

## SOCIO-CULTURAL PECULIARITIES IN PERSONAL CONSCIOUSNESS FORMATION

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**Abstract.** The article provides theoretical analysis of the socio-cultural peculiarities of the formation of linguistic consciousness in the process of teaching foreign languages. Substantiation of the concepts of “sociocultural approach in the context of teaching foreign languages”, “bilingualism”, “linguistic and cultural phenomena” is presented. The signs of consciousness are noted formed at the personality in the socialization process under the influence of the group social and cultural experience, communication and interaction with environment. Sociocultural features in personal consciousness formation in the course of teaching foreign languages are defined. Nowadays, knowledge of speech communication culture and behavior is very actual allowing the trainee to be an equal partner of cross-cultural communication in a foreign language in household, cultural, educational and professional spheres.

**Keywords:** socio-cultural approach, language consciousness, bilingualism, secondary language personality, linguistic and cultural phenomena.

### Introduction

Life in a multinational state assumes strengthening social and conscious consolidation in society, creation of high culture of interpersonal and international communication. In such multinational states as the Russian Federation, there is a problem of tolerance education to foreign cultures, manifestation of respect for them, overcoming the feeling of irritation from the difference of other cultures.

Familiarizing of the personality by means of a foreign language to other culture has to take place at the level of the highly intellectual moral process of cross-cultural communication considering all culture features of learning language.

According to the current trends of modernization the united European space of higher education assumes “mobility” of teachers and students. The new directions of development of the education system have global character. It is supposed that education around the world has to meet the international qualification requirements that the expert regardless of where he has got education might feel confident in any country. The students and graduate students of the Electric Power Faculty and the Faculty of Mechanization, who were doing practical training abroad or going on training in various programs on the basis of own impressions have come to the conclusion that it was necessary to pay closer attention to the organization and control of independent work of students. It is very important teaching and creating new courses (including intercultural workshops in preparation for studies abroad), organizing language classes (including teacher/trainer recruitment) and monitoring quality standards.

The project Blended Learning Module of Foreign Languages was prepared and implemented. This module includes podcasts, stories and picture-series, and interviews. The topics include information about foreign cities, students’ everyday life in different countries, local customs and traditions.

The number of class hours does not allow receiving fully corresponding knowledge base for successful dialogue in a situation of cross-cultural communication. As strong incentive of search the new, more effective ways in learning the English language serves nowadays arisen possibility of communication with carriers that appeared in understanding the specific goal of teaching foreign languages – formation of communicative culture. It is necessary that students had not only an opportunity, but also desire to answer, contact, and act as the initiators of the statement. It is conditionally possible to call this readiness a condition of creative freedom. The basis is realizing usefulness and importance by the students the tasks facing before them, high communicative potential of the exercises offered for checking the acquired material.

Recently in psychological-pedagogical literature increasing attention is given to the questions of efficiency of cross-cultural communication and formation of cultural consciousness of the personality in the course of teaching foreign languages.

From the psychological point of view, consciousness of a person is the highest form of mental reflection of reality created during the process of public life in the form of the generalized and subjective model of the world and in the form of verbal concepts and sensual images [1].

The main signs of consciousness include speech, representation, thinking and the ability to create a generalized model of environment in the form of images and concepts [1].

The majority of the noted signs of consciousness are formed at the personality in the socialization process under the influence of the group social and cultural experience, communication and interaction with environment.

Unlike psychological science, linguistic culture uses the concept “language consciousness”.

According to I.A.Zimnya, language consciousness as the form of reflection reality in language categories and judgments is “a form of existence of individual cognitive consciousness of the person ... as social being, as persons” [3].

In this regard studying the problem of formation language consciousness of the personality through a prism of sociocultural approach is obviously important.

Sociocultural approach is a concept fixing understanding of culture as a wide complex of social phenomena, representing results and means of public functioning and development [2]. Such social phenomena are not only science, art, an education system, but also the sphere of material culture, political culture, culture of the social relations, etc.

In the broad sense the sociocultural approach allows to find a way to mutual enrichment of the process of cross-cultural communication and formation of tolerance, understanding of other cultures.

According to some points of view, the essence of the sociocultural approach consists in society consideration as “unit of culture and sociality where the culture is understood as a set of ways and results of activity of the person, including the idea, value, norm, samples, and sociality is the set of relationships of social subjects” [2]. By such consideration the person is thought as the active subject of transformation of social environment and himself in it.

Thus, it is possible to tell that the sociocultural approach in the course of training foreign languages is accented on conscious inclusion of the personality in the process of formation own bilinguistic “me” through the acquired verbal concepts and sensual images. Thus, there is an integration of sociocultural components of communication into own language environment.

