



Research Article

Student's Polylingual Personality Formation in a Multiethnic Region

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Abstract

The aim of this study is to reveal conditions of a student's multilingual personality formation. The research is very important for requirements of centuries-long multinational history, multilingual situation and cultural diversity. The research is significant at the cross-national level because it focuses on preparation of the young generation for active life in multiethnic and multicultural environment. This study also refers to a personality education with a complex of psychophysiological features, communicative abilities and humanistic qualities that allow to communicate on several languages and to realize national and cultural requirements. The importance of the research at the national-regional level is determined by the location of Orenburg region. The present study may be used for determination of polylingual and multicultural education aims, for revealing pedagogical conditions of a student's polylingual personality formation in polyethnic region. It may also help to find out the methods and educational technologies that can be used in a student's polylingual personality formation process. Modern tendencies of a polyethnic society are analyzed in this study. The practical part of the research describes methods and dynamics of every component of a student's multilingual personality.

Keywords:

multiethnic region, formation, university student, multilingual personality

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Introduction

The modern tendencies of a multiethnic world are reflected in growing migration processes, removing borders, and ethno-demographic transformation. On the one hand, these processes contribute to a more intensive intercultural and interethnic cooperation. On the other hand, there is a pressing need for ethnic self-identification (Lotman, 1992; Erokhina, 2011).

A multiethnic region is a place where different ethnic groups, cultures and religions develop. The unique character of the multiethnic region is expressed in a specific, historically developed mixture of different spiritual, religious, ethno-cultural and domestic traditions; principles, and patterns of life. A special social structure develops in a multiethnic region. This structure is characterized by interaction of different civilizations, religions, cultures, and entrenched spiritual values (Gudkova, 2013).

The state language policy of Russia is presently focused on preserving and all-round developing the state language and the languages of the nations, inhabiting the Russian Federation territory; freedom of choosing and using several languages for communication and education what is demonstrated in the adopted decisions and regulatory acts (Berdashkevich, 2000; Kazaryan, 2013; Petrulevich & Mesporyan, 2015).

Despite the active state language policy in the Russian Federation, some issues of the language policy remain unresolved: comprehensive and regular study of the language situation in the country; the state and nations' responsibility for immutability or changes in the linguistic map of the country and educational, cultural, and information space; language and culture preservation.

The authors of the given research case have studied and identified the problems of a negative impact on the results of a multilingual education in the region: the lack of the respective specific multilingual educational objectives; the lack of specialized programs for developing multilingual education; insufficient pedagogical staff training to carry out the educational process on the principles of multiculturalism and multilingualism; the lack of the required methodological framework; non-conformity of the educational programs content with the multicultural education objectives; unsatisfactory cooperation between educational institutions and social welfare institutions, and other issues.

There is presently a number of discrepancies that requires immediate solution, particularly at the regional level. These discrepancies include:

- rapidly changing present-day multilingual situation and insufficient theoretical development of modernizing linguistic education in a multilingual area;
- the need of society for the people who can be energetic and constructive in the modern multicultural and multilingual environment; who can preserve their socio-cultural identity, who can understand other cultures and respect cultural-ethnic

communities; who can live in peace and harmony with the representatives of different nationalities, races, and beliefs, and the inability of the modern linguistic education to form a new generation;

– on the one hand, the vital need to change the multilingual educational space as the foundation for multicultural multilingual personality, preserving the best national educational traditions, on the other hand, developing the international qualification skills and linguistic consciousness; and the lack of any systematic changes in the multilingual education goals and content, methodological framework, education methods, and technologies;

– the need for the graduates and the lack of maximum consideration of abilities of the multilingual education and organizational, educational and personal risks.

These discrepancies have encouraged us to address the designated issue. 197 papers devoted to the issues of multiculturalism and multilingualism, published during the period from 1999 to 2017 have been analyzed at the first stage. The unfailing interest to the issue accounts for the relevance of the topic. It has been studied by scholars specializing in Pedagogy, Philosophy, History, Sociology, Cultural Studies, Political Science, and Psychology.

The focus in the analyzed papers and theses is on the formation of a multicultural personality, ethnic tolerance; a person's national-cultural identity (Bolbas, 2010; Prina, 2016; Witte, 2012), intercultural and multicultural competence (Gorter & Durk, 2006; Kirkpatrick, 2014; Littlewood & Yu, 2011). According to the scholars the formation of a multilingual personality is inseparably associated with the civil, moral-legal, esthetic and moral (Kluckhohn, & Strodtbeck, 1992) education.

The majority of studies considers schoolchildren, teenagers, high school seniors, students, studying migrants and foreign students, teachers, lecturers, as well as future experts (placed in descending order) to be subjects of the multicultural, multilingual education.

