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Dialogue of Cultures - Culture of Dialogue: from Conflicting to Understanding

FORMATION OF A MULTILINGUAL PERSONALITY VIA TEXTS OF EMOTIONAL CONTENT (PRIMARY SCHOOL)

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Abstract

The reality of the XXI century influences the content of foreign-language education and creates numerous opportunities to establish effective contacts with native speakers. It requires to form a personality, able to communicate productively with representatives of various language and cultural communities. Such a personality is called multilingual. His/her development should continue at all stages of school foreign-language education: primary, middle, high, profile-oriented. This process must be based on specially selected didactic materials and techniques of working with them. The goal of the article is to describe the process of developing a multilingual personality of a primary school student in the course of working with foreign-language texts of emotional content. The leading approach to research is axiological. A set of complementary methods was used: of theoretical analysis; constructive (creative) experiment (experiential training); designing and tabular presentation of information. The term "a foreign-language text of emotional content" is presented; the indicators of its emotional relevance are described. The authors propose the structure of a student's multilingual personality and show the process of its formation in primary school. The theoretical conclusions of the study are confirmed by the results of experiential training of pupils from schools in Kirov and Kirov Region. In the long run the characteristics of students of the following stages of school foreign-language education as developing multilingual personalities will be presented and didactic materials will be proposed to help language learners overcome challenges on the way to achieving the strategic aim of modern foreign-language education.

1. Introduction

The key characteristics of the XXI century which have a significant impact on the content of foreign-language education are globalization and rapprochement between peoples and their cultures. In the field of foreign-language education there are more opportunities to establish real contacts with native speakers. Therefore, the strategic goal of modern foreign-language education is to develop a student's multilingual personality, able to function productively in today's multicultural community (G. V. Elizarova, N. D. Galskova, L. P. Halyapina, Y. N. Karalov, A. A. Koryakina, P. V. Sysoev, E. G. Tareva, etc.).

Many researchers are interested in the development of a multilingual personality of schoolchildren. Their definitions of the term emphasise various aspects of a multilateral phenomenon and indicate that the characteristics of such a person are: a conscious self-determination in a multicultural society (Sysoev, 2018); the capacity for mutual understanding in an intercultural and multilingual communication, based on a unified linguistic view of the world (Halyapina, 2006) at different levels: global, inter-ethnic and interpersonal (Koryakina, 2016). The process of developing a multilingual personality of a student should be carried out in a consistent and orderly manner, at all levels of foreign-language school education, under conditions of specially chosen content (Tareva & Tarev, 2018). The design of such content should be based on:

– the dialogue of cultures as a special form of interaction between holders of diverse cultural values, in which traditions of one culture are transferred to others (Borg et al., 2017; Dmitrieva & Oberemko, 2018; Halyapina, 2006; Rampton, 2011; Sysoev, 2018; Tareva, 2017);

– emotional and personal-activity constituents (Kato et al., 2016; Maguire et al., 2017; Mullins & Sabherwal, 2018; Nikitenko, 2011; Tatarinova, 2018; Viguer, Cantero, & Bañuls, 2017; Wang et al., 2011).

2. Problem Statement

The study raises *the problem* of the formation of a multilingual personality of a primary school student. *The object* of our research is a multilingual personality of a primary school student. *The subject matter* is the process of developing the qualities of a multilingual personality in primary school in the process of working with foreign-language texts of emotional content.

3. Research Questions

The research questions are the following:

1) to consider the concept "a foreign-language text of emotional content" and the indicators of its emotional relevance;

2) to present the author's structure of a multilingual personality of a student;

3) describe a forming multilingual personality of a primary school student;

4) demonstrate the results of the experiential training of students in Kirov and Kirov Region on materials of foreign-language texts of emotional content.

4. Purpose of the Study

The purpose of the study is to describe the process of developing a multilingual personality of a primary school student in the course of working with foreign-language texts of emotional content.

In *the first stage* of the study the concept "a foreign-language text of emotional content" was considered and indicators of emotional value of speech material were analysed. In *the second stage* the author's structure of a student's multilingual personality was presented. In *the third stage* the characteristics of the forming multilingual personality of a primary school student (grades 1–4) are described. Finally, *in the fourth (final) stage* the results of the experiential training of primary school pupils in Kirov and Kirov Region are shown.

5. Research Methods

The leading approach to the research is axiological. A number of complementary *methods* were used: of theoretical analysis; of constructive (creative) experiment (experiental training); of designing and tabular presentation of information.

6. Findings

6.1. The concept "a foreign-language text of emotional content" and indicators of its emotional relevance

A foreign-language text of emotional content is considered in this study as a coherent micro- or macro-speech utterance that reflects the spiritual experience of mankind and guarantees the practical implementation of the emotional component of the content of a foreign-language education (Tatarinova, 2018).