The bilingualism is the concept that already the important distinctive characteristic of being formed consciousness of the personality in a context of teaching foreign languages, causes the need of assimilation knowledge of cultural national components, and also instilling skills of orientation in “different” cultural space that does the process of sociocultural adaptation of the personality more successful.

In the situation of sociocultural adaptation, when the personality studies the new language environment directly through conscious active inclusion in it, sociocultural features of formation consciousness at the adaptive personality are of special interest .

## **Materials and methods**

It is possible to allocate a number of the features accompanying the process of sociocultural adaptation of the personality and formation consciousness in a context of teaching foreign languages:

1) Speech, or communicative, assuming that development of abilities in the course of teaching foreign languages is considered as a process of familiarizing of trainees to cultural features of speech behavior. Thus, in the course of formation consciousness of the personality the main role is played by the used verbal and nonverbal means of communication.

Nonverbal means allow getting, as a rule, the necessary emotional contact at communication in a foreign language. They are: mimicry, gestures, sign behavior, poses, etc. For example, gestures carry out not only social, ideological, cultural functions, but also reflect daily practical activities of the private person, i.e. allow studying sociocultural features of behavior of the personality at household, practical level.

Verbal means of communication represent special importance when studying foreign culture. For the person acquiring cultural symbolics of other language by means of dialogical communication, reproduction of separate phrases, the reality doubles, being divided into own culture and culture of the lingvo-cultural community. The last, in its turn, is reflection of “different” world through the acquired objects, relations, characteristic signs and forms of foreign-language culture which are designated by words or their connotations.

The use of verbal means of communication when teaching foreign languages is necessary. According to the researcher, formation of mental ideology of the nation happens, “first of all and mainly at the level of lexicon, i.e. at the level of words, phrases, proverbs, sayings, popular expressions, jokes, folklore texts, etc.” [4].

2) Interactive ones, assuming realization of the dialogue principle of cultures in the course of mastering foreign languages and assimilation of elements of foreign-language culture.

Dialogue of cultures most often is understood “as interaction, influence, penetration or pushing away of different historical or modern cultures, as forms of their confessional or political coexistence” [5].

One of the important points to which it is necessary to pay attention in the course of teaching foreign languages are differences in the dialogue of cultures, in particular – manifestation of sociocultural features in verbal and nonverbal communication. As the dialogue always means not only the ability to speak, but also to listen, to ask questions, it in its turn, forms consciousness of the trainee.

3) Perceptual features of formation of consciousness of the personality are connected with the features of our perception. So, it can be specified that in the course of teaching foreign languages “abilities of simultaneous perception of two cultural measurements and data of the language and cultural facts to uniform system of the lingvo-cultural phenomena” appear [1].

Besides, according to N.F.Alefirenko, “perception and understanding the world by the person is derivative of the cultural and historical life of the person and his sociocultural stereotypes which stimulate emergence in an implicature of the figurative word of various semantic connotations” [1]. Different use of the connotations serving for expression of emotionally painted shades of the statement as a whole displays the cultural traditions of society, and also is the most important accompanying tendency of the teaching process.

Thus, during assimilation of elements of foreign-language culture features the students study individual and collective mentalities; there is formation of the thinking system, therefore the trained personality has the traits of the secondary language personality.

According to the theory of speech activity and language personality developed by a lot of researchers the concept of the language personality “connects in a whole the features of language and speech, culture and personality”[6]. The secondary language personality is formed during the process of cross-cultural communication, which the most developed interpretation is “Cross-cultural communication is a set of specific processes in interaction of people belonging to different cultures and languages. It occurs between partners in interaction who not only belong to different cultures, but thus realize the fact that each of them is “another” and everyone perceives “allogeneity” of the partner” [7]. So, they emphasized that the secondary language personality is formed in that case when the perception of foreign-language culture of the personality happens through self-identification to this culture in the view of own culture. Thus, the personality owns both the system of values of the studied language culture, and the system of values of the native culture.

4) Cognitive, or informative features of formation of consciousness of the personality assume assimilation of a certain system of knowledge about the culture of the studied language, exactly, about its traditions, values, norms, rules, etc. Also, in the course of teaching it is important to study the political, social and economic features, historical conditions of the country, ethnic, language and religious structure of the territory which the language carrier of the studied language possesses. As a result of assimilation certain knowledge of foreign-language culture in consciousness of the personality there are concrete representations (images) reflecting the studied cultural reality, having subjective character, refracting in consciousness of the trainee. The consequences of this knowledge process is development by the trainee of a certain social model of behavior by means of which he carries out cross-cultural communication and focuses in “different” cultural space.

Subjectivity of knowledge in this situation influences not only the sociocultural experience of communication perceived by the identity and interactions. It also will be defined by in many respects used verbal and nonverbal means of communication, cultural and psychological features of the trainee, his social status, linguistic elements, and some other factors.