The scientists pay special attention to the conditions of multicultural multilingual education, specifying them as “multilingual conditions”; “conditions of a multicultural social medium”; “conditions of a multicultural region”.

Some scientific papers specify the geographic conditions of multicultural education process: Mordovia, the Kabardino-Balkar Republic, and the Northern Caucasus Region.

According to the scientists the formation and development of a multicultural multilingual personality takes place in a specially arranged multilingual space (Bulankina, 2003); and multicultural space (Lasagabaster, 2008). Few papers are devoted to studying the issues of the linguistic personality development and teaching foreign languages in a multicultural environment.

Research problem

On basis of the performed analysis the following conclusion has been made: the issues of forming a linguistic personality in multicultural and multilingual conditions receive inadequate attention. These issues include pedagogical conditions, methods and technologies of a multilingual personality formation, multicultural and multilingual aspects of the educational content.

In modern conditions, especially in the conditions of borderland, academic and professional mobility, the task of forming a multilingual personality has a great importance. This personality is supposed to be capable of professional and personal communicating in several languages with representatives of other nationalities, and to have a developed sense of understanding and respect for other cultures and their values.

At the international level, the study is aimed at preparing the younger generation for active life in a multiethnic, multicultural, multilingual environment. Its purpose is to educate the person who has a complex of psychological properties, communicative abilities, humanistic universal qualities allowing to enter into communication and to carry out speech activity in several languages.

At the national and educational level, the formation of a multilingual personality allows to specify the educational aims in the changed conditions of the multipolar world, the global trend towards integration in the political, economical, cultural, ecological spheres. It also allows to identify pedagogical conditions contributing to the formation of a multilingual personality capable of operating several languages in personal and professional communication.

The originality of the article lies in the fact that that the authors have tested the pedagogical conditions of a student's multilingual personality formation in the polyethnic region as well as the most effective methods and forms. The chosen adequate methods of research testified to the positive dynamics of this process.

Method**Research model**

The research takes place in the context of the Orenburg State University (students, Master's degree students at the Faculties of Philology and Journalism, Humanities and Social Studies, Bioengineering, Economics and Management, Economics and Finances, the French Language Centre students).

Sample

Altogether 377 students were involved in the research. The national composition of the respondents included the representatives of all the nationalities in Orenburg region: 60% - Russians, 12% - Ukrainians, 15% - Kazakhs, 7% - Tartars, 5% - Bashkirs, 1% each - Germans, Udmurts, Moldovans, Komi.

Data Collection Tools

Experimental and control groups were formed in order to conduct experimental education. The sample of experimental objects was represented by the following group composition: the experimental group involved 302 students of the above mentioned faculties and language courses students (altogether 25 academic groups of students); the control group involved 77 students (5 academic groups). The purpose was not to equate the experimental conditions that would ensure the similarity and stability of the experimental education in the experimental and control groups, which is unreasonable from the methodological point of view and unachievable from the practical point of view. Education was performed in the customary mode of the University operation. Nevertheless, a number of events (discussions, philosophical coffee-rooms, social practices) were carried out for students of both groups.

Analysis

Theses and scientific papers published in peer-reviewed journals, included in the list of the Ministry of Education and Science Higher Attestation Commission (the Russian Federation) and the global academic journals from the Scopus database were analyzed at the research and diagnostic level. The relevance of forming a multilingual personality in a multiethnic region was defined.

The proper research methods were selected and the pedagogical problem was stated. Experimental testing of the hypothesis was done, searching for the optimal ways and pedagogic conditions of the formation of a student's multiethnic personality in a multiethnic region was explored; research criteria were specified at the formative stage.

The analysis and mathematical processing of the data are obtained in research carried out at the analytical stage. This stage represents the process of collecting and analyzing the results of theoretical and experimental work, checking the quality characteristics as well as processing to create conditions for the correct assessment of the facts, events and phenomena (for example, checking the pedagogical conditions based on the results).

Results

The theory of a multilingual space bases on the achievements of sociolinguistics, language didactics, the theory of intercultural communication and comparative linguistics. According to this, the subject of forming a multilingual personality is the national mechanism of verbalizing a non-verbal intellectual content by the national language.

Learning to verbalize thoughts in a studied language requires from students their comprehension of other means and another mechanisms of verbalization as compared to the one they got used to when learning the native language and using

it as an interlanguage while learning foreign languages. Learning foreign (non-native) languages in the process of forming a multilingual person is considered as mastering a national-peculiar system (Sternin, 2006) that brings the language and culture of the nation together.

