the text;
- Information about the country, about people, about the realities of culture and peculiarities of communication between people;
- The difference between the described people from the people around us today;
- Speech etiquette in situations of text;
- Conclusion on the text.

Consider the technology of the text, which is the following algorithm:

-Read the text and define the idea of the text. Leon, the big cat finally goes on vacation with his masters. - Great! say the mouse, we can party! Do you know why?

1. Which adage or proverb can express this idea? - The cat out of the house - the mouse to dance.

Quand le chat n'est pas là, les souris dansent.

2. What is the difference between these proverbs (in form or content)? - Shape as in the first - nominal predicate in the second - verbal predicate in the present tense. When the cat is not there, the mice dance (translation)

3. Give the interpretation of proverbs from the perspective of two cultures: the cat - it's a pet in the house it - the hunter catches mice. In the second, the cat - a member of the family, do not leave it at home alone during long vacations, holidays.

4. Find the possible difficulties in the text and explain them. - Le gros matou - (trans.), a huge cat (famil.) wart, dark personality (colloquial speech) chatte, chaton, minet - mon chou, mon petit chat, they are used for gentle handling.

5. Give other sayings with the word cat.

There are many proverbs with the word cat with a negative tinge, such as those who buy in a bag - acheter chat en poche (who knows what in the bag, slip the smth. In a bad sense); night all cats are gray - la nuit tous les chats sont gris (escape from the responsibility, all the same, or not caught - not a thief) to play cat mouse - jouer au chat- percé (flee from persecution); live like cat and dog-s'accorder comme chien et chat (not live in harmony, not together) as a cat laugh-il n'y en a pas pour sa dent creuse or licking a paw instantly, immediately - à lèches-doigts (little, little or greed) between them ran a black cat - il ya un froid entre eux (a difference of opinion, disagreement, misunderstanding).

A comparison of proverbs and intercultural analysis of the text can highlight the features and peculiarities of traditions, mores, customs, mentality and character of nations, morals or the remnants of ancient religious beliefs, as well as a detailed picture of modern social organization.

Thus, in the present conditions of multicultural identity, having a cross-cultural competence, which is seen as a component of the overall communicative competence is able to analyze the differences of cultures East and West and is actively involved in the dialogue of cultures.

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