

**Julia Bondarchuk**

PhD, associate professor of

Foreign languages department

Kyiv National University of Technologies and Design

Kyiv, Ukraine

## **FOREIGN STUDENTS' SECONDARY LANGUAGE PERSONALITY IN NON-LANGUAGE UNIVERSITY**

The modern methods of teaching Russian or Ukrainian as a foreign language develops its theoretical basis on the achievements of linguistics and linguistic techniques in general. Thus, one of the central methods in teaching Russian or Ukrainian as a foreign language was the concept of "linguistic personality" (G. Bohin, Y. Karaulov, O. Leontiev, N. Arutyunova, etc.) [1; 7]. For teaching a foreign language, Russian or Ukrainian as a foreign one, in particular, the development of issues of secondary linguistic personality, intercultural communication, foreign language professional communication have become important points (I. Khaleeva, N. Galskova, N. Gez, I. Borisova, M. Evdokimova, O. Golovanova, etc.) [2-5; 11].

The study topicality of the features of the formation of secondary linguistic personality in teaching Russian or Ukrainian as a foreign language in non-language universities is determined by the need to improve the quality of professional training of foreign students who receive higher education through the Russian or Ukrainian language.

Modern science considers a person broadly and multifaceted, connecting with all spheres of human activity. The history of the formation of the notion of linguistic personality (LP) is rather elucidated in the scientific literature; its development is related to the psychological determination of a particular subject in relations and conscious activity, which is determined by this social system and culture (G. Bohin, L. Vygotsky, Y. Karaulov, O. Leontiev, A. Plekhov, V. Karasik etc.) [1; 6; 7; 9].

Every person has certain theoretical language skills, creative thinking, communicative skills, strives for self-development, but different individuals differ in the very different degree of development of these properties and the way of their combination, their linguistic personalities. As is known, in his works Yu.M. Karaulov describes the theory of linguistic personality, which defines a language personality as a "set of abilities and characteristics of a person that predetermines the creation and reproduction of speech works (texts), which differ in a) the degree of structural and linguistic complexity, b) the depth and accuracy of reflection of reality, c) with a certain orientation ... " [7: 3].

Describing the linguistic personality, usually one distinguishes its cognitive, communicative-pragmatic, verbal-semantic, behavioral aspects of the formation of LP [1; 6; 7]. Describing LP, Yu.M. Karaulov developed its level model (verbal and semantic level – linguistic units possession, cognitive level – concepts, ideas, concepts that reflect the picture of the world, and pragmatic level – goals, motives, intentions of the speaker), which characterizes the structure of the LP.

The concept of the language personality was discussed in many ways in general, and in relation to the Russian or Ukrainian language as a foreign language in the writings of G. Bohin, Y. Pasov, V. Vorobiev, N. Galskova, N. Gez , etc. [1; 3]. Modern communicative approach to the study of language personality is based on the description of different circumstances, conditions and goals of communication of people. The language personality permeates all aspects of the language, therefore, in the pedagogical approach to the formation of the LP it should be taken into account that "the language personality... is characterized not so much by what he knows in the language, but by what he can do with the language." From the point of view of linguodidactics, it is essentially, to which language skills the speaker is ready for, what he is capable for" [1: 4].

Language experts noted that the development of secondary language personality (SLP) was the strategic goal of teaching Russian or Ukrainian as a

foreign language. Secondary language personality refers to the very non-native language. The students in the study of foreign languages, including Russian or Ukrainian as a foreign language, form it. Secondary language personality is determined (I. Halyeyeva) as "the person's ability to communicate on an intercultural level. This ability includes mastering the verbal and semantic language code of the language that is studied, that is "of language world" of the speakers of this language (formation of secondary language consciousness) and "global (conceptual) picture of the world" [10:68].

Studies of Russianists and Ukrainianists [3-5; 10; 11] indicate that the formation of the secondary language personality of foreign students involves the achievement of a communicatively sufficient level of Russian or Ukrainian language proficiency, the ability to perceive the environment through the prism of the world picture of the foreign-language society representatives.