Foreign-language text material of emotional value provides:

1) the reflection of the main values of civilization (personality, life, happiness, society, nature);

2) the illustration of students' emotional and evaluation relations to the world around;

3) the consideration of age-specific linguistic and psychological characteristics and indicators of schoolchildren's multicultural development, their communication, cognitive needs and interests;

4) the description of social and cultural reality, lives of different ethnic communities, races and social strata; information about the specificity and identity of different societies; a view of a foreign-language speaker and its uniqueness in the context of the world's achievements;

5) the integration of the processes of subject and meta-subject skills and abilities formation with a view to a person's integral development in intellectual and emotional dimensions.

The first three indicators are obligatory for a text of emotional content. The fourth and fifth indicators increase the emotional relevance of speech material by demonstrating to a student the importance of learning a foreign language, both teaching him a different mode of communication and introducing the culture of this language speakers, the national characteristics of their verbal and non-verbal behaviour. This is done through a dialogue between the national culture and the culture of another people.

6.2. The author's structure of a multilingual personality of a student

In our research we consider the phenomenon of a multilingual personality of a student in the context of modernization of the content of foreign-language education, i.e. in the process of working with foreign-language text material of emotional value. This work is aimed at realising a value attitude of each student to the environment, based on his needs and motives. The structure of a multilingual personality of a student includes:

a) a learner's foreign-language communicative competence: his knowledge, language and speech skills, etc.;

b) the level of proficiency in the so-called emotional component of the content of a foreign-language education, including a set of national and universal human values, the development of a student's emotional competence (emotional intelligence), will and personal universal educational activities.

6.3. The author's structure of a multilingual personality of a student

The characteristics of a primary school student as a forming multilingual personality are presented in a tabular form (Nikitenko, 2011; Shityakova & Verkhovykh, 2016; Tatarinova, 2018; see Table 1). Limited by the requirements to the article, for primary school the competence in the field of only foreign-language speaking is described since pupils' age characteristics are considered the most favorable for mastering this type of foreign-language speech activity. Texts for teaching speaking help students to mobilise important emotions when learning communication techniques, rules of speech etiquette, describing one's friends, sphere of interests and hobbies, etc. Competences in the sphere of other foreign-language speech activities (listening, reading and written speech) will be presented in the future, for the following stages of school education: middle, high and profile-oriented.

Table 01. Characteristics of a forming multilingual personality of a primary school student (grades 1–4)

Characteristics of a Multilingual Personality	Students' Age Peculiarities
Competence in the field of foreign-language speaking	As a result of learning a foreign language in primary schools pupils: • know: a) – the sounds of the language; the rules of word and phrasal stress; the main intonation patterns; – lexical units, used in communicative situations within primary school themes; ways of word-formation; – the main types of a simple sentence, sentences with a link-verb; sentences like "I can...", "I must…"; regular and irregular verbs; verbs in the present, past and future tenses; articles; the most widely used pronouns; quantitative numerals up to 100; ordinal numerals up to 20; simple prepositions of place, time and direction; – the name/names of the country/countries of the studied language, its/their capital/capitals; the names of most famous characters of children's literary works; children's rhymed folklore, easy in content and form; • have skills: – of adequate pronunciation and differentiation of foreign-language sounds; division of sentences into sense-groups; intoning the main types of sentences; – lexical (in communicative situations within primary school themes);

	– grammatical (making up the main types of a simple sentence); • have abilities: – to participate in a basic ethical dialogue (acquaintance, congratulations, thanks, greetings); – to question a partner, asking simple questions ("Who?", "What?", "Where?", "When?") and to answer them; – to make up a short story about oneself, one's family, friend; – to make small descriptions of an object, a picture (of nature, school) on the model; – to make a description of the characters of a fairy tale, on the basis of an illustration/
A system of values	• Lack of knowledge of the hierarchy of values when there is a need to learn new things; no "frozen" system of values and attitudes. • *National values:* Russia as a value. • Introduction of *universal values.* A family, friends, school, hobbies, toys, leisure time, favorite seasons, pets, nature as values. Meeting with the world of foreign peers, foreign children's folklore and literature/
Emotional competence (emotional intelligence)	• Emotional perception, imagination and response to events and activities. • "Contemplative curiosity"; a sincere and frank expression of joy, sadness, fear, pleasure or displeasure. • A great degree of emotional instability, frequent changes of mood (on a general background of cheerfulness, fun, carefree), proneness to short-term and violent passions. • Need for movement; a rapid fatigue and loss of interest in activities. • The domination of imagery (figurativeness) and an intense emotional coloring of thought processes. • Weak awareness and realizing of feelings and emotions (of one's own and those of others); inadequate responses; lack of empathy.
	• Emotionally significant factors are not only games and communication with peers, but also success in learning a foreign language and its evaluation by teachers and classmates. • Elements of social sentiment, formation of emotional relations with classmates and a teacher. • Motivation lagging behind the intellectual sphere; its unconsciousness. • Inconsistency in family and school assessment; low self-esteem/
Volitional sphere	A weak will; a number of difficulties (a new regime of life, need to work systematically, etc.). • The requirement for continuous exercises in arbitrary attention and will to work with a foreign-language text.
Personal universal educational activities	• *Personal self-determination:* the main task of the age is to comprehend the surrounding world: nature, human relations. An intensive development of a pupil's personality, speech, intellectual and cognitive abilities, as well as attention, thinking, memory and imagination, general educational skills, and motivation for further language learning. The first active manifestations of freedom, which should be aimed at developing a student's independence. • *Students' orientation in the sphere of personality values:* resilience, suggestibility, gullibility, propensity for imitation, the authority of a teacher. Communicative and psychological adaptation to a new language world. • *Moral and ethical evaluation:* vagueness of spiritual and moral concepts; identification of their external signs; misunderstanding of their meaning; no difference between "good" and "bad". • *Sense formation:* willingness to learn new facts (learning is the leading age activity). The development of one's ability to foreign-language communication (basic speech habits in speaking, listening, reading and written speech), based on

