



Worldwide trends in the development of education and academic research, 15 - 18 June 2015

Didactic Principles of Developing Professional Linguistic Personality in Foreign Language Training

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Abstract

This paper reports the transformation of the bases of the "linguistic personality" theoretical model as a result of changes in socio-pedagogical and professional context of society. The preconditions under discussion brought about the necessity of working out didactic principles for higher institutions, which largely contribute to the formation of a new type of the educational model – that of "professional linguistic personality", based on competency. Overview of interdisciplinary research shows incipient humanistic tendencies emerging in the system of Russia's education, which call forth both anthropic and technological insight into the principles of foreign language teaching. One of the main characteristics of developing language intelligence is the emphasis on mental performance – training learners to become operationally effective by means of programmed learning and self-education. However uncovering individual meanings is impossible without feedback, based on Internet cross-cultural dialogues. The results of the study have led us to the formulation of a set of principles and requirements which provide for maturing new skills to be invested directly in the productive force of a University graduate. Closely interconnected, they make up one single system to create a methodology for projecting essential features of modern society, thereby upgrading its socio-cultural and scientific potential.

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Peer-review under responsibility of: Bulgarian Comparative Education Society (BCES), Sofia, Bulgaria & International Research Center (IRC) 'Scientific Cooperation', Rostov-on-Don, Russia.

Keywords: Higher education; Professional linguistic personality; Didactic principles; Individual meanings; Cross-cultural interaction

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1. Introduction

One of the foundations of our research is understanding the essence of the concept of “linguistic personality”, originally initiated by Karaulov (1987), who posits it as an accomplished personality, expressed in the language and through the language, that develops its identity at three consecutive levels: 1) verbal and semantic (mastery of lexical, grammatical and phonetic language material); 2) cognitive or thesaurus-like (forming the world picture); 3) motivation and pragmatic (formation of the system of goals, motives and attitudes of the individual – the motivational level of his communicative needs). In the 80’s the components of the model are regarded as evaluation criteria of language proficiency (Bogin, 1980).

Most research at the turn of the century tend to centre around “bicultural linguistic personality” (Xaleeva, 1989), with the FL learner acquiring special qualities in the second phase of socialization. In terms of Stepin (2006), that means building secondary structures in a cognitive system of the recipient that could well agree with the knowledge possessed by representatives of another socio-cultural community.

The theory develops due to the fruitful contribution made by (e.g., see Elizarova, 2005; Karasik, 2004; Leontovich, 2002; Ter-Minasova, 2000; Furmanova, 1994). Despite the differences in interpretations, the scholars are united by a common approach to this social phenomenon as a set of the individual’s abilities to organize a dialogue with other cultures.

At the beginning of the XXI century the evolution of the FL learner model is associated with globalization: changes in the system of values as a means of constructing social and professional identity, the spread of electronic communication. “The professional linguistic personality” (PLP) comes into being shortly before the adoption of Federal State Standards of Higher Professional Education (2012). What is really essential is that the didactic model allows the comparison of the content of education in various Universities, regardless of the existing formal differences.

In simulating a stable system of socially significant qualities, which characterize the individual as a member of a particular professional community, one should take into account a set of didactic principles, which provide for the formation of the “professional linguistic personality” in higher institutions.

2. Objectives, methodology and research design

The current study analyses didactic principles that lay claim to FL training. “Didactics” is a branch of science of pedagogy, which represents a theory of training and education, and answers the question: “How to teach?”. The principles of training are among the basic categories of methodology, while their implementation in the training process provides its effectiveness. Exaggerating the significance of some of the principles and underestimating others lead to the decrease in their effectiveness.

Incipient humanistic tendencies emerging in the system of Russia’s education, call forth both anthropic and technological insight into the principles of FL training. The implication is that the principles of developing PLP prove to be just the assumptions that rest upon the traditional nomenclature of didactic principles since the times of K.D. Ushinsky, which have improved under the influence of social progress and the development of basic sciences. They are determined by social order, which varies depending on changes in social and economic life, by training practice, which not only tests the validity of a principle, but also suggests new directions of research. In fact, the system of principles, being an open system, allows for the possibility of introducing new principles and reconsidering the existing ones.

Thus, in the context of contemporary semantic and axiological priorities of FL teaching, didactic principles are expected to change the very gist of the methods of shaping the PLP.

While specifying the nature of FL training, modern theory of professional FL teaching targets it at the idea of developing the individual’s natural self, culture of thinking and creative skills – with the help of *programmed training and the use of autonomous strategies in speech and mental activities*. In this study we adopt a qualitative methodology to prove the validity of the above hypothesis by discussing different approaches. However the important problem is that few scientists have by now addressed didactic principles while researching into the educational model.

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