A multilingual person uses several foreign (non-native) languages and appears as a set of cultural and value-based orientations, i.e. complex principles ordered in a certain manner, that give direction to the flows of the human thinking in the course of identifying and settling problems in professional, cultural, domestic, and other spheres through using the languages of a multiethnic region (Kluckhohn & Strodtbeck, 1992).

A multiethnic region is considered as a unique place where different ethnic groups, cultures and religions develop. All these phenomena form the ethnic and cultural distinctions of the territory.

Due to the theoretical justification, the following components of a student's multilingual personality in a multiethnic region must be identified: cognitive, emotive, and behavioral levels (high, medium, low) and indicators of maturity, methods and techniques of formation, as well as techniques and methods of measuring the indicators.

A mature multilingual person:

- has a high level of systematized knowledge about the native and foreign languages, integrated knowledge about specific countries, knowledge about the link of the language with culture as a factor of forming national self-consciousness, knowledge that reflects geographical, historical, socio-political, and ethno-cultural values of the region, sufficient experience of communication in other languages (cognitive component);
- possesses a high level of skills and is ready for multilingual communication; is ready to accept people of other nationalities that live in a multiethnic region as close friends and colleagues, and share the same territory with no conflicts (emotive component);
- is characterized by cultural and value-based guidance which corresponds to the dynamically developing culture; can adapt to a multicultural space; has skills and abilities to apply the knowledge of languages and cultures, and value system in the course of an intercultural communication in a daily or professional activity; and demonstrates confident type of behavior in the process of communication (behavioral component).

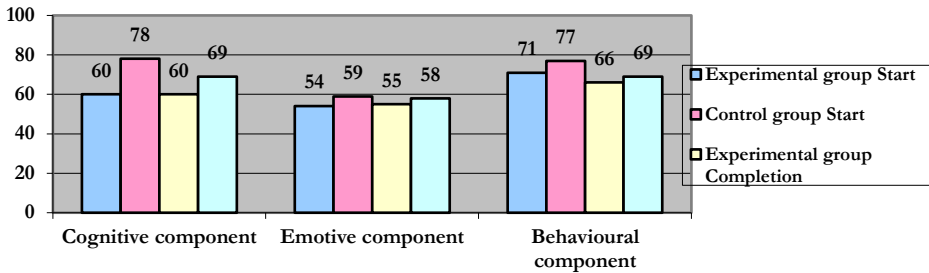


Figure 1.
Dynamics of Multilingual Personality Formation

Interpretation of results of the experimental checking demonstrates all the exponents underwent changes during the experimental education (Figure 1).

Discussion

The latest tendencies in the globalized world such as blurring and mixing of language areas; all-round sophistication of a modern person language repertoire; spread of the multilingualism among the population in the majority of countries; and languages revitalization (Breton – in France, Hawaiian – in the USA) determine the state policy development in many countries towards recognition and support of multiculturalism and multilingualism.

The problem of a multilingual person formation can be settled at a regional level. It has a possibility to accumulate and sustain the innovative experience that has been recently accumulated on the territories. This region can ensure the integrity of the taken measures by covering all the education steps (from preschool to professional one). There are also necessary conditions for modernizing education on the principles of multiculturalism and multilingualism, i.e. the development of the educational content with due account for the national-regional component and methodological framework.

The development of the linguistic education in a multilingual region is interpreted in this research as a focused and system-related change. Such education contributes to developing student's ideas of language and culture diversity both worldwide, at their territory, and in their country.

The scientific and theoretical relevance of the research is determined by the need to correct the goal of the multicultural education that consists in forming an individual that would be ready for a busy constructive activity in the modern multicultural and multinational environment. Creating a regional model of linguistic education in a multilingual Orenburg region implies both analyzing the legal and

regulatory framework, real linguistic situation in the region, and elaborating a development strategy for the linguistic education in Orenburg region.

At the methodological level the research implies correcting the content of educational programs and courses; developing methodological framework for the process of teaching native and foreign languages; improving educational techniques and methods focused on the ethno-cultural and socio-cultural identification of a person; mastering the system of concepts and ideas regarding the diversity of cultures in the world, country and region.

Russian and foreign science has accumulated a certain scientific and theoretical experience in the field of studying the development of the multicultural and multilingual education in the modern world (Bulankina, 2003); the development of ethnic groups and their cultures; cultural conformity of education complying with the socio-cultural reality and ethno-cultural characteristics of the student; cultural and intercultural contacts in the life of humanity.

The given research specifically focuses on forming a multilingual student's personality in a multiethnic region. A multiethnic region is a region where different ethnic communities live. It is a "historically established union of ethnic groups that have formed and developed on one territory constrained by cultural, social, economic and other regional factors" (Gudkova, 2014).

