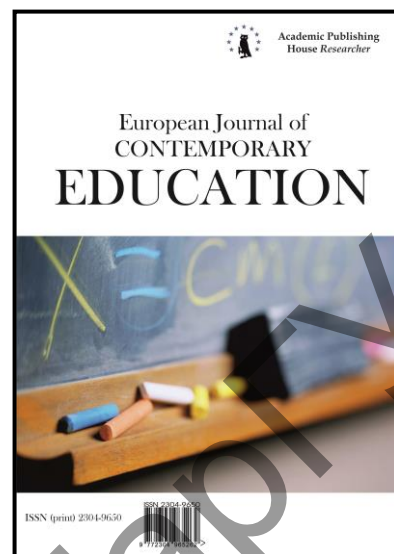




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“Planetary Linguistic Personality” Category and Bi/Polylinguistic Modeling of the Pedagogical Process of Higher School Professional Training: Sochi Linguistic and Rhetorical School

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Abstract

The article substantiates the synergistic concept of complex linguistic and rhetorical (L&R) training necessary for the high-quality professional training of a future specialist of any direction and profile of higher school education; the specification is made on the example of a teacher of a foreign language (foreign languages). The restructuring of the educational process in the framework of the bi/polylinguistic learning model developed by representatives of the Sochi L&R School is based on the positions set out in the article. For the development of a professional bi/polylinguistic personality of a future specialist, more effective than the specialized formation of the L&R competence only in the field of foreign languages is the purposeful and coordinated work of the entire teaching staff in the framework of “the single linguistic-rhetorical and cultural-speech regime” according to the formation of Russian and foreign language L&R competencies of learners. The speech-thinking culture of future specialists, integrating in a bi/polylinguistic relation, including an invariant core and ethno-linguistic- rhetorical variants, is a qualitatively new psycholinguistic formation, which is formed on the basis of the interaction of the substructures of the primary and secondary linguistic personality. A necessary condition for the formation of speech-thinking culture of future specialists is the formation of students' readiness for professional self-designing as a future specialist on the basis of a bi/polylinguistic L&R competence of mixed type.

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Keywords: linguistic and rhetorical (L&R) approach, Sochi L&R School, bi/polylinguistic model of professional training of a future specialist, speech-thinking culture, a foreign language teacher, planetary linguistic personality category.

1. Introduction

The relevance of long-term studies at the Sochi linguistic and rhetorical (L&R) school, which is currently being conducted and completed, is due to the fact that in the informational era of the globalization development of the planet a single global community of a new quality should be formed with objective inevitability. It is intended to reach quickly a consensus and mutual understanding on all the pressing issues of concern to humanity: from peaceful coexistence, victory over hunger and disease, mutually beneficial cooperation, through the formation of a unified poly-ethno-socio-cultural and educational space of the planet and the education of viable, active and creative young generations to large-scale practice-oriented space research and the prevention of impending environmental catastrophe.

In the concept of Sochi L&R School, **the mega-community “Earthlings” qualifies as a single planetary collective linguistic personality of humanity.** Thus, in the work of V.F. Nechiporenko "Ways of linguistics development and its perspectives (From V. Humboldt to G. Guillaume)" the project of "linguistic Manifest", adequate to the coming third millennium, is based on the following leading position: man is a cosmic being, and language, speech, thinking are subsystems of this microcosm, with the help of which we cognize the Universe, and it cognizes us (Nechiporenko, 1997; Ponomarenko et al., 2017). Involving the terminology of the conceptual apparatus of the Russian cosmos-philosophical discourse, firstly, classical, studied under our leadership (texts by V.I. Vernadsky, K.E. Tsiolkovsky and other cosmists) (Tihonova, 2013), secondly, developing its ideas of the modern trend – Philosophy of Synthesis of Russian Cosmism (Serdyuk, 2012), the use of terminological combinations “metagalactic nation of earthlings”, “confederation of earthlings”, “a man of the planet”, “a man of the new era”, etc. is legitimate.

From the standpoint of the L&R paradigm, the structure of such a planetary linguistic personality is a conglomerate modeled with regard to the data of geolinguistic classifications, genealogical and areal, i.e. according to families, branches, groups, and subgroups of languages. In addition, substructures are distinguished on the basis of data of structural-typological linguistics, at the levels of language operations: phonetic-phonological, morphological, and syntactic. The above substructures of the planetary linguistic personality operate through its generalized ethno-socio-stratum representatives; in multinational countries, the “American linguistic personality”, “Russian linguistic personality”, etc. are a complex type of linguistic personality by state affiliation.

