

INTERCULTURAL SOCIALIZATION OF STUDENTS OF LINGUISTICS FACULTY

МЕЖКУЛЬТУРНАЯ СОЦИАЛИЗАЦИЯ СТУДЕНТОВ ЯЗЫКОВОГО ФАКУЛЬТЕТА

ALTAYLARIN RUHANİ KÜLTÜRÜ: LİNGUİSTİK BİR BETİMLEME

Anastasia N. Yakovleva*

АННОТАЦИЯ

В статье рассматриваются вопросы межкультурной социализации студентов. Рассматриваются предмет и цели лингвопедагогического исследования. Лингвопедагогика—одна из современных отраслей педагогики, изучающая социализацию личности в процессе обучения иностранному языку. Данная система полифункциональна, основные ее функции –целостное педагогическое воздействие при изучении иностранных языков, стимулирование самообучения и организация процессов межкультурной социализации.

Ключевые слова: межкультурная социализация, личность, обучение иностранным языкам, второй иностранный язык, билингвизм, интерференция, трансференция, межкультурная коммуникация, этническая культура

ABSTRACT

The article deals with the questions of intercultural socialization of students. The paper outlines the subject and aims of the lingua-pedagogic research. Lingua-pedagogy - one of the modern branches of pedagogy dealing with personal socialization in the process of foreign language learning. The system in question is polyfunctional, its main functions being the integral pedagogic effect in foreign language teaching, stimulating self-dependent learning, and arranging the intercultural integration.

Keywords: intercultural socialization, personality, teaching foreign languages, second foreign language, bilingualism, interference, transference, intercultural communication, ethnic culture.

ÖZET

Günümüz şiddetli ekonomik ve demografik değişiklikler şartlar içinde çok milletli bölgenin ruhani kültür değerlerinin incelenmesi ile korunması zaruridir. Var olan bilimsel çalışmalarda dil, ağız, onomastik, günlük tarih, şehir ve köy kültürü yeterince kadar dikkate

* Doctor of Education (EdD), North-Eastern Federal University, Russia

alınmamıştır. Ancak, yerel sosyal ve dil gelişmelerin açıklaması ile tahmin edilmesi yalnız yerli sakinlerin kültür ile bakış açısına karşılaştırarak mümkündür. Bölge halk haritasının özelliklerinin keşfi Altaylarda Rus ruhani kültürünün kuruluş ile gelişmesinin esas konularını çözmek için yol açacaktır.

Anahtar Kelimeler: Rus Dili, linguokültüroloji, görüş açısı, mantalite, yer adları, ağızlar.

Within the limits of researches of a problem of forming of cross-cultural communication new approaches to teaching foreign languages, to education in foreign language are intensively developing. For provision of adequate preparation of the graduates capable to productive dialogue, in our opinion, the approach to training to foreign languages as to the process of intercultural socialization of the person is effective. In the conditions of the development of the academic exchanges, intercultural adaptation in the countries of studied language teaching university students foreign language is beyond educational situations in audience, university programs. Students find themselves in real environment of intercultural communication, that, undoubtedly, raises learning efficiency to foreign languages, and also influences process of socialization of the personality of students. The society doesn't limit university with educational tasks, expanding its functions as socialization institute. Improvement of foreign education can be done through the development of didactic system, and through the improvement of the process of socialization of students.

Problems of intercultural socialization are studied by representatives of various sciences. Lingua-pedagogy accentuates the object and a subject of researches, being guided by own criteria of the maintenance and means. Consideration of intercultural socialization in a context of lingua-pedagogy demands accentuation of its basic characteristics. Socialization process – one of the parties of internalisation – assignments of rates of human culture [L.S.Vygotsky 1956]. B.D.Parygin determines socialization as process of the entry of the individual in the social environment, adaptation to it, learning of certain social roles and functions [2: 124]. At the same time the researcher admitted that socialization also covers such forms of human life activity which can not influence a personality. G.M.Andreeva emphasizes bilateral character of socialization: « Socialization is the bilateral process including, on the one hand, mastering by the individual of social experience by entering the social environment, system of social communications, on the other hand (often insufficiently underlined in researches), process of active reproduction of system of social communications by the individual at the expense of his vigorous activity, active inclusion in the social environment » [1: 338].