Orenburg region is located on the intersection of ethnic, religious, and cultural traditions of Europe and Asia. It is a multicultural, multiethnic and multi-confessional region where the representatives of different ethnic communities reside (over 120 nationalities). The region demonstrates a real example of integrating the ethnic groups that inhabit the territory on the basis of political, economic, social and cultural determinants i.e. senses, values, and symbols that have national character and form a peculiar multiethnic mentality of the region residents.

It is impossible not to take into account the conditions of a multiethnic and multicultural region where residents speak not only different languages but can also speak several languages when the issue regards the education of the growing generation. Firstly, it implies including a national-regional component in the educational content. Secondly, it means a possibility for students to select languages to study including those spoken in the region. Finally, it implies arranging the academic process in such a way that not one but several languages are an inherent part of the educational process. A person that can flexibly implement the linguistic knowledge, abilities and skills will be brought up because of such education.

In the given research the story of the term "multilingual personality" is investigated. On the one hand, this term has become a "core system-forming notion" not only in anthropology, but also in philology, pedagogy, and foreign languages teaching methods, and, on the other hand, it raises many questions and

doubts whether it is correct to combine these two words because it is necessary for a personality to possess language skills.

At present, more papers appear that define a language personality in the context of studying and using several languages (Moule, 2012). The idea of introducing such a concept as a “multilingual” personality has every reason. A multilingual personality is understood as “not only an individual that possesses different sets of verbal abilities, but a cultural and historical personality with its own social characteristics and ethnic roots, i.e. a competent native and non-native speaker that should demonstrate four competences in a consistent and sustainable manner: linguistic, verbal, communicative, ethnic, and cultural”(Kochisov & Gogitsaeva, 2013).

In this research, a multilingual personality is interpreted as an individual characterized by a certain level of linguistic, language cross-cultural, cultural knowledge, value-based attitude to studied languages and cultures, able for an efficient communicative communication in several languages.

The given theoretical analysis identified the following components of a multilingual personality in its structure: cognitive, emotive, and behavioral.

The cognitive component is represented by the linguistic, cross-cultural, culturological and regional knowledge. It is expressed in focusing on deep perception and learning of the Russian, universal, and national cultures; ability to see, comprehend, and interpret the cultural phenomena, models of verbal and non-verbal behavior; ability to conceive critically and integrate the cultural-linguistic milestones in the proper global picture. A number of indicators signal that the above knowledge is sufficient. The following features belong to such indicators: systematized knowledge of the native and foreign languages; integrated knowledge about specific countries and their geography, nature, economy, politics and social order; knowledge of the cultural area, i.e. knowledge of the language and culture link as a factor of the national mentality; national self-consciousness formation; knowledge reflecting geographical, historical, socio-political, and ethno-cultural values of the region.

The emotive component is expressed in sustainable motivation and empathy. It reflects the value-based attitude to the multilingual and multicultural reality, to the nations who represent this attitude in the educational process, respectful and tolerant relation to their own nation and the nations who speak the studied languages, and their cultures. A number of indicators characterizes the maturity of sustainable motivation and empathy. These indicators are ability and readiness for multilingual communication; readiness to accept people of other nationalities living in a multiethnic region as close friends and colleagues, and to share the same territory with them in a non-conflict way.

The behavioral component is expressed in the culture of communication and behavior; in the need for and quality of communication, interaction, and cooperation

in a multicultural space. The mature behavioral component testifies about the readiness of person for efficient communication, and, specifically, the ability to adapt to multicultural space, abilities and skills to use the knowledge of languages and cultures, value systems in the process of intercultural communication in a daily and professional activity.

The given research results in determining the sufficiency levels of the linguistic, country-specific, cultural and regional knowledge, the maturity of the emotive and behavioral components: high, medium and low.

Forming a student's language personality has become possible due to identifying and introducing the following pedagogic conditions: the use of axiological approach to the educational content; the introduction of cultural and social practices; the arrangement of value-based interaction between students and teachers built on trust, mutual respect, mutual enrichment, and tolerance.

Forming a multilingual student is closely connected with teaching a foreign language (Angelis 2011); that is why linguistic subjects, disciplines and extracurricular work, different methods and educational technologies were used in this process. In order to build up the cognitive component of a student's multilingual personality different means were used: integrated classes; international multimedia projects and research work; texts related to the topic; cultural analysis of linguistic and cultural phenomena, and specialized multilingual dictionaries in the classroom studies and extracurricular activities (Ilyina, 2017).

Integrated classes (Lasagabaster, 2008) enabled the researchers to overcome the inertness of conventional methods and approaches in education, and contributed to a broad application of educational and research methods corresponding to the study field and specialization.