In the educational and applied aspect, according to the concept of continuous L&R education in the Russian poly-ethno-sociocultural and educational space, the linguistic personality of the learner as a subject of discursive processes should be formed taking into account the L&R model developed in Sochi L&R School as a strategic guideline: strong linguistic personality of dialogic, democratic, multicultural type; professional linguistic personality (Vorozhbitova, 2015; Vorozhbitova, Issina, 2018 and others).

Theoretical and methodological foundations and model constructions applied to the specifics of research subjects and student contingents developed, refined and tested in large-scale experimental work, which took into account all the realities and complexities of the educational process.

At the university level, in the framework of the scientific specialization 13.00.08 – Theory and methods of professional education, studies have been conducted, including studies (Timofeyev, Vorozhbitova, 2014; Yuryeva, Vorozhbitova, 2014; Datsun, Vorozhbitova, 2018, etc.); in relation to the preschool and school steps, specialization 13.00.01 – General pedagogy, history of pedagogy and education, – studies (Ermakova, Vorozhbitova, 2014, Tikhonova, Vorozhbitova, 2016; Petrovskaya, Vorozhbitova, 2016, etc.).

2. Materials and Methods

The materials used were theoretical, research and methodology papers, data obtained during the educational process at universities where the authors of this paper work. The following theoretical methods were used: analysis of scientific, methodological, educational literature, federal

state educational standards, other regulatory documentation, program-methodical and educational software; generalization of pedagogical experience; pedagogical modeling. The empirical methods used were pedagogical observation, questioning, expert assessment, analysis of the students' works, pedagogical experiment, mathematical processing and interpretation of data, etc.

To verify the research hypothesis we conducted work with 4 groups of students, the two of which were control groups with the other two being experimental. It was not possible to choose probability sampling method due to the nature of the experiment but every effort was taken to make sure the groups were as equal as possible. The control group 1 (CG1) was comprised of 15 second year students and group 2 (CG2) of 16 third year students. The experimental groups (EG1, EG2) included 15 second year students and 15 third year students. The students of all of the groups specialized in foreign languages. In terms of skills, age, academic background and number of the participants the groups were nearly equal which was confirmed by the initial diagnostics tests (See Table 1). When assessing the results control groups 1 and 2 were combined into CG (31 students) and experimental groups 1 and 2 into EG (30 students) respectively.

The students' results were evaluated on a 4 point scale, with 1 for a very low level of the skill being assessed (less than 60 % of correct answers), 2 for low (60 to 75 %), 3 for medium (75 to 90 %) and 4 if the student had a high level (90 % and over).

The Pearson's chi-squared test was used for the results verification first in order to check whether the groups were statistically equivalent and then to make sure that the results of the experimental group were statistically different from those of the control group.

3. Discussion

The strategic goal of the educational process in the field of speech-thinking training at the high school in relation to the Russian language (as native, as state) is determined by the sociocultural model "*Professional linguistic personality: a strong linguistic personality of a dialogical, democratic, multicultural type, possessing high level of L&R competence and professional training*". The Figure 1 shows the structural components of the model. *High level of L&R competence* and general educational, as well as *professional erudition of extralinguistic nature* correlate as the form and content of *ethically responsible* speech-thinking activities, being actualized by the dialogical strategy of sociocultural communication.

The high level of L&R competence, i.e. the effectiveness of all mechanisms of its implementation in different registers, modes, forms of communication, styles, types and genres of speech in actual speech events of different types, turns the subject of speech-thinking activity into a strong linguistic personality. The implementation of *a democratic strategy* of sociocultural communication requires, first of all, a deep-seated personal orientation toward *the equality of communication partners*. It inspires *dialogic L&R toolkit* in an explicit form (art of conversation – business, friendly, secular; skill of a dispute, discussion, controversy, etc.), as well as in an implicit form (oratorical monologue).

