EDUCATING AN INDIVIDUAL
IN A POLYLINGUAL ENVIRONMENT YAKUTIA – AS A CASE STUDY

СТАНОВЛЕНИЕ ЛИЧНОСТИ
В ПОЛИЛИНГВАЛЬНОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ ЯКУТИИ

YAKUTİSTANDA ÇOKDİLLİ BİR EĞİTİM ORTAMINDA BİREYİN EĞİTİMİ

Svetlana PANINA[*] - Svetlana ZALUTSKAYA[**]

ABSTRACT

This article depicts the characteristics of the educational environment conditions, which play an important role in preparing students for a productive intercultural communication. Modern civilization and processes of globalization require the young generation to be prepared for everyday and professional life in an open multinational, polycultural society, which is represented by people speaking different languages, with different traditions, customs, mentality and religion. The authors present some ways of upbringing a linguistic personality, considering the peculiar features of higher professional education in Yakutia, which is one of the largest regions in Russia. They also describe the methods of working with the students of the North-Eastern Federal University.

Keywords: Education, Polylingual, Cultural Dialogue, The Methods Of Upbringing A Linguistic Personality.

АННОТАЦИЯ

В статье представлена характеристика условий образовательного пространства, активно влияющих на подготовку обучающихся к продуктивному межкультурному взаимодействию. Современная цивилизация, процессы глобализации требуют от молодежи готовность к жизни и профессиональной деятельности в открытом многонациональном, поликультурном обществе, которое представляют люди – носители разных языков, традиций, обычаев, ментальностей, религий. Авторы предлагают некоторые способы формирования языковой личности с учётом особенностей высшего профессионального образования в Якутии – одном из крупнейших регионов России. Описываются методы работы со студентами Северо-Восточного федерального университета.

Ключевые Слова: Образование, Полилингвальный, Диалог Культур, Методы Формирования Языковой Личности.

---

[*] PhD, Associate Professor NEFU

[**] PhD, Associate Professor NEFU

ÖZET

Makalede kültürler arası ilişkilerini öğrenenleri etkileyen eğitim şartları nitelenmiştir. Günümüz medeniyette küreseleşme süreçleri gençlerden hayata hazır olmak ve çok milletli, farklı dillerde konuşan, farklı gelenekleri ve inançları taşıyan yarıkültürel toplumda kendi alanında çalışmak için hazır olmalalarını talep ediyor. Yazarlar Rusya'nın en büyük bir bölgelerinden olan Yakutistan'da mesleki yüksek eğitimin ayrıntılarına dayalı dil bireylerin oluşma şart ve yollarını açıklamaktadırlar. Güney Doğu Federal Üniversitesi öğrencileri üzerine yapılan çalışma metotları betimlenmiştir.

Anahtar Kelimeler: Eğitim, Çokdillilik, Kültürler Arası Diyalog, Dil Bireylerinin Oluşturma Metotları.

That type of dynamism of modern society development demands reconsideration of modern education challenges. Personality development, his/her creative manner, enhancement and realization of students' essential forces are becoming the leading strategic trend of educational system. Social, economic, culture- historical, political and other circumstances have a great effect on a new pattern personality formation, that is on the environment in an extended sense.

The content analysis of scientific researches persuades that modern scientists realize the importance and urgency of the solution of general-theoretical problems of intercultural communication in the context of philosophical theories: dialogue and dialogue thinking (S. Kierkegor, S.L. Frank, F.V.Yi. Schelling, F. Rosenzweig, O. Rozenshtok-Hyussi, M. Boober, M. M. Bakhtin, V. S. Bibler), communication (K. Jaspers), dialogue hermeneutics (V. Diltey, H.G. Gadamer, E.Gusserl), etc. Theoretical bases of personality formation in the multicultural educational environment rely on the researches devoted to the nature of pedagogical knowledge (V.V. Krayevsky), integrity of educational process (V. S. Ilyin), in their methodology they reflect a natural-science approach to education.

For understanding the essence of personality phenomenon being taught in multicultural environment S.M. Arutyunyan, E.A. Bagramova and Yu.V. Bromley's ethnological theories and conceptions have considerable importance. Studying of substantial and functional bases of multicultural education, presented in M. N. Kuzmin, V. V. Makayev, Z.A. Malkova and L.L. Suprunova's works, and also the problems of national pedagogics in K.Sh. Akhiyarova, G.N. Volkov, T.F. Kuzina and others scientific researchers are essential.