Students have been involved in research and academic projects since the first year of study. The themes of these projects became the topics for their Graduation Projects and further developed in theses and application feasibilities for participating in grants competitions.

Multimedia educational projects offer broad opportunities to improve teaching and studying foreign/non-native languages. Taking part in such projects allowed students to gain the experience of real communication, skills of settling specific communicative objectives, and teamwork (Aide aux projets étudiants).

Students' classroom and extracurricular activities focused on conscious and purposeful mastering the best culture examples of a multilingual region and ensured the integrity of knowledge (Littlewood & Yu, 2011).

Cultural analysis of linguistic and cultural phenomena accompanied all types of activity. On basis of the study of interrelated linguistic and cultural phenomena carried out in the course of forming a cognitive component, polylingual students' dictionaries have been compiled.

The emotive component of a multilingual person has been formed in the course of specially arranged discussions, value orientation workshops and Philosophy coffee-rooms.

The different of the national-cultural and value-oriented themes have been discussed. Examples of such topics are: "A Different Person as a Value in my Country and Abroad," "Family as a Value in Different Cultures," "Work as a Value for the Youth from the Countries where the Learned Languages are spoken", "Heritage of the Home Country and the Countries where Learned Languages are spoken", "National Values," "The Role of the National Language and its Contacts with other Languages."

It should be noted that a value orientation workshop is an interactive learning session that accomplishes a cycle of classes and integrates the knowledge and skills of students formed in the process of studying several subjects (*Parler de valeurs*). It distinguishes direction of the content and forms of presentation of the educational material; emotional and psychological attitudes to the formation of a respectful attitude to values; their place in the reality, the structure of the value-based world; the correlation between different values, social and cultural factors and the link with the structure of a personality.

Philosophical coffee-room is a nonconventional training event arranged in a classroom where a pressing issue should be discussed in a foreign/non-native language. A topic for discussion is offered in advance so that the participants could get prepared for the discussion. Most often the topic is selected so that different points of view could clash during the discussion; thus encouraging students for free speech. It should be mentioned that native-speaking teachers take part in the Philosophy coffee-rooms, organized during the research (*Education in a multilingual world*, 2017).

The behavioral component was formed through the interaction of teachers and students aimed at building an integrated pedagogical process model in the context of intercultural cooperation between domestic and foreign universities and duplicating the methods of socio-cultural activities in the international educational space (Spicer-Escalante, 2014). For this purpose such methods and education techniques were used as cultural performances; national folk art festival of the nations that inhabit the multilingual region; adventure-role games; creative marathons; public presentation of research results.

The dynamics of the cognitive component parameters measuring are based on the results of regular examinations and tests, as well as on the results of testing the linguistic, cross-cultural, cultural and regional knowledge of students. The latter carried out via an automated interactive network testing system.

The automated interactive network testing system is the Internet-version of the instrument system of education and control (ISEC) with enhanced capabilities for

monitoring students' knowledge, creating and adjusting the material, managing the operation of the system developed by the laboratory staff of the automated teaching facilities at Orenburg State University in 1992, and successfully implemented to check students' knowledge in different subjects (Automated interactive network testing system, 2017).

Testing with the use of this system was of an educational nature and allowed changing the difficulty and number of questions depending on the required level of the student educational program.

In the process of the experimental education, the following tests were used "French. Beginner.", "French. Advanced level for philology students," "French. Advanced level for non-philology students," "The French Literature of the XX-XXI century" and the network testing automated interactive system was elaborated: "Culture and Traditions of Nations in Orenburg Region," "History and Culture of the Border Areas in Orenburg Region and Northern Kazakhstan", etc.

These measurements became bases for the dynamics of the results of the students' knowledge assessment from experimental and control groups. These results are presented in Figure 2.

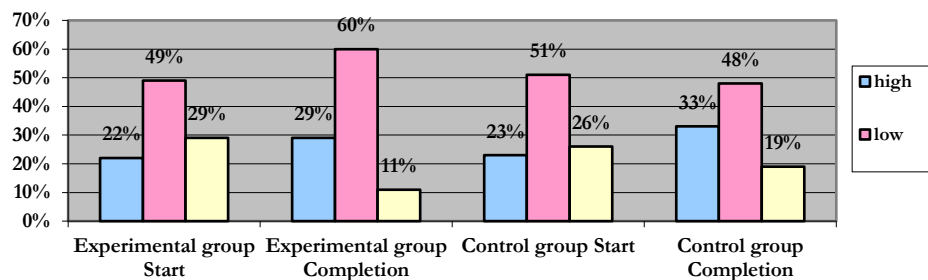


Figure 2.