The socioculturally demanded communicative strategy of a modern specialist is embodied by the typological features of a linguistic personality of a democratic, dialogical, multicultural type:

- the pursuit of humanized subject relations with the addressee;
- the pursuit of a constructive dialogue, a broad discussion with the aim of reaching an agreement, the adoption of mutually acceptable solutions;
- the desire to harmonize communication based on the general psychological patterns of effective communication, understanding of ethnocultural differences and individual characteristics of the interlocutor.

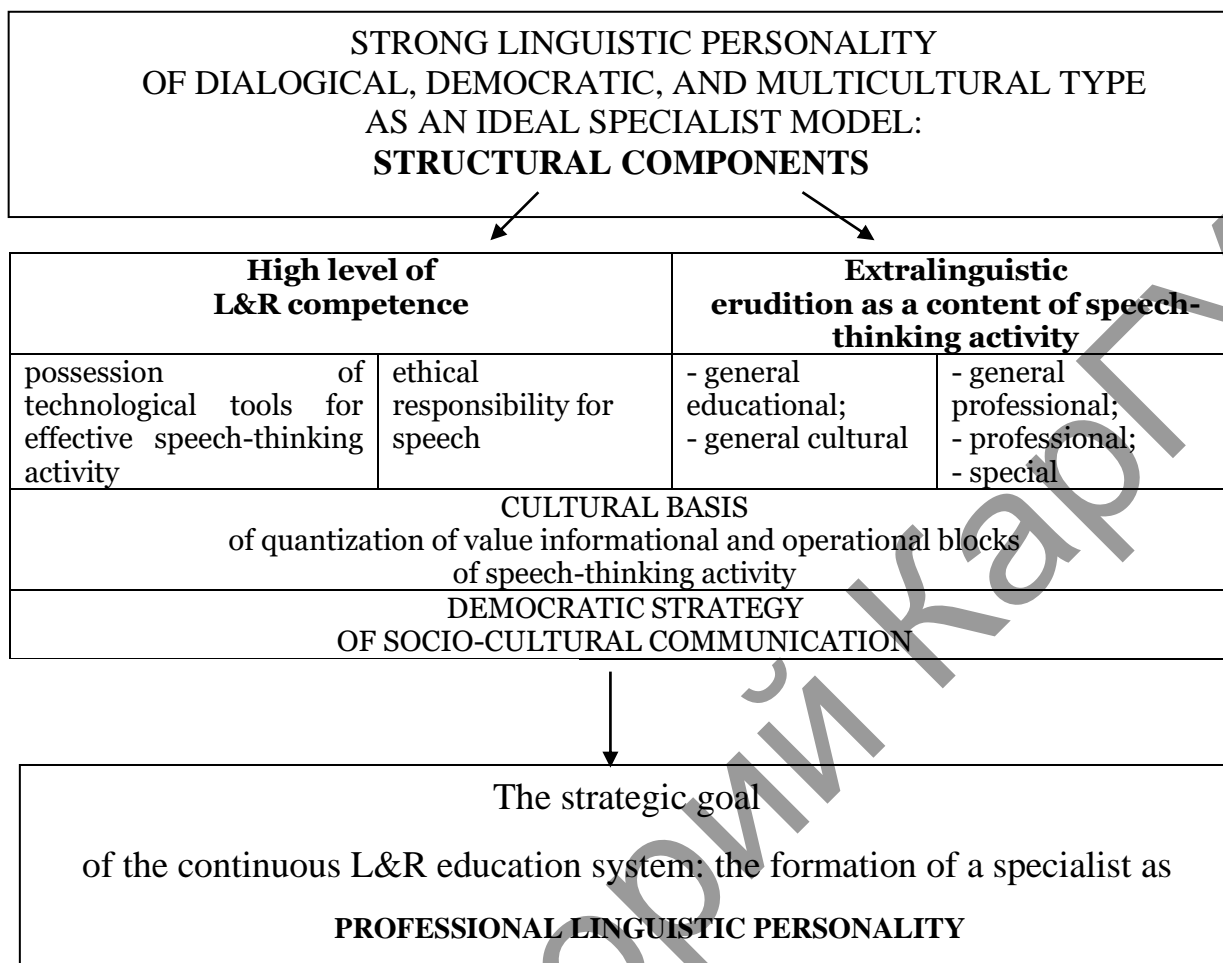


Fig. 1. The ideal sociocultural model of a Russian specialist of the XXI century as L&R ideal of professional linguistic personality

The theoretical-methodological and, at the same time, educational-applied, technological matrix of 16 L&R parameters of effective speech-thinking activity, implemented on the material of Russian and foreign language (s), is formed at the intersection of four categorical series:

1. The ideology of speech act: 1) Ethos (Benefit – Welcome); 2) Logos (Thought – Truth); 3) Paphos (Beauty – Harmony), 4) Sofia (Inspiration – Love).