As valuable priorities of education in multicultural context researchers reveal the following:

– person's ability to live in harmony with people without deindividuation, the ability which reflect the organic unity of West individualism and East collectivism, «I-thinking and We-thinking»;

– interrelation of universal and national values in education;

– broad fundamental education and ways of creative operating by cultural heritage, orientation to personality inherent worth and creation of best conditions for self-development;

– education orientation on patriotism, democratism and humanity values;

– taking into account today's main keynote – education socializing to the person, society, world; education culture congruity according to geopolitical and socio-cultural factors of modern civilization;

– principle of social justice personification in educational system;

– humane orientation.

Hence, researches characterize multicultural educational environment as a combination of all conditions of vital activity in which integration of common cultural, social and personal source are carried out. This peculiar environment of a lifestyle of a community, living in a certain area, encompassing such forms of organization as practiced by this community, the basic methods of production and household activities, interaction with nature, and various social institutions, language, religious beliefs, customs, habits and tradition, art, science, mythology, and distinctive features of mindset and self-expression, patterns of interpersonal behavior. A person, living in this environment, should be ready to adequate perception of proceeding changes, continuous renewal, innovations acceptance and producing, and also fruitful intercultural interaction in difficult conditions of modern civilization development.

At present Russia is the conglomerate of various cultures. According to the All-Russian 2011census there are 128 ethnic groups in the structure of the population of Russia, 89 of them are indigenous. Local and structural features are specific for multicultural environment. Such heterogeneity especially appears within multiethnic settlement; therefore it is necessary to distinguish the general multicultural environment of the country as a whole and its options for specific residential districts (regions) in particular.

Apart from mentioned features there are a lot of peculiar, unique specificities inhered to every district/region. For example, the Republic of Sakha (Yakutia) is the multinational republic by ethnic structure, today it is one of the multiethnic regions of the Russian Federation, among them, the Sakha (Yakuts) - 47 %, Russians – 40.1%, Ukrainians – 3.6%, the Yukhagirs – 1.9%, the Evens – 1.2%, Tatars –1.1%, Dolgans, Chukchis, Yukhagirs – 0.1%, other nationalities – 5.2%. According to the Law «On languages in the Republic of Sakha (Yakutia)» the state languages are Yakut and Russian, Evenk, Even, Yukagir, Dolgan and Chukchi have the status of official languages in the places of compact dwelling of these people. The native language which promotes ethic health and nation spirituality, 44 % of the Even, 25 % of the Evenk, 70 % of the Yukagir, 82 % of the Chukchi children study at school. The most effective and perspective language of communication, considering the customary traditional ties and population mentality, for the people of Yakutia is Russian, its uniting source is immense, therefore the functional positions of Russian in the republic are steadily constant. For example, since November 19th, 2001, the birthday of M.V. Lomonosov, the author of the First Russian grammar, has been declared as the Day of Russian language in Yakutia. The competence in Russian as means of interethnic, international communication is the possibility for development of a circumpolar civilization in the context of the world information globalization.

As one can see, in the multinational republic as the subject of Russian Federation the language policy is an integral part of the state policy and is directed to the development and interaction of languages in all spheres of society life, creating the conditions for harmonious interaction of Russian with other republic's languages. It is proved by the fact that in order to assist the development of the native language and writing of indigenous

people of Yakutia by the Decree of the President of the Republic from February 9th, 1996, the 13th of February is declared as the Day of native language and writing. The Decree of the Republic Government from September 11th, 1998 «On introduction the state languages of the Republic of Sakha (Yakutia) in the paperwork of state authorities, enterprises, establishments, organizations» was accepted. Competent development of languages of indigenous people of the North in the status of official languages is guaranteed by the Constitution of the Republic of Sakha (Yakutia).