Level of Linguistic, Cross-cultural, Culturological and Regional Knowledge. Dynamics of the Cognitive Component Parameters

The technology of the linguistic portfolio was mostly used as a cumulative assessment to register and present the linguistic, cross-cultural, cultural, and regional knowledge, which is not covered by the academic grading system of the university, as well as an experience of speaking another language. The portfolio sections, such as language passport, language biography and activities and achievements record make it possible to increase a student interest to in-depth studying a foreign language and form a multilingual personality ability to reflect, set prospective and intermediate objectives (Little, 2003).

Moreover, the European linguistic portfolio was elaborated specifically as an instrument maintaining the development of multiculturalism and multilingualism.

An objective document contributes to the development of young people mobility in education and employment. In order to obtain digital parameters we structured the linguistic record by sections (participating in the University contests , regional, all-Russian and international levels (from 1 to 4 points), language immersions, language training on probation, diplomas confirming the level of proficiency in a foreign language (5 points each).

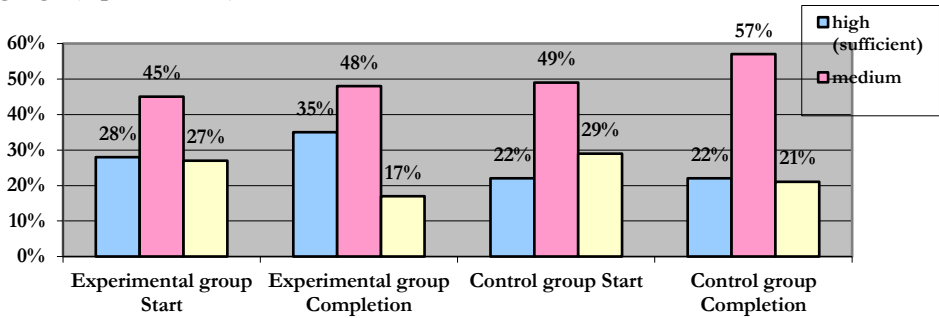


Figure 3.

Experience of Speaking Another Language. Students' Language Record Assessment Results

The dynamics of a student's acquiring another language speaking experience was determined on the bases of the measurements. Students from the experimental and control groups were studied (Figure 3).

E.S. Bogardus measured the emotive component parameters dynamics with the use of R. McGwire-Snieckus test and social distance test. The R. McGwire-Snieckus test "Readiness to Communicate" was used to study the motivational structure of a student's multilingual personality and readiness for multilingual communication since it is motivation that encourages people to act, regulates human behavior and gives the direction; determines activity and ability of a person to actively meet one's needs.

A modified test "Readiness for Multilingual Communication" included 10 case studies with multiple chase questions. This made it possible to determine readiness for communication and behavior style in a business and friendly environment. The test situations like "You speak at a seminar in a native language, but there are participants in the audience that do not know that language, what will you do?", "In order to implement a project initiative groups are created. Would you prefer working in a group that involves only the representatives of your nationality?", "You start learning a new (non-native) language willingly because..." and others are close to reality. The test analysis as well as individual and group interview following the test results contributed to developing a value-based relation of students to the multilingual and multicultural reality, and representatives of other languages and

cultures in the educational process. The dynamics of readiness of students from the experimental and control groups willingness, for multilingual communication are presented in Figure 4.

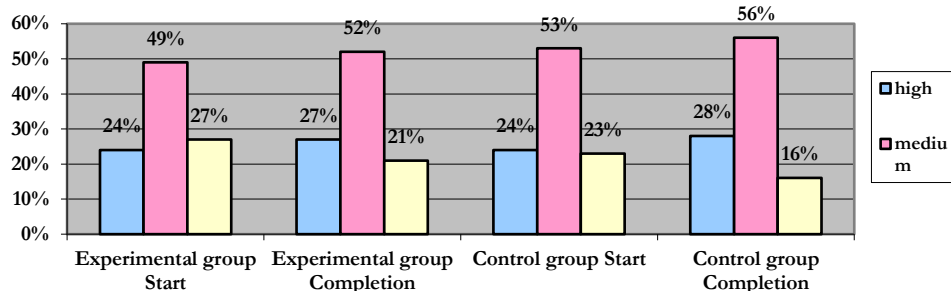


Figure 4.

Readiness for Multilingual Communication Studying Results

So, the conclusion was made that when teaching multilingual communication it should be taken into account that forming readiness to communicate with the representatives of different nations speaking different languages passes through a number of stages each, and each stage influences the efficiency thereof. If one of the stages falls out, readiness for multilingual communication drops sharply and the communication objective is not likely to be achieved.