2. Levels of the structure of linguistic personality as a carrier of ideology:

1) verbal semantic (words, grammatical models);

2) linguocognitive (definitions, ideas, concepts);

3) motivational (activity and communication needs) (Karaulov, 2002);

4) synthesizing (a level of adequate situational synthesis).

3. Stages of a universal ideo-speech cycle (basic L&R mechanisms): 1) invention (invention); 2) disposition (location); 3) elocution (language expression); 4) action (pronouncement/letter).

4. Providing L&R mechanisms: 1) indicative; 2) mnemonic; 3) psycho-rhetorical (feedback); 4) editorial-reflective.

In the modern conditions of the development of Russian society, the need for its active creative promotion on the world stage as a guarantor of peaceful coexistence and mutually beneficial cooperation, its need for **qualified school teachers and high school teachers of foreign languages** with mixed bi/polylinguistic communicative competence (Hakuta, 1990; Hamers, Blanc, 2000; Harmer, 2001, etc.) has increased immeasurably. The problem of pedagogical design (Bezrukova, 1996) of the innovative educational process based

on bi/polylinguistic models of professional training of students at the faculties of foreign languages of the pedagogical high schools came to the fore. The latter should be considered primarily as an integrated L&R training of professional linguistic personality, implying a high level of integral L&R competence. This is the interdependent possession of language operations (linguistic component), textual actions and communicative activity (rhetorical component) in the field of Russian (as native, as state) and foreign languages.

The restructuring of the educational process within the bi/polylinguistic learning model developed by representatives of the Sochi L&R School is based on the following positions:

1. For the development of a professional bi/polylinguistic personality of a future specialist, more effective than the specialized formation of the L&R competence only in the field of foreign languages is the purposeful and coordinated work of the entire teaching staff in the framework of **“the single linguistic-rhetorical and cultural-speech regime” according to the formation of Russian and foreign language L&R competencies of learners.**

2. **The speech-thinking culture** of future specialists, integrating in a bi/polylinguistic relation, including an invariant core and ethno-linguistic- rhetorical variants, is a qualitatively new psycholinguistic (Vygotzky, 1996; Gasparov, 1996; Zimnyaya, 2001) formation, which is formed on the basis of the interaction of the substructures of the primary and secondary (Haleyeva, 1995) linguistic personality.

This is a special synergistic phenomenon, a product of counter-discursive processes: designing of an innovative pedagogical process – self-designing of a learner; learning – self-learning; education – self-education; development – self-development of a professional bi/polylinguistic personality.

3. A necessary condition for the formation of speech-thinking culture of future specialists is the formation of **students' readiness for professional self-design as a future specialist on the basis of a bi/polylinguistic L&R competence of mixed type.** This readiness acts as a complex of knowledge, skills, possessions and competencies outlined in the curricula according to the Federal State Educational Standards (FSES): general cultural, general professional, professional, as well as special competencies established by the high school; the proper level of its formation determines the quality of the specialists' training that meets the modern requirements of FSES.

4. The design and implementation of a bi/polylinguistic L&R model of professional training at a high school ensures the integrity of the pedagogical process for the formation of this readiness due to the mutual determinism of the goal-functional, substantive, structural-logical, instrumental-technological, organizational and managerial design positions (the concept of pedagogical designing of Sochi State University, Professor Y.S. Tyunnikov (Tyunnikov, 2000; Tyunnikov, Maznichenko, 2014, etc.) within the framework of the parity, configured and interpenetrating formations of the substructures of Russian and foreign language competencies as an integral multidimensional matrix-associative verbal-cognitive basis of the speech-thinking culture of the future specialist. The desired type of cognitive organization of a linguistic personality is a mixed, balanced bi/polylingualism.

5. Due to the training of a foreign language teacher as an important component of the motivational-reflexive aspect of the readiness and organization of the innovative pedagogical process, the methodological component, self-formation of the “I-concept” is actualized in the course of self-designing as a future school teacher and/or high school teacher – a professional linguistic personality of the bi/polylinguistic type.