Thus, socialization is considered as process of assignment by the individual of social experience, resulted in an active reproduction of the acquired experience. Position of researchers about the person as the subject of formation of the person, in revealing of active and individual character of socialization, in allocation of its parties is very valuable: social adaptation and internalization of norms and rules. Socialization and education basis are the values of a society serving an important factor of social regulation of behavior of the person and mutual relations of people.

The basic pedagogical aspect of process of intercultural socialization of students is its maintenance which is defined by the culture of the country of studied language. In the process of intercultural socialization of the student his intercultural experience is included. Intercultural socialization as the pedagogical phenomenon is connected with searches in the content and ways of assignment by the person of foreign culture.

Intercultural socialization is a development of the person in the course of his introduction to other culture. The polycultural society generates synthesis of cultures, socialization of the person in two, three cultures.

Teaching problems of the second foreign language in bilingual and multilingual environment draw attention of many researchers. Bilingualism is a phenomenon which has great influence on the processes of training and learning foreign languages in universities. Thus, Yakut or Sakha students, who know their native language and Russian, are good at conversational English which is the first foreign language they learn. The native language of the students is Yakut which belongs to the Turkic group of languages. As a result, Yakut students are learning German in conditions of close contact of four languages: Yakut, Russian, English and German. In learning of German as the second foreign language, students can feel the influence of their native language on their pronunciation. Interlingual interference may become one of the difficulties of teaching pronunciation. The phonetic interlingual interference along with transference may arise from the native language influence. The unaccented public phoneme [ə], for example, in a word *haben*, can cause difficulty in pronunciation, the sound [ə] is pronounced clearly enough, though in German this sound is not very clear. Tense vowel [e:] can be replaced with a sound [ɛ:], for example, in the word *lesen*. The affricate [ts] can be replaced with a phoneme [s], for example, in the word *Zimmer*. The corresponding sound is absent in Yakut language.

Zones of positive interference are also revealed. Pronunciation of such sounds, as: [h] and [ŋ], [ø:], [œ], [ɣ:], [ɣ] doesn't cause difficulties as similar sounds are present in the Yakut language, for example, in the Yakut words: *kyhyl* (red), *kahan* (when), *køne* (straight), *tyñnyk* (window), *yrdyk* (high), etc.

For some students, intonation is quite difficult. As an example, there might be cases of a rising tone in affirmative sentences and interrogative sentences with a question word. This phenomenon is observed among the students who have arrived from different parts of Yakutia where, according to the opinion of townsmen, people «speak melodiously».

Difficulties are connected, of course, not only with audio-pronouncing skills. In particular, transfer of word meanings from English language can be conducted on word meaning of German language. For example, the meaning of an English word *must* can be transferred to a German word *müssen*, etc.

To be unequivocal in assignment of the leading part in teaching foreign languages to separate means of pedagogical communication is quite difficult. For example, in defining of the role of suggestion which, according to the opinion of some researchers, is a leading means of pedagogical communication in the course of teaching foreign languages. Suggestion is characterized by the lowered argument and occurs if trainees have low level of criticism. In teaching of the second language to the students who know several languages, it is necessary to take into account their language competence, to compare the phenomena of language systems, to teach students to analyze a material, to compare it to the acquired languages. In teaching such students, general learning abilities of students

which have been formed during learning of the first foreign language, are not adequately taken into account. In teaching of the second language, considering the language competence of students, it is necessary to motivate them to compare different phenomena of contacting languages. Students can analyze, compare, differentiate the language phenomena. For example, when studying different forms of German verbs, students independently make comments on them, compare to English verbs, finding similarities and differences. Similarities and differences found out in language systems, with a help of a teacher and independently, will help to avoid interfering influences and to promote successful learning of a language material. Consideration of general learning competencies of a student can promote transfer of the student from object to the subject in the course of the learning a second foreign language. Thus, problems of teaching foreign languages to students-bilinguals, in the conditions of interaction of various languages and cultures, embracing a whole complex of questions, connected with the sphere of intercultural socialization, demand new approaches and development of concepts of teaching in conditions of bilingual environment.

As for the aim of intercultural socialization and education, it can be considered as formation of readiness of the person to successful self-realization and self-development in other socio-cultural environment, in system of relations in which he is really involved.