E.S. Bogardus' social distance test was applied for monitoring respectful and tolerant relation to one's own nation and other nations, speakers of studied languages and cultures of the multiethnic region as a manifestation of a mature emotive component. The concept of social distance characterizes the closeness (detachment) of social or ethnic communities, groups or individuals. This test enables researchers to measure the acceptance of a multilingual environment and relation to one or another nationality within the multiethnic region. The social distance scale made it possible to evaluate the degree of people's socio-psychological acceptance of each other, and the degree of psychological closeness of people that contributes to the lightness of their interaction.

In the course of studying the acceptance of a multilingual environment, students were offered to rank the representatives of nationalities living in Orenburg multiethnic region specifying the degree of acceptance by only one out of seven criteria: (1) accept as close relatives through marriage; (2) accept as personal friends; (3) accept as neighbors living in my street; (4) accept as work colleagues having the same profession which I have; (5) accept as citizens of my country; (6) accept only as tourists in my country; (7) I would prefer not to see them in my country. The instruction specified the necessity to answer according to the following principle:

possible and preferable personally for me with regard to the people of this nationality (the number of answer is the value of the grade).

The results of measuring the relation of students from experimental and control groups to multilingual environment are presented in Figure 5.

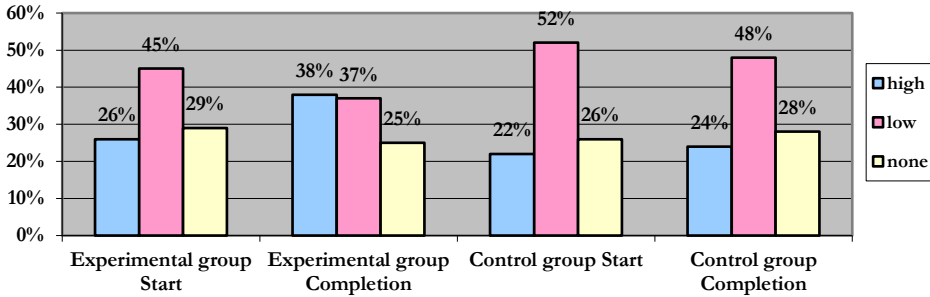


Figure 5.

Results of the Multilingual Environment Acceptance Test

It confirmed that specifying ideas about other people contribute to the high level of the multilingual environment acceptance. The reason is that when people are well acquainted and are interested in each other and national culture, they get involved in the interaction and everybody takes into account each other's original and individual features. The low level of the multilingual environment acceptance means that a person (or ethnic group) keeps apart and on its own. Politeness and etiquette as cultural ways of communication enable people to hide their personality, original features and culture. Communication with multilingual environment is symbolic and formal in such cases. Failure to accept the multilingual environment indicates the urge of one ethnic group to isolate fully from another one, and to maintain only shallow and formal contacts with the representatives thereof.

Cultural and value-based orientations test by L.G. Pochebut and the communicative skills test by L. Mikhelson (Kluckhohn & Strodtbeck, 1992) were used for measuring the parameters of the behavioral component.

The cultural and value-based orientations test was used for determining the tendencies of the culture under study development in the process of forming a multilingual person. It revealed that behavioral programs induced by the culture considerably determine testees' way of living, whereas changes in life conditions and expansion of a person's cultural range and other circumstances result in significant shifts in the cultural and value-based orientations of a human.

The test included five questions with three answer options for each. The testees had to select only one statement in each question that most closely described the cultural orientation of the testees' nation. During the introductory talk, the students

were asked to recollect what they were taught in the family and at school, and how their religion treated those issues (Tausend, 2004). When processing the test mathematically the percentage ratio of respondents' answers by sections and average parameters by the types of culture were determined. According to these results the conclusion was made as to which of the three types (traditional, contemporary or dynamically developing) the culture under study belonged.

The cultural and value-based orientations dynamics of students from the experimental and control groups are presented in Figure 6.

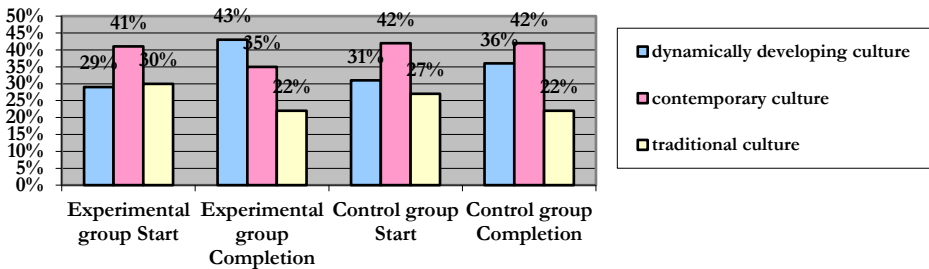


Figure 6.

