

Innovative upbringing of the language personality of a learner within the environmental communicative context

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Abstract. The article covers the concept of linguistic personality and justifies the provision on the leading role of shaping personality education in the process of its formation and development. It describes and justifies the theoretical and practical foundations of innovative foreign language teaching practices in educational organizations within the system of secondary and higher education, based on the application of communicative approach in combination with modern notions of psycholinguistics and linguistic didactics. The language teaching model of "sliding" is described and its educational potential is identified, which can be applied as a qualitative pedagogical innovation on education in schools and universities.

When the process of foreign language learning is organized adequately, any foreign language emerges as a unique condition and means for upbringing, which could be a way and form of self-education through the linguistic and cultural "personality development environment". The linguistic personality is a personality not just capable to reflection, but also actualizing this reflection, understanding how the knowledge takes place and being able to treat the skills to apply this knowledge to the language communication [9]. This is an individual who understands, talking, thinking in a foreign language, capable of efficient multi thematic communication. I.A. Zimnya notes that motivation is one of the crucial components of "the subjective characteristics of the activity itself... it is always the internal characteristic of the individual as subject of this activity, including educational activities. The dominant motivation turns the real environment into the actual, meaningful one." [8] Every man for himself is the very same "environment", linking language, speech and communication in the individual melting media, forming linguistic thinking and individual speech activities. It is in the sphere of motivation the teaching process acquires upbringing and the didactic tasks not just socialize the individual, but makes him a real partner and even the co-author of cross-cultural communication. As an academic discipline the foreign language gives the student a unique opportunity to reflect on himself as the creator of a new linguistic reality in itself, as an active, creative subject of mastering all components of a different "culture as a media of shaping personality development" (this definition of culture was given by P.A. Florenskii), it promotes shaping the learner's personality.

The theme of linguistic identity has nowadays a profound social and cultural significance. In the sphere of language learning our education as a whole and despite the numerous and successful experience of pilot

innovative platforms, implemented throughout Russia, is still lagging behind new educational practices based on the ideas and principles of communicative approach. Yet today the process of active implementation of the ideas of communicative and meta disciplinary approaches is going on within the framework of innovative practices of the developing education as effective conditions to form cognitive universal training actions of learners. National education systems are in search of meaningful dialogue and compromise with transnational innovative projects (The Bologna process), supported by decisions of the Council of Europe.

It is a question not only of linguistic communicative competence of a qualitatively new level (multifunctional communication online, in social networks, science and practice in the field of business and administration, tourism and culture), but also of the level of basic functional literacy. A person becomes a linguistic personality only when he speaks the real language, understandable to indigenous mother tongue speakers. Today in most European countries the norm of professionalism of teacher and scientist is to be almost fluent in speaking at least two or more foreign languages (it is called professional cultural bilingualism and multilingualism). The insufficient literacy rather common for our society among specialists who do not possess adequate lingual speech communication is risky for our society to lag behind in many areas, to "miss", not analyze in proper time the most important events of the scientific and cultural life abroad. This is still a problem in our country that cannot be solved by the efforts of home tutors. This is an important topic of socio-political strategy in the field of education. Only school system of education is able to start to solve this problem (it is school, since "the institution of home tutors" is powerless to cope with it), while the objective of high school is the holistic upbringing of the language

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identity of the modern level. Not only for teaching but also for the theory of education requires work to reconstruct the contents, forms and methods of language education.

Teachers know the pain points of ordinary school practice of teaching foreign languages. These are the following issues: lack of motives to learn a foreign language, isolation reading from letters, templates of rote learning texts, weak and culturally inadequate practice of auditing when using non-authentic topic texts. This is inability to put speech practice of learners precisely because there is absence of connection between the language thinking and the act of speaking, as derived from the practice of thinking. How should we then form a basic language competence of a learner? To make it outside culture is impossible. Scholl needs a synthesis of culture and language, speech and activities [9,10], components of language education and culturally adequate educational elements of the learning environment. It occurs due to the fact that in the process of learning the small groups as being associated by interpersonal communication in a foreign language may represent virtual forms to create and develop a reasoned socio-pedagogical unity of children and adult community in classes as organizational units. According to V.V. Davydov and A.A. Leontiev the system of communicative situations is connected with motives of the evolving "semantic scope of the student's personality" [8, 9].

Free command of the language skills involves both the possession and use of experience acquired in the process of interpersonal communication in specially organized educational space of educational institutions. Upbringing of personality by means of a foreign language can develop creativity, critical thinking skills, to encourage the growing sense of social responsibility, active life position and life optimism, can stimulate the learner to be interested in the individual's own personal growth and life learning achievements. The relevant tasks of the shaping personality education include pedagogical support of such secondary socialization of pupils, which would provide the opportunity for adolescents to develop their capacity for learning and understanding, gain some personal stability and build personal interest and skills within the framework of the intended scope of their future professional activities. The key indicator of prevocational socialization is the readiness for further development, which is formed in the complex meta-disciplinary competencies of the school graduate – communicative, social, applied, cultural, ethical, aesthetic, lingual country studies [7].