Practical problem of socialization and youth education in modern conditions is formation of readiness of young men to functioning at various levels of intercultural communication: universal, interpersonal, keeping and developing the best features of national character of the people. Thus, while considering a problem of intercultural socialization, one must take into account an originality of the ethnic culture which provides support of natural essence of the person in modern conditions. Original, centuries-old traditions of the people of our country should be preserved and become property of the world. One of the main characteristics of the object of intercultural socialization – it the carrier of certain ethnic experience.

One of the main objects during the research of the subject-matter of intercultural socialization is cross-cultural communication. Researchers distinguish a role of language in socialization of the person. K.D.Ushinsky emphasized a role of language in inter-generational transfer of social experience: «language is the most vivid, most plentiful and strong connection, which unites obsolete, living and future generations of the people in one great, historically living whole » [3: 147]. Language as the major means of communication, is a necessary condition of socialization of the person. A foreign language –is the basic channel via which the student joins another culture. Learning a foreign language, as it is known, occurs in a various ways. Spontaneously, when the person, absorbing language influence of the surrounding foreign environment, is integrated into a new social environment. In this case foreign language acquisition is a result of active interaction with the world of studied language. Formation of the language competence is also carried out during the purposeful process specially organized in accordance with the aims of learning. To seize linguistic experience is not simple, it is not only to acquire the sum of knowledge, abilities, skills, it means to seize the means of communication, which results in linguistic experience.

Process of intercultural socialization as the pedagogical phenomenon has the structure including interconnected elements: emotionally-strong-willed, value system, communicative, cognitive, behavioural. The emotionally-strong-willed element provides

the steady emotional attitude to the phenomena of other culture. The value system element contains valuable orientations, attitudes, social norms. The communicative element includes foreign competences and their use in various kinds of activity and communication. The cognitive element assumes development of knowledge of culture of a foreign country, knowledge about other socio-cultural environment. The behavioural element assumes development of various rules, norms, customs which should be learnt in the course of familiarizing with foreign culture.

Subjects of intercultural socialization are school, university, a natural language environment (the organized institutional forms). Model of intercultural socialization of students of language faculty as the pedagogical system displays interrelation of the educational process promoting transition of the student from object to the subject of intercultural socialization, and intercultural experience of students (stay in a foreign country). As elements of model of intercultural socialization of the person as pedagogical system are emphasized: the aim and tasks, the subject-matter of intercultural socialization, means of intercultural socialization, the subject, the object. The aims and tasks: 1. expansion of relations of faculty with various institutes of socialization on the basis of modern intercultural processes for increase of potential of faculty; 2. attraction of native speakers to process of socialization and education of students on the basis of ideas of poly-cultural education. 3. improving of a management system of faculty as pedagogical system. 4. assistance to students in familiarizing with intercultural experience (a fieldwork in a foreign country, an academic exchange, etc.), to transition of the student from object to the subject of intercultural socialization. Principles: cultural conformity, consistency, humanity, continuity, a principle of subjectivity in intercultural socialization, priority in intercultural socialization of pedagogical factors.

Faculty functions as pedagogical system are educational, developing, diagnostic, organizational, advisory, correcting. During realization of the basic directions of activity at various stages, different forms and methods of work aimed at the organization of activity of teachers and native speakers as the subject of intercultural socialization and education and at socialization and education of students are used. For realization of the aims and tasks of improving of process of intercultural socialization of students following conditions were kept: integration of the socializing potential of didactic and educational systems of language faculty; adding knowledge of cultural-historical traditions, values of our society, and also an intercultural generality to the content of the collaborative activities of teachers and students; the use of traditions of foreign culture for familiarizing of students with other social experience. Activity is based on the principle of creation of the conditions close to the real. Activity on familiarizing of students with other culture in order to increase the efficiency of socialization is based on integration. Active participation of the student in faculty events promotes development of communicative abilities, sociability, collectivism that promotes student's adaptation to new socio-cultural environment. The integral characteristic of student's development – the level of intercultural social adaptation- serves as criterion of an estimation of process of intercultural socialization of the student.

As a result of integration of educational and educational process the real basis for improving of intercultural socialization and education of students is created (fig.1). Development of interaction of faculty with socio-cultural environment of other country promotes introduction of students to foreign culture. Optimization of intercultural socialization consists not only in a culturological orientation of teaching disciplines which

reveal the subject-matter of foreign culture, but also in improving of process of socialization of the person through participation of students in learning traditions: acquisition of skills and abilities of organizing different events, formation of socio-cultural competence that promotes development of solicitous attitude to native, national and foreign culture.