Today active centers of national ethnogeny the Russian Community, the Ukrainian Cultural Association "Krinitsa", the Buryat association "Baikal", the Union of Armenians, the Moldavian Association, the Finnish Cultural Community, the Kazakh Community "Ana Zer", the Tataro-Bashkir Community "Yaktas", the Azerbaijan community "Khazar", the Mongolian Community, the Korean Community, the Lithuanian Community "Gintaras", the Polish Public Association "Polonia" and others can tell about the development of cultures of the people living in the territory of the region. The region's multiethnicity is intensified by the existence of various concessions. Along with Christian beliefs, Orthodoxy which is specific for Russia, Catholicism, Muslim, Judaic, various east beliefs, are also developing in the republic. Historically developed that as a result of many decades peaceful co-existence of various ethnic groups the multicultural or mixed family has become the specific feature of the region.

The development of education in multicultural region assumes the formation of students' outlook on the basis of universal and national values; the correspondence of the education content to modern level of scientific and technical progress, political, social, economic realities, specific to the community at the level of ethnos, region, country and universe. It is necessary to form world culture, tolerance, active intercultural communication, spirit of the international cooperation, ability to cultures dialogue at youth, and on this basis – readiness for life and professional activity in the open multinational, multicultural society which is represented by people - carriers of different languages, traditions, customs, mentalities, religions.

Within the multiculturalism the education system functions and develops as the open multilevel and manifold culture corresponding process. " Multiculturalism " of educational environment assumes the formation of students' competence defining his or her readiness to perceive universal (panhuman), special (all-Russian) without personality's roots denial (ethnic national characteristic) and student's ability to operate according to acquired cultural values as sovereign representative of the world, Europe, Asia, Russia and region. The multicultural approach in education activates the community and personal variety potential and therefore serves as a factor of success of personality's educational activity, idea formation of many-sided nature, complex hierarchy, diversity and variety of world around, and then – his/her accelerated, favorably proceeding adaptation to changing living conditions and work.

«At present the multicultural educational environment of the Republic of Sakha (Yakutia) is presented by structural components in macro, meso and micro levels. Macrolevel of multicultural educational environment is the personality's interaction with such factors, as higher education institutions, colleges, informal groups, mass media, and centers of national ethnogeny. Sports, music, art schools, formal children's associations, leisure centers, museums, law enforcement authorities, services of social and psychological support represent the mesolevel factors. Microlevel is represented by entourage: family,

neighbors, friends, relatives, kindergarten, school, college where a personality's development is taking place. As far as multicultural environment of educational institution is concerned, it is possible to present the interaction of several main components:

- multicultural multinational group of pupils;

- multicultural structure of teaching stuff;

- crosscultural nature of pedagogical process» [Panina, Zalutskaya, 2012: 50-51].

Thus, multicultural environment of educational institution is not only cultures dialogue, networking between people's communities, but it is also communication, ability to react adequately to manifestation of other culture and, at the same time, development of one's own personal culture, benefication of one's own spiritual world, each other, world, friendship's tolerant attitude.

The republican multicultural environment assumes responsibility on school, family and community to introduce culture, traditions and customs of the different nations through joint affairs, charity work, solution of social problems, mutual support. Within modern realities the multicultural educational environment of school, its diversity and multifunctionality opens a lot of various possibilities for person's self-realization and self-development, expand the environment for development the activity of students' personality.

Existing multilanguage situation within region's multiculture is presented by factors which influence the personality, society as a whole, relationships between ethnic groups, and, therefore, already creating a certain environment where conceptual approaches for solution of these or those problems of sociopolitical, psychological, moral, economic and educational order are approved. The multicultural (multilingual) educational environment becomes a basis for actualization the culturological sense of human knowledge, develops by educational processes and participates in the formation of new generation of the professionals demonstrating themselves as « linguistic identity».

Linguistic identity, acting as the most important component of multicultural educational environment, causes the necessity to form educational process on principles of humanistic pedagogics, «culture of personality dignity» (A.G. Asmolov, E.V. Bondarevskaya, A.B. Orlov, A.P. Petrovsky, V. V. Serikov).

The first reference to linguistic identity is connected with the name of German scientist I. Veysgerber. In Russian linguistics the first steps in this area were made by V. V. Vinogradov; A.A. Leontyev wrote about speaking identity. G.I. Bogin began to develop the concept of the linguistic identity, he created the model of the linguistic identity where the person is represented from the point of view of his readiness to make speech acts, create and accept speech.