The basis of language is communication: language is a means of communication, and practically efficient thinking. It is known that a foreign language can be successfully mastered within the cultural context of all four types of speech activities (listening comprehension, that is to say - auditing, speaking, reading, writing). If teaching is a success, the understanding of foreign language text is being connected with the culture of social and cultural communication. To date, the language education has gained an innovative bank of radically

non-standard methods and technologies of teaching foreign languages.

This is psycholinguistics and language education (N. Chomsky and A. Leontiev), the strategy of the inverted cone (I.D. Salistra), the sliding methodology (V.S. Votinov), which activates extra disciplinary (meta-disciplinary) components of the educational content, the communicative approach (D. Brown), formation of communicative competence (D.H. Hymes), cognitive psychology and neuroscience (E. Candel). In language education they are interesting, above all, due to the unity of its basic methodological aim at the process of upbringing linguistic personality! According to D. Brown, "Aside from the grammatical elements of communication, we study the nature of the social, cultural and pragmatic features of the language. We explore the pedagogical tools for creating some 'real' communication in the classroom. We try to teach our students fluency in language, not only its correctness, the topic which occupied the teachers of a foreign language for centuries. We provide our students with the tools creating unprepared speech outside the classroom. We are anxious to encourage our students to study a foreign language throughout their lives, and not just by short-term classroom jobs. We see students as equal partners in joint activities. Our classroom exercises are aimed at finding any means to inspire students to achieve the best possible results in mastering the language." [1]

Learning foreign languages in these techniques is of upbringing character, the ways of learning run real mechanisms and automatisms of speech thus develop and upbringing human as personality in the speech culture, introducing the world of human communicative culture and the culture of communication, primarily spontaneous. [2] The contents of the extra-disciplinary (meta disciplinary) components of education include not only the mastery of writing and cultural mechanisms of voice communication, but also such phenomena as ideas, views, beliefs, morals, that is exactly what makes learning a truly caring, and hence efficient, social and spiritual.

This basic rule inspires many private consequences and conclusions which can radically transform the template or morally out-of-date methods of language teaching. In many ways, it is a consequence of the new knowledge about the man and the psycho-physiological peculiarities of his mind and speech, because of neurophysiologic patterns of his thinking and communications, achieved by science over the past half century of intensive and systematic search. Consciousness spontaneously is most valuable thought and expressed in 1980-ies by the science taxonomist Prof. V.V. Nalimov, psycholinguists A.A. Leontiev and N. Chomsky. A man thinks not by the grammatically correct phrases, but by means of ellipses, thus truncated speech-mental shapes, folding in hypertexts or super-phrase unities. [3] During the training these meanings should be found and applied for the successful entry into a foreign language, in other words, 'to objectify' the needs of a learner, give him a feeling of a correct opportunity to start thinking in a foreign language. The

dominant motivation is set through the language functions, by mastery of grammatical language rules and transfer-reading, deployed on and within the context of the hyper-textual comprehension, that is to say super-phrase units, emitting easily remembered characteristics thanks to intensive immersion in the language through the 'active reading' level of linguistic adequacy. [5.6] In this sense, specific educational value is attached to the elements of real socio-cultural environment (they include authentic newspaper texts of a single and complete plot, slideshows, comments to photos portraying revealing the meaning of the series of images, Internet blogs and chat rooms).

There exist the so-called non-linguistic factors and play the most vital role in educating and guiding children (non-verbal communication, mime theatre, arts of gestures, pantomime and music). All these are most likely the deepest, vitally important sources of language communication, tools for language mastery. However, it makes no sense for a teacher to 'grasp' immediately all the four kinds of speech activity and do it simultaneously. It is much less productive to teach at the same time listening comprehension, speaking, reading and writing as it considered Prof. V.A. Votinov, the author of such unusual (for the traditional eyesight) method of language learning as sliding. [6] This method has a deep physiological basis. What is its essence?

All humans have 4 speech centers, located in different departments of the brain. They do not ripen simultaneously. The principle of nature adequacy in education has a physiological rationale in stages of the phylogenetic and ontogenetic development of a human. The comprehension center matures first. It is located in the temporal lobe, then the speech and motor center (frontal lobe) develops and the child begins some time since his birth to speak the language of his proximal parental environment. The son of Finns, when being separated from their parents and living among the Zulus, will speak the language of the Zulu. He will consider the Zulu language as his natural mother tongue. That is why we, teachers, develop the ability of the child as soon as center of free speech comprehension becomes ready matured. Then the reading center (occipital lobe), and hereinafter referred to as the writing center (frontal lobe) grow up intensively. And here it should be necessary not to miss these anchor points, zone development opportunities involving phase transitions to new stages of readiness for learning the linguistic material.