5) The praxeological features mean implementation of students' continuous active work of assimilation the system of knowledge, communication skills in cross-cultural space that characterizes it as the subject of the knowledge process.

This statement can be proved from the position of personal and activity approach which, according to I.A.Zimnya, assumes "the organization of equal pedagogical communication with the trainee, formation of the trainee as the subject of speech and educational activity" [3]. It is thus emphasized that "both of its components (personal and activity) are inseparably linked with each other that the personality acts as the subject of activity which, in turn, along with action of other factors, for example, communication, defines the personal development" [3]. The important role in this process is played by the principles of consciousness and activity of the personality, skillful statement of communicative tasks and the ability to solve them adequately, the ability and readiness to come into contact, social mobility.

The motivational aspect when forming consciousness of the trainee in the course of teaching foreign languages is of great importance as well as it is important for activation of all mental processes: thinking, perception and understanding of foreign-language materials.

Reflexive ability of the trainee allows realizing a valuable and semantic position in creative activity.

At last, personal qualities of the trainee, such as creativity, develop the practical and converting sphere of consciousness of the personality, directed on integration of the acquired semantic concepts and images of the studied language into own language culture, and also their skillful use in practical activities.

6) Ethical features of formation of consciousness of the personality in the course of teaching foreign languages assume assimilation of speech etiquette knowledge, for example, knowledge of politeness standards and the main ethical categories of foreign-language culture.

The speech etiquette as the standard of speech is the "face" of the person and reflects his level of culture in the course of adaptation in "different" cultural space.

Consequently, for dialogue of cultures "readiness for judgment of a sociocultural portrait of the countries of the studied language, ethnic, racial and social tolerance, speech rhythm and sociocultural politeness, tendency to search of nonviolent ways of the solution conflicts" have to take place [8].

It should be noted that the category of politeness, despite its universal character, is realized taking into account concrete national features, which are shown in specifics of communicative behavior of representatives of various linguistic cultures.

Consequently, the absence of knowledge about standard politeness is the main reason for the conflict situations arising in the course of cross-cultural communication. Therefore, mastering the culture of speech communication and behavior allows the trainee to be an equal partner of cross-cultural communication in a foreign language in household, cultural, educational and professional spheres.

## **Results and Discussion**

The practical application of the theory of developmental education was conducted among the students of the Stavropol State Agrarian University for the future electrical engineers and mechanical engineers. Special attention in the seminar was paid to development of the students' feeling of confidence in conducting educational discussion in discussion of papers and reports, to playing of a situation of a regional geographic orientation. The exercises directed to formation of communicative abilities, ensuring psychological stability in unknown situations; development of the qualities of constructive interaction has been offered for the students. Training exercises have been directed to improvement of the quality of the speech, formation of practical skills of conversation, self-presentation, gesticulation, through mastering methods of overcoming nervousness, finding

confidence. Dynamics of development was carried out by communicative tests, which have shown continuous improvement of results in all directions.

Table 1

### Signs of consciousness formation

Levels	Signs of consciousness formation		
	communicative	interactive	cognitive
intuitive	situational, surface knowledge	absence of willing to communicate	low self-assessment of participation, absence of ability to correlate own and other opinion
normative	focusing on applying knowledge	forming ability to productive communication	low influence to other opinions
active	applying knowledge of speech culture in different situations but sometimes without argumentation	expressing the will to productive participation in communication	adequate self-assessment of participation has temporary character
creative	applying knowledge of speech culture in different situations	productive participation in communication, tolerant perception of partner	adequate self-assessment of participation, correction of own behavior, influence to other opinions

### Conclusions

Summing up, it is possible to get a conclusion on the existence of a number of sociocultural features in formation of consciousness of the personality in the course of teaching foreign languages:

- speech, or communicative (cause familiarizing of trainees with cultural features of speech behavior by means of using means of verbal and nonverbal communication);
- interactive (assume realization of the dialogue principle of cultures in the course of mastering foreign languages and assimilation elements of foreign-language culture);
- perceptual (characterize the process of perception elements of foreign-language culture during which the trained personality has formation of the thinking system and traits of the secondary language personality development);
- cognitive, or informative (assume assimilation of a certain system of knowledge about the culture of the studied language);
- praxeological (assume implementation of students' continuous active work of assimilation the system of knowledge, communication skills in cross-cultural space);
- ethical (assume assimilation of knowledge of speech etiquette, for example, knowledge of standards of politeness and the main ethical categories of foreign-language culture).

The marked-out sociocultural features of formation of consciousness of the personality allow realization, on the one hand, themselves as the personality belonging to certain sociocultural community of people, and on the other – cultivate tolerance to foreign-language culture.

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