Results of the Cultural and Value-Based Orientations Test

While analyzing the data of the test the researchers took into account that belonging to traditional culture is indicative of the commitment to the past, traditions, family ties, traditional character of the family role relations and religious orientations. The inner freedom of a person is not permitted, any activity is strictly regulated. Belonging to contemporary culture is characterized by people's commitment to contemporary events. People try to live in harmony with nature; the values of the modern person focus on the human, the rights and avocation thereof. The individual decision is closely connected with the requirements of the group, family, and work team. The dynamically developing culture is focused on the future. People make short-term plans and strive for quick significant results. The decisions are made independently, individuality is fostered, people are frank and straightforward in communication, and public control is based on legitimacy rather than on morals.

L. Mikhelson's test adapted by Yu.Z. Gilbuh (Gilbuh, Garnets & Korobko, 1990) was used to determine behavior pattern developed by students in the process of multilingual personality formation. The test contains the descriptions of 27 communicative situations with 5 possible behavior options for each. The probationers had to select one behavior option for each situation that should reflect their most typical behavior pattern, rather than the preferred one, i.e. one behavior

pattern specifically peculiar for the probationer in the given situation. Selecting two or more options or adding an option do not specify by the questionnaire (Figure 7).

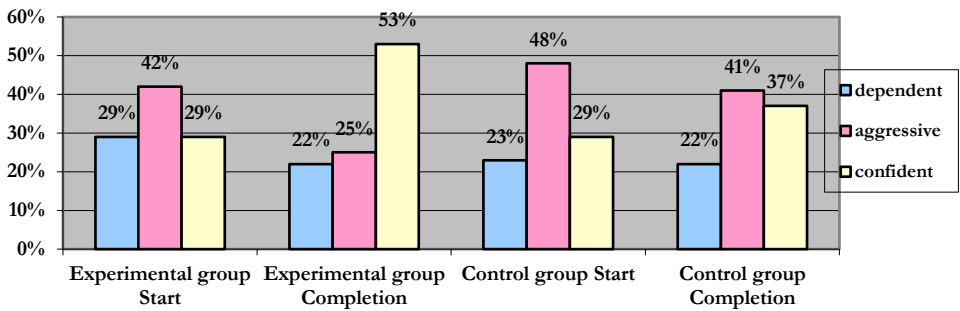


Figure 7.

Results of Studying Behaviour Patterns

The test implies some kind of reference behavior option that corresponds to the confident, competent and partnership style. The number of correct answers can determine the degree of closeness to the reference. The incorrect answers were divided into “dependent” and “aggressive.” The authors of the test have elaborated the key that enabled the authors of the given research to determine to which behavior pattern the selected option refers: dependent, aggressive or confident (Regush & Orlova, 2011).

The outcome of the research is that a multilingual personality who follows a confident behavior pattern is characterized by the skills to make contacts with another; calm reaction to other offending and provoking behavior, ability to empathize and render support. The dependent type of behavior is characterized by the person’s unconfident reaction to the attempt to contact him/her, active response to fair criticism, ability to accept empathy and support from others. The aggressive type of behavior differs by the skills to address someone of the same age with a request and skills to refuse a request from others, to say “no, never” by aggressive response to any criticism, and an excessive person’s reaction to the attempt to contact him/her.

The overall results of the study made it possible to determine the positive dynamics of forming three components of a student’s multilingual personality in a multiethnic region, which proves the validity of the research hypothesis.

Conclusion

The theoretical analysis conducted during the research allowed the authors, firstly, to reveal the problems and discrepancies that have a negative impact on the process of multilingual education in a particular region. Secondly, the researchers specified the research goal: forming a multilingual person in a multiethnic region. Finally, the objectives were determined: to specify the educational content in a multilingual and multicultural space; to reveal the pedagogic conditions for forming a student's multilingual personality in a multiethnic region, education methods and techniques used in forming a student's multilingual personality. In the process of analysis, the concepts of "multiethnic region" and "multilingual personality" were specified.

The practical part of the research presents the results of activities for forming a student's multilingual personality in a multiethnic region. The methods and techniques of the educational process employed by the researchers, as well as the research methods and dynamics of each component in a student's multilingual personality were described.

The conducted research opens new promising directions of studying a student's multilingual personality formation and development in a multiethnic region. The following issues may be further developed: revealing pedagogical conditions for a person's adaptation in multicultural, multiethnic space; forming a young person's national self-consciousness in a multiethnic region; studying political, economical, social and cultural determinants (senses, values, symbols) that are interesting from the perspective of inclusion them into the educational content.

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