When learning a second language as a foreign language, we must begin with mastering of only one kind of speech activities - reading, getting ready not large and not adapted, yet real texts used by real native speakers in their common language environment. Young 9-year-old Alexander Pushkin entered his father's library and delving in reading too serious texts, grasping their general senses, began to read very adult books in the most classic French. Even a child must be immersed into a genuine speech and authentic text language environment. The literal translation for this method is 'downhill sliding'; faster and faster it is revealed in the process of accelerated reading and holistic understanding of authentic newspaper texts up to the high categories of

difficulty. Mastery of the language begins with the understanding of one small but genuine and total fragment of the language practice with a logically whole theme, from which then building his private natural vocabulary the learner should move to the specifics. The main thing in this process is neither the number of disjointed words and nor the grammar formula, but the speech mechanism as it is, the didactic try to get a feeling for the vivid logic of language, sentence structure, begin to understand at least the approximate meaning of readable text - even if not all the words are clear at the moment of studies.

Man speaks not only 'outside', he produces speech 'inside' himself, he speaks internally, that is to say, he thinks his mother tongue. It is his inner speech. External (foreign) should be converted to speech internal (native), so to speak, assimilate it, or according to L.S. Vygotsky to translate it into an internal plan. How to do better? Through the intensive training and practice in a small group on a small amount of carefully selected authentic linguistic matter (it is the very pinnacle of 'inverted cone') basic skills are drilled carefully by one and separate kind of speech activities, resulting in general speech mechanisms, such as those that help the baby at the age since one and a half up to two years to start talking easily and naturally. The key to success in mastering the language, to overcome fears of speaking is only possible by making the transition from the direct translation of foreign language speech to the translation indirect. The 'Sliding'-method is reducing such ways; it is a kind of a slide with a growing acceleration into natural and deep occurrence in the matter of the language environment. [4, 5, 7]

The techniques for innovative learning follow the logic of the so-called 'inverted cone' of Dr. I.D. Salistra [4]. The sliding method, developed by Prof. V.A. Votinov has been already implemented and embedded in an innovative practice in a number of language schools in different regions of Russia.

All the didactic material acquires raising value turns out to be actual, tangible, meaningful, personally carrying the joy of understanding and skills in logic of understanding the normal foreign language culture communication. Instead of years of excruciatingly 'cramming' vast and troublesome grammar it comes out to be possible and necessary to assimilate the logical grammar the backbone of this language, to understand its cultural sense, so to speak, and remember its main communicative logic, practice in speech applied structures and forms, generic algorithms for the given language. If, for example, in German the verb takes a fixed position at the end of each sentence, if the French accent always falls on the last syllable, and Polish-penultimate-to syllable should be remembered and that knowledge applied once and for all, at once. Educational value is seen while the increasing the intensity of practice in only one form of speech activity. The specific values that are retrieved when translating text, translated into internal semantic structure, i.e. interiorized and assigned. A relatively small space of the adequately mastered language occurs, then it expands with increasing acceleration and complication, responding to

the needs of cultural communicational environment. The language is not stretched over time, the language skills and speech habits are applied in the real-world forms and structures of practical communication. [8] It has been said that the need teaches everything, but the need is needed to be understood and applied in knowledge and skills not only within the cultural environment, but using the authentic language material. By the way, such was the method of personality upbringing for the children of nobles, the French language was the means of upbringing for Pushkin and Tolstoy. This shaping personality environment was in its best years of Tsarskoye Selo Lyceum. Today the sliding system as shaping language personality educational system is used in schools and universities of Moscow, Samara, Sterlitamak, Severodvinsk, Yakutsk, Bugul'ma, Nizhnevartovsk.

The shaping language personality education in the environmental communicative context has different aspects of cultural, social and national significance. This is restoration of valuable historical traditions of Russian education in qualitatively new conditions. It is the quality improvement of learning based on the changes in its content: the transition from simple awareness, limited skills to the methods of thinking, meta-disciplinary reflexive ways of activities, to the formation of communicative competence required for further education and vocational readiness. [10] This is the formation of school of intelligence, development of general, special and humanitarian linguistic abilities in high-tech, media intensive networks, cross-cultural communicative education, multi-language environment of the information age. This active use of the projects-for example at the lessons of technology connected with the foreign language studies, the same with biology, music, etc., for an active development of educational opportunities of the cultural linguistic environment, even in several languages. This is the definition of new orientations of education based on the changing nature of educational system – formation of new pedagogic practices supporting the developing language and cultural linguistic identity of the learners' team as the center of versatile and culturally adequate process of upbringing. Such pedagogical innovations, among other things, have the main strategic vector: they seem to be able to render effective humanitarian support to upgrading educational space of the Commonwealth of Independent States countries and finding new quality of education in the socio-economic and socio-cultural borders of the new Eurasian Union.

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