Another component of SLP of the students of non-language higher education institutions is directly related to this – the secondary vocational language personality (SVLP). I. Khaleev, N. Galskova, N. Gez, O. Golovanova, E. Kudryavtseva, I. Borisova, O. Khomenko and others, covered the problems of the development of SVLP in his writings. [2-4; 10; 11]. Scientists emphasize that the formation of professionally oriented foreign language consciousness – the secondary language personality – should be carried out according to the logically systematic development of means of intercultural communication during the formation of the whole and the development of professional activity. Only if the "features of secondary vocational language personality" are developed, access to intercultural professional communication is provided [3]. For the current practice of teaching Russian or Ukrainian as a foreign language, the issue expressed by N. Halskova is the leading one. According to this "the result of any linguistic education should be a language personality, and the result of education in the field of foreign languages – the secondary language personality as an indicator of human ability to take full participation in intercultural communication" [3:65].

Thus, the practice of teaching Russian or Ukrainian as a foreign language to foreign students in a non-language higher education institution aims at achieving the goal of forming SVLP. It is done by developing the personality traits of a future graduate specialist who has his own profession and he can apply Russian or Ukrainian as a foreign language for intercultural as professional, as well as general communications.

The linguist O. Golovanova notes that SVLP is reflected in the peculiarities of the linguistic and conversational units and integral texts reproduced by it, in the form of its own created vocational discourse, subordinated to the goals and objectives of professional activity [4: 263].

It should be emphasized that the specifics of the vocational sector influences the nature of the formation of SVLP in universities of various non-language profiles. It is the peculiarities of the specialty, the specifics of the professional activity, its goals and objectives, and, in general, the peculiarities of a particular professional communication, determine the specifics of speech activity, during which SVLP are formed with foreign students studying in universities with the help of the Russian or Ukrainian language.

The linguists note that professional communication is aimed primarily at the exchange of professionally relevant information that is subject to transformation, preservation and reproduction [5]. Such an approach explains the urgency of the development of the ability to perform cognitive operations, as well as the ability to work and develop independently in the field of higher education, in particular in their professional fields, the ability to analyze, compare, generalize, etc., during the course of studying at universities. Such an intellectual practice complements speech-language skills in other languages and integrates the formation of SVLP.

In the development of industrial terminology, SVLP certainly uses two languages and is thus in two scientific worlds. Therefore, in the consciousness of a foreign student there is interaction of the native and foreign-language pictures of the world.

For studying industrial terminology in this aspect, it is important to use specially selected but authentic texts on the specialty of foreign students to study. Working out such texts is closer to the educational modelling of vocational communication to the practice of real professional communication and effectively develops the secondary vocational language personality of foreign students of non-language universities taught in Russian or Ukrainian.

Such work is extremely important from the point of view of creating and expanding its own cognitive space, which is a structured set of professional knowledge and representations in its own way in SVLP.

Contributing to the creation of a full-fledged SVLP in the process of studying, the teacher of Russian or Ukrainian as a foreign language in non-language higher education institutions should take into account extra-linguistic factors that are characteristic of the process of formation and manifestation of SVLP (the environment of professional communication and the specifics of professional activity - physician, economist, engineer, etc. and related to this originality of its social conditions).

Thus, in order to approach successfully to the formation of a secondary vocational language personality, the work is necessary in order to develop the ability of foreign students to carry out professionally oriented Russian-speaking or Ukrainian-speaking communication. Such communication contributes to the socialization of foreign students, their familiarity with the standards of professional activity within the framework of the Russian-speaking or Ukrainian-speaking professional world, the professional production culture, which will ultimately work in the formation of SVLP.

Given the reality of practice, the purpose of foreign language training of foreign students who receive education in Russian or Ukrainian in non-language higher education institutions is the gradual formation in the process of mastering the system of professional-oriented communication of their secondary vocational language personality with a professionally conscious foreign-language consciousness, preparation for professional intercultural

communication and the ability to self-development in a globalized information society.

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