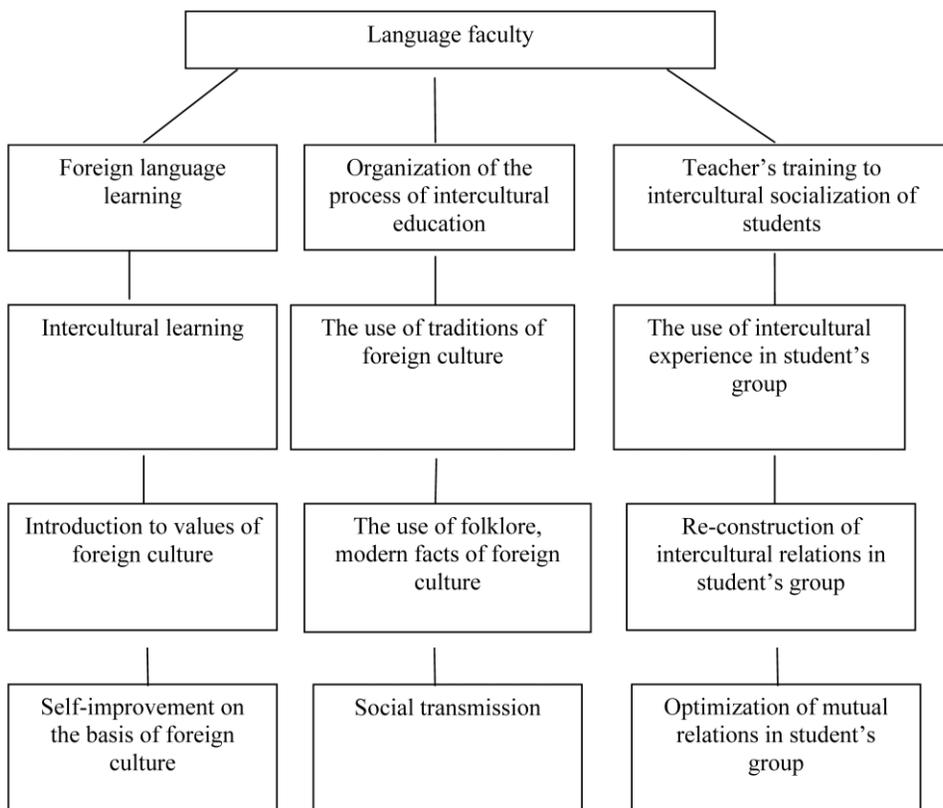


Fig. 1. Directions of activity of language faculty as pedagogical system

Understanding of a functional role of language faculty as one of the major institutes of intercultural socialization is very important as teachers of faculty who choose strategy and tactics in the field of teaching and education, act as agents of intercultural socialization.

Optimization of intercultural socialization in the conditions of the artificial language environment is possible in the course of improving of pedagogical process. Prospects of the development of the person should be connected with development of elements and functions of pedagogical system. Paying little attention to the analysis and reconstruction of system of mutual relations, when using traditions in intercultural teaching, promotes insufficient development of student's communicative abilities. Communication within traditions and customs of the people inhabiting the country of studied language, acts as the

same factor of socialization and education as symbols, way of life, ceremonies, art, etc. National holidays, fairy tales, legends, proverbs, sayings in which the culture of mutual relations of the people is reflected, are basis of formation of norms of behavior of the person in a foreign environment. Communication – transfer of values and behavior stereotypes – defines quality of intercultural relations.

Elements of intercultural socialization: school, university, natural language environment (organized institutional forms) are subjects of intercultural socialization and education, and the fullest revelation of their possibilities promotes optimization of intercultural socialization. Criterion of success of functioning of language faculty as pedagogical system is successful development of the student's personality in the course of his introduction to a foreign culture.

The fullest revelation of possibilities of subjects of intercultural socialization, revealing in each of them of bases of intercultural process, can promote creation of effective system of intercultural socialization of the person.

Literature:

1. Andrejeva G.M. Social psychology. 1980.
2. Wygotsky L.S. Thought and speech. 1994.
3. Parygin B.D. Social psychology as science. 1967.
4. Ushinsky K.D. Selected pedagogical works. 1974.