When developing a target-functional unit of a bi/polylinguistic model of teaching in a pedagogical high school, we chose students' readiness for professional self-designing based on a bi/polylinguistic L&R competence of a mixed type as the top goal of the pedagogical process. It is defined as a psycholinguistic neoplasm in the structure of the linguistic personality of an integrative motivational-volitional, intellectual-ideological, operational-activity character, which serves as the foundation for the formation of a mixed bi/polylingualism as an individual's cognitive organization that is the basis of the bi/polylinguistic speech-thinking culture of the linguistic personality in the operational professional oriented interaction of its primary and secondary substructures.

Accordingly, **the components of this readiness** and sub-goals of the second level are *motivational-volitional, informational, operational-activity and empirical.*

At the third level, they are specified by the sub-goals in the field of formation:

- Social and personal motives for acquiring a full-fledged mixed bi/polylingualism within the framework of an individualized I-concept of a professional linguistic personality;
- Basic concepts of anthropocentric linguistics, linguistic rhetoric, psycholinguistics, theory of translation and other disciplines, knowledge-criteria;
- A complex of skills of bi/polylinguistic speech-thinking activity;
- Experience of everyday self-formation in speech events of different types of a mixed bi/polylingualism in receptive-analytical, reproductive-constructive and productive-creative registers of speech-thinking activity.

The priority in the selection of content are the criteria for ensuring a holistic pedagogical process on the conjugate formation of the substructures of the bi/polylinguistic L&R competence and organization of monitoring positive developments in the field of language operations, textual actions and communicative activities among students. At the same time, special attention is paid to the educational arrangement of the educational process – raising students' interest in learning their native language and recognizing its value while mastering a foreign language, drawing their attention to negative phenomena and deformations of the Russian language in the early 21st century, and discussing the problem of social and cultural status of the Russian language in a polyethnic multicultural state. All this contributes to the successful mastery of the basis of bi/polylinguistic speech-thinking culture by strengthening the translation component of the training content, chosen as the leading means of optimizing all other types of speech activity – speaking, listening, reading and writing.

The systemic nature of the knowledge, skills and abilities developed by students, worldview attitudes, including the professional plan, is given by using as a theoretical and operational basis the directions of L&R diagnostics, which act simultaneously as “generators” of specific diagnostic tests that allow monitoring, and directions of work during the academic year. Their use determines the general psychological and pedagogical algorithm of the educational process: before learning a new language material, to determine the level of students' training and identify their weak points in both the studied language and in their native language; to create the necessary conditions for correcting the identified gaps by providing the necessary system of knowledge in the field of bi/polylinguistic speech-thinking culture; to ensure the conjugacy of the process of formation of skills in 2–3 languages; to implement current control on a bi/polylinguistic basis.

The implementation of this algorithm takes place with the help of various pedagogical tools, which is based on a combination of research and educational methods (observation, questioning, testing, lectures, clarification, work with a book and text, audiovisual equipment, etc.), teaching aids (modeling of situations of speech interaction), forms of organization (lectures, practical classes, private lessons, independent work), diagnostic complexes of input, current and final character.

To test the effectiveness of the bi/polylinguistic model of preparing students – future foreign language teachers, ensuring a holistic pedagogical process of preparing for professional self-design based on a bi/polylinguistic L&R competence of mixed type, the following criteria are used:

- 1) *The motivational criterion* – the desire for speech self-improvement both in the foreign language and in the Russian language, the need for overcoming and preventing interference (including the reverse) in the formation of balanced knowledge and skills in 2-3 languages;
- 2) *The knowledge criterion* – knowledge of the sources and mechanism of interference and reverse interference; types of bi/polylingualism, methods of translation, etc;
- 3) *The practical criterion* – the formation of the mechanisms of bi/polylingualism, translation techniques and skills in the linguistic, textual and communicative aspects of the integral L&R competence.

The use of these criteria allows us to track the dynamics of the formation of the required readiness in the organic relationship of its components.

The effectiveness of the process of readiness formation for professional self-designing of a foreign language teacher in the bi/polylinguistic aspect is determined by the degree of interdisciplinary coordination of target-functional, substantive, structural-logical, instrumental-technological, organizational and managerial characteristics of the high school educational process in the bi/polylinguistic model of professional training.