It was Yu.N. Karaulov who introduced this concept into wide scientific use, he considers that linguistic identity is the person who has the ability to create and perceive text which differ by: « a) degree of structural and language complexity; b) depth and accuracy of reality reflection; c) certain goal». The linguistic identity, in his opinion, has three structural levels. The first level – the verbal- semantic (semantic-structural, invariant), reflects the level of everyday language proficiency. The second level – the cognitive where actualization and identification of relevant knowledge and representations inherited to society (linguistic identity) and creating collective and (or) individual cognitive environment are taking place. This level assumes reflection of language model of

personality world, its thesaurus and culture. Finally, the third level – the highest level is the pragmatical. It includes identification, reasons and aims characteristics, motivating the development of linguistic identity (Karaulov, 2010).

Thus, the linguistic identity is the carrier of language consciousness, i.e. the person living in the concrete language space – in communication, in stereotypes of behavior fixed in the language, in values of linguistic units, texts contexts.

Experts include individual linguistic mentality, individual linguistic thesaurus and individual language status in the structure of the linguistic identity. So, the individual linguistic mentality is shown through associative person's thinking, through reflection of general and essential properties, relations, regularities, inclusion of his/her participation experience into various types and nature of activity. «External manifestation of linguistic mentality is speech, speech activity, personality's level of linguistic culture as a part of general culture» (Ter-Minasova, 2000: 234). The individual linguistic thesaurus represents the system of concepts, representations, views, cultural values finding reflection in personality's language concepts. In its turn, the individual language status characterizes and forms personality's thematic repertoire, finds the reflection in person's communicative strategy. Developed in the course of multilanguage and polyphonic interaction of direct participants of communication, individual lingua-didactic strategies allow the person to be guided in multicultural environment on higher, creative, individually conscious level. They give an originality and uniqueness of linguistic identity.

There is the individual multilanguage sphere of concepts, characterizing the structure, coherence and integrity at the heart of personal multicultural environment. N.E. Bulanckina considers that the multilanguage sphere of concepts is « the complex of various language concepts assuming the formation of world outlook and attitude by means of lingua-didactic strategies (speech and communicative culture)» (Bulanckina, 2002: 28). However, psychological mechanisms of human activity development (mnemic, speech-cognitive, motivational, self-control) form the basis of self-developing program of formation of personal multicultural environment.

In the variety and diversity of the elements of multicultural and multilanguage environment we see the future of a well-educated person. The solution of educational task of what and how to teach in this variety is done by taking into account the diversity of languages and within multicultural and educational space. Mastering expressive means and languages in order to form experiences, learn the wealth of cultural concepts, facts and realities of human activities, and enhance the semantic field of activity for the real language of communication is an important step towards the formation of personality in culture.

The formation of linguistic personality in the polylingual educational environment possible in the educational practice organization of students-linguists, preparing them for the dialogue of cultures and holding measures, for example, the Festival "University: uniting the nation. The festival involved a "round table", where were discussed the problems of student's adaptation speaking different languages, to the rules of co-education, language barriers, climate, living condition. The students from other countries (South Korea, USA, China, Turkey, Canada and Iceland) told about their first impressions of Yakutia, difficulties in language, funny cases in linguistic and cultural adaptation. Also there was held a mix concert (music and dance) of people learning in the North-Eastern Federal University (NEFU). The students exchanges handmade souvenirs with symbols of their native countries, booklets and books in their native languages. According to the

member's evaluation such measures give a unique opportunity to conduct an equal dialogue in different languages between peers in an informal setting about what unites them and what makes them unique and therefore interesting to each other. The received knowledge and experience of intercultural and linguistic communication used by them in the process of the training and the cultural development.

The joint project activities in the socio-cultural sphere are also effective for the formation of linguistic identity. For example, the project "Wipe dust – save the culture!". The objectives of the measure: actualization of national and cultural valuables of the Republic Sakha (Yakutia), increase the awareness of students about cultural heritage and linguistic diversity of Yakutia. This yearly project let to decide some practical tasks: to put in order the monuments and plaques of Yakutsk by the students, collect and transmit useful information among the public about the prominent figures of culture, science and art who lived in Yakutsk; organize street youth concert on their works in Russian, Yakut, English, Chinese, Korean and Japanese. The project is also focused on education the students' tolerance, patriotism, pride of talented multi-ethnic people of the republic. Main members of the measure are the first year students who are at the adaptation stage to the educational environment of the university.