	pupils' speech skills and needs. A visual way of learning. Aptitude for purposeful memorizing of uninteresting material. • *Orientation in social roles and interpersonal relationships:* sufficient knowledge in the field of everyday communication (but not fully conscious and random), cultural patterns; the ability to cooperate. The development of pupils' social skills (teamwork, responsibility for actions, partnership, mutual assistance, etc.). Expansion of the sphere of communication. Using one's knowledge and skills for oral communication with native foreign-language speakers, a friendly attitude to representatives of other countries; a new social experience.

6.4. The results of the experiential training of students in Kirov and Kirov Region on materials of foreign-language texts of emotional content

Supplying emotionally-coloured speech samples with a set of adequate techniques of working with them contributes to the realisation of an axiological potential of text material. The dynamics of mastering speaking skills by primary school pupils in Kirov and Kirov Region (32 schoolchildren) indicates that the number of students with a high level of proficiency in this competence increased from 1 to 3; with an average one – from 3 to 7; with a low one decreased from 28 to 22. The dynamics of mastering the emotional component of the content of a foreign-language education content is as follows: the number of students with a high level increased from 8 to 17; with an average level – decreased from 23 to 15; with a low level – decreased from 1 to 0 (Figure 1).
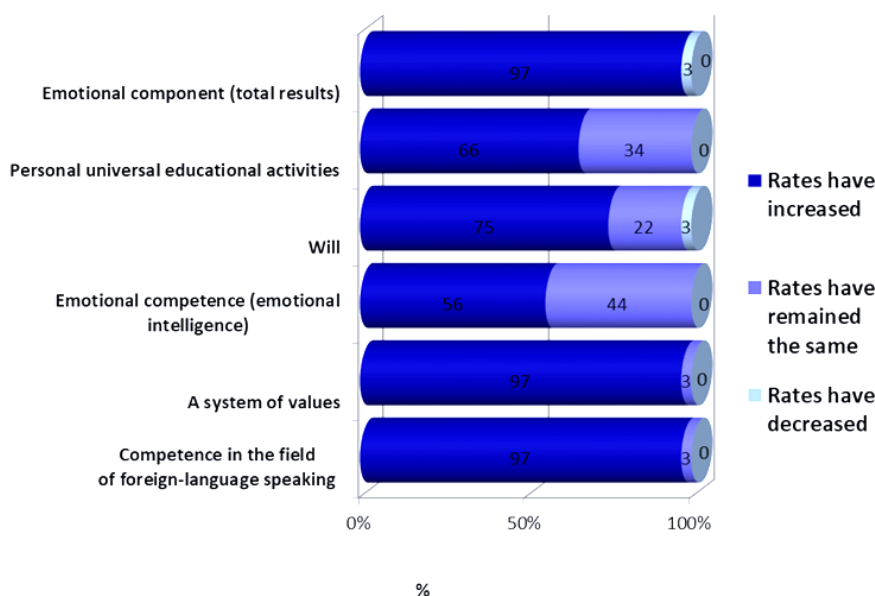

Figure 01. Dynamics of rates in characteristics of a forming multilingual personality in primary school

6.5. Discussion

Table 1 shows that the development of a primary school student as a multilingual personality is a very complex and contradictory process. Nikitenko (2011) notes that it has a cultural, creative and humane character, and in its centre is a student as a Creator, learning values of national and world cultures. Primary school age is the most favorable for learning a foreign language, mastering speaking skills and habits. Also, a pupil's system of values is actively forming, his/her emotional competence (intelligence), volitional

sphere, personal universal educational activities are developing. Meanwhile, many intellectual, social and moral qualities of a student will remain unchanged throughout life**.**

7. Conclusion

The theoretical significance of the study is determined by the fact that it presents:

– the concept "a foreign-language text of emotional content";

– indicators of its emotional relevance;

– the author's structure of a multilingual personality of a student;

– the description of a forming multilingual personality of a primary school student.

Its practical importance lies in the fact that the results of the experiential training of students in Kirov and Kirov Region on materials of foreign-language texts of emotional content are demonstrated.

In the future, within the framework of the leading research approach:

– the characteristics of students of the following stages of school foreign-language education (middle, high, profile-oriented) as developing multilingual personalities that are in demand in our society will be presented;

– at each stage didactic materials will be selected and experimentally tested to help students overcome difficulties on the way to achieving the global goal of modern foreign-language education.

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