Currently, in Sochi State University within the framework of the 44.03.01 “Pedagogical education” bachelor’s program we are developing and testing a polylingual model of L&R training

of a future foreign language teacher. We rely on the existing experience of the full implementation of the bilingual model of such training; the results of the experimental work presented below.

4. Results

Approbation of model constructions based on the English language material demonstrated the optimality of introducing the optional course “Basics of bilingual speech-thinking culture”, performing the functions of a theoretical-operational base for forming the desired readiness of a future linguist-teacher in the second year of study. The course is based on the content of the discipline "Theory and Practice of Translation", significantly modified and augmented. As the results of the study showed, not only expedient, but also necessary is its transfer to the third and fourth semesters and some redistribution of hours of practice of a foreign language in favor of the proposed course, the total duration of which is 130 hours (4 hours per week). This allows us to strengthen the translation component of training, which is used as a means of optimizing the associated process of improving all types of speech-thinking activities in English and Russian. A fundamentally new block of educational material was developed on the basis of anthropocentric linguistics, psycholinguistics, translation theory, achievements of modern linguodidactics and other private philological disciplines, psychology and pedagogy, the data of which are configured in line with the L&R theory of self-designing a professional linguistic personality.

The structural and logical organization of the course included three hierarchically coordinated stages:

I. Propedeutic stage. The first phase of this stage, initial diagnostic, is focused on comprehensive L&R diagnostics, on finding out the level of motivation to increase one's bi/polylinguistic L&R competence and stimulating this motivation in line with the I-concept of a professional linguistic personality.

The second phase, theoretically-oriented, provides for the formation of basic concepts of anthropocentric linguistics, psycholinguistics, linguistic rhetoric, bi/polylingualism, translation theory, knowledge-criteria, etc.

II. Basic stage. At this stage, there is deepening and expansion of the informational and content component of the readiness, students master operational-activity benchmarks and algorithms to carry out effectively speech-thinking activities in its bi/polylinguistic specificity, strengthen the motivational and volitional sphere in the field of self-improvement of bi/polylinguistic L&R competence of mixed type.

III. Generalizing stage. At the last stage, readiness for professional self-designing in the bi/polylinguistic aspect continues to be shaped based on pedagogical rhetoric, analysis of speech patterns of translation; against the background of consolidation of the results of the previous stage, systematization of the knowledge gained, the empirical component of this readiness is formed as intensively as possible, which is ensured by enhanced training in sequential and simultaneous translation, significant increase in the share of oral exercises.

During the final diagnostics, the testing was carried out on three criteria for the formation of readiness for professional self-design based on a mixed-type bilingual L&R competence.

It included specially designed tasks, questions and speech situations similar to those conducted at the beginning of the academic year during the experiment, but covering all the material studied.

The formative experiment conducted for the Russian and English pair of languages made it possible to identify the degree of effectiveness of the developed model for future teachers of a foreign language (see [Table 1](#)).

Table 1. The results of the initial and final diagnostics of the learners' readiness for self-designing in the experimental (EG) and control groups (CG)

Group	persons	Distribution of the EG and CG students								Average score	χ^2_{test}	χ^2_{crit}	
		very low		low		medium		high					
		persons	%	persons	%	persons	%	persons	%				
Initial diagnostics													
Motivational criterion													
CG	31	0	0	0	0	13	41.93	18	58.06	3.58	0.37	7.81	
EG	30	0	0	0	0	11	36.66	19	63.33	3.63			
Knowledge criterion													
CG	31	9	29.03	19	61.29	3	9.67	0	0	1.9	2.24		
EG	30	7	23.33	22	73.33	1	3.33	0	0	1.73			
Practical criterion													
CG	31	4	12.9	13	41.93	11	35.48	3	9.67	2.42	0.98		
EG	30	5	16.66	11	36.66	10	33.33	4	13.33	2.43			
Final diagnostics													
Motivational criterion													
CG	31	0	0	0	0	11	35.49	20	64.51	3.64	16		
EG	30	0	0	0	0	0	0	30	100	4			
Knowledge criterion													
CG	31	24	77.42	7	22.58	0	0	0	0	1.22	394.28		
EG	30	1	3.33	3	10	9	30	17	56.66	3.4			
Practical criterion													
CG	31	2	6.45	13	41.94	13	41.94	3	9.67	2.55	19.61		
EG	30	0	3.33	5	23.33	16	43.33	9	30	3.13			

The table shows that during the initial diagnostics the results of the control group are very close to those of the experimental group for motivational and practical criteria with the control group having just 4 % higher score (1.9 vs. 1.73) than the experimental group in terms of the knowledge criterion. The average score in the final diagnostics test for the experimental group was noticeably higher than that of the control group for every criterion.

The significance of both the initial and final diagnostics results was verified by Pearson's chi-squared test. In both the initial and final experiments for the chosen significance level of 0.05, the number of degrees of freedom being 3, the critical p-value is 7.81. In the initial diagnostics the test values of χ^2 for the motivational, knowledge and practical criteria are 0.37, 2.24 and 0.98 respectively. Since all of the obtained test values of χ^2 are less than the critical p-value, the experimental and control groups are statistically equivalent.

The final diagnostics test values χ^2 for the motivational, knowledge and practical criteria are 16, 394.28 and 19.61 respectively. $\chi^2_{test} > \chi^2_{crit}$ for all of the criteria, therefore the results of the experimental group are statistically different from the control group.

The final diagnostics showed the presence of positive changes in the personal and professional orientation of students, including the level of formation of moral, ethical and social motives. Initially, a fairly high motivation among students of both groups was transformed into one hundred percent among the students of the experimental group and increased somewhat among the students of the control group. We associate such a high result in the experimental group with

the fact that the interrelation between the level of development of the English and Russian elements of their bilingual L&R competence was repeatedly demonstrated to students on their own mistakes. They fully realized the need for purposeful interconnected work on the formation of knowledge, skills, possessions and competencies of the FSES in both languages.

Self-perfection in the Russian language was mostly accounted for the hours of independent work of students; therefore, educational discussions were of paramount importance in the course of experimental work, designed to awaken the desire to self-form bilingual speech-thinking culture as the leading link of professional training. Theoretical knowledge that demonstrates the dependence of the level of development of the English-speaking substructure of the bilingual L&R competence on the “congruent” Russian-speaking substructure, the importance of self-improvement in the latter contributed in no small measure to the achievement of the same goal.

5. Conclusion

The formation of the information society of the globalization era is marked by the gradual unity of mankind as a socio-biological type of *Homo sapiens*, the formation of a “metagalactic nation of earthlings”, in the future acting as a single collective “planetary linguistic personality”. In this regard, bi/polylinguistic modeling of the pedagogical process of both general school and high school professional training, developed by representatives of the Sochi L&R School, is of particular importance. When teaching adults the pedagogical dominant, the “self-concept” that provides the strategic life goal objectively operates. As shown by the results of the research, the decisive role for the effectiveness of the educational process at the high school level is played by the self-designing of the future specialist as a professional linguistic personality from the standpoint of the L&R ideal, in terms of the need to form a bi/polylinguistic speech-thinking culture, which determines the quality of training in any direction and profile. For the modern Russian poly-ethno-socio-cultural and educational space, a special role is played by the high-quality training and education on a mass scale of school teachers and high school professors of foreign languages. The readiness of a future teacher of foreign languages for professional self-designing on the basis of a bi/polylinguistic L&R competence of a mixed type, chosen as the general goal of the approved innovative pedagogical process, is a prerequisite for the formation of his speech-thinking culture as a synergistic neoplasm. Motivational, theoretical and practical criteria for the formation of this readiness are the basis of a bi/polylinguistic diagnosis and monitoring of the educational process. The structural and logical organization of the latter (propedeutic, basic, generalizing stages) consecutively lays the foundation for the future bi/polylinguistic speech-thinking culture of a future teacher of a foreign language (s). The process of formation of this readiness, its instrumental and technological support requires a systematic and coordinated approach within the framework of all the disciplines of the curriculum of the basic professional educational program from the standpoint of the “single linguistic-rhetorical and cultural-speech regime of an educational institution” for the conjugate formation of students’ Russian and foreign language L&R competencies.

The analysis of the experimental work data allowed to conclude that the innovative pedagogical process, built taking into account the principles of designing a bi/polylinguistic model of professional training, effectively and systematically forms the necessary basic elements of speech-thinking culture as an integrative quality of professional linguistic personality in motivational, theoretical, practical aspects.

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