There is the project "Teachers-volunteers are to the children of Asia" implemented during the International Sports Game "Children of Asia" the objective of which to establish friendly communication between athletes-students from 26 countries. Here students of linguistic have a unique practice in a professional level, accessible and interesting to present the culture and languages of the peoples of Yakutia and learn more about the cultural characteristics of the representatives of the Asia-Pacific region. The project involves several stages of students' preparation for the intercultural interaction with school age athletes in polilingual environment.

At the first stage volunteers develop tourist routes on the cultural and historical places interesting to visitors of the country. Next, they prepare their own regional studies material about Russia, Yakutia and Yakutsk as the capital of the region. Guided material must include only information geographical, economic information, but also reveal features of scientific, educational, sports, social, ethnic and cultural life of the country. In this case, volunteers visit libraries, museums, exhibitions, explore popular science material which presented at the specialized sites on the Internet, organize consultations of expert in ethnography, cultural studies, linguists, historians and art critics. At the second stage the students are engaged in translation of the text from Russian into Yakut and the languages of the countries which will be presented during international competitions. Improve the quality of translation help them teachers of the Institute of Foreign Philology and Regional Studies. The third stage, there are memorizing texts by heart, training in rhetoric and business games in the format of press conferences, dialogues and guide tourists during the real or virtual tours. The fourth stage, there are gathering information and comparative analysis of the cultural characteristics of the country, with representatives of which will work volunteers. Such projects greatly enrich the students' cross-cultural vocabulary, knowledge of languages, cultures and customs of other nations, expand their interethnic communication practice, form stable skills a particular language.

One of the most effective forms of students' linguistic competence formation is the pedagogical practice, during this practice young teachers construct language lessons using new methods and technologies of education. For example, the student of the 3d year FFL

Zolotareva N. created lessons on English language for the pupils of the 8th form using web quest on theme "Mass Media". Use of web quest in teaching foreign languages orients on the high level of motivation, initiative, willingness to empathize and imagination, merges pupils for the joint group cooperation, verbal and substantive interaction, which are intended to solve problems. During the presentation of the work product pupils improve their ability to speak in public and defend their views. As a platform for this web quest she used a popular social network vk.com, where the web quest placed as an arrangement page (the address: http://vk.com/event51217600). Introduction gives information about material on new theme. Then task comes – discussing the good and bad parts of mass media and how it has an influence on the social life. Then the process comes, which has three steps in it: on the first step the pupils must answer 5 questions in written form, discuss the problem questions. Also we can point that there are some references on the resources which can be used by the pupils. On the second step there are reference on the video in "Youtube", and pupils must watch this video and discuss the problem question, which is given in web quest on this step. The third step is basic, in which pupils must divide into four groups and use the information they found and make presentations on their topics: "Television", "Press", "Radio" and "The Internet". Then you can see a table of giving marks (evaluation) and conclusion. The goals of using web quests in education are: the development of foreign language communication, increasing the motivation of studying the subject "English language", expanding knowledge of the regional study, the development of personal qualities, contribution of the improvement of ability to communicate actively and friendly, to search and find right information by themselves and perform tasks and goals, to be responsible for your own function in group work.

The personality of a teacher and his/her professional status are the leading factor in the integration of language and essence of multicultural educational environment, implementation of the strategic lines of creativity training through creative tasks aimed at formation of student's readiness to continuous development in a multicultural and multilanguage educational environment, improving individual language area of the students, and their personal multilanguage environment, forming their linguistic identity.

References:

Bulankina N.E. Problem of effective cultural self-personality in the Multilanguage educational environment. – M., 2002. 208 s.

Karaulov Yu.N. Russian language & linguistic identity. Electronic book. LKI. Rusistika, 2010. 264 s.

Panina S.V., Zalutskaya S.Y. Features peculiar to the formation of linguistic identity in a multicultural educational environment // Language Communication in a Multicultural Context. – Seoul, 2012. 213 s.

Ter-Minasova S.N. The Language & Intercultural communication. – M., 